

Valley Forge Military College

The Military College of Pennsylvania™



Course Catalog & College Handbook 2022-2023

NON-DISCRIMINATION POLICY

Valley Forge Military College is an Equal Opportunity College and does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, veteran status, sexual orientation or any other classification protected by Federal, state, or local law.

Inquiries concerning Title IX (sexual harassment, sexual assault/domestic violence/dating violence, and stalking) may be directed to:

Dr. Jesse Phillips

Dean of College Services/Title IX Coordinator
Medenbach Hall
610-989-1467

Inquiries concerning ADA and Section 504 may be directed to:

Dana Kerrigan

Director of Library Services and Academic Support Center
Baker Library
610-989-1364

REGULATION CHANGE

The purpose of this catalog is to aid the cadets by providing both prospective and active cadets with a reference and guide to the privileges and responsibilities of the cadets at Valley Forge Military College. It is not a contract document, but is issued to aid cadets in their academic career. *Since policies and procedures change from time to time, changes to this handbook may be issued as needed.*

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This catalog is for informational purposes only and the College reserves the right to make changes at any time, including, but not limited to, the right to modify the requirements for admission and graduation; to change the dates listed; to change the program of study, to amend any regulation affecting the student body; to increase tuition and fees and to dismiss from the College any student at any time, if it is deemed in the best interest of the College or the student to do so. Nothing in this catalog should be viewed as setting forth the terms of a contract between the student or prospective student and the College and holds no legally binding statements or promises.

1: Profile

Status: Private

Character: Two-Year transfer college, co-ed, military and structured civilian-educational model; residential and commuter.

Founded: 1935

Co-Ed: 2006

Location: 100 acre campus in Wayne, Pennsylvania, suburban Philadelphia residential area

Enrollment: 90 Full-Time students

Faculty: 5 Full-Time; 7 Adjunct

Student/Faculty Ratio: 10:1

Transfer Rate: 98%

Calendar: Fall and Spring, with winter session online

Accreditation and Membership: Middle States Commission on Higher Education, Council for Higher Education Accreditation, Association of Military Colleges and Schools of the United States, Pennsylvania Association of Two-Year Colleges; Association for Independent Colleges and Universities of Pennsylvania, Senior Division; United States Army Reserve Officer Training Corps; Online Consortium of Independent Colleges and Universities.

Administration:

President/CEO:

Stuart Helgeson, COL, USMC Ret.

Commandant:

William Mott, GSM, OBE MVO

Provost / Chief Academic Officer

Dr. Robert Smith, PhD, MEd

Dean of College Services:

Dr. Jesse Phillips, EdD

Professor of Military Science:

Joshua Meyers, LTC, USA

2: Introduction

2.1 History of VFMAC

Valley Forge Military Junior College was founded in 1935 by the founder of Valley Forge Military Academy, Lieutenant General Milton Grafly Baker. The College was originally intended to offer the first two years of collegiate undergraduate education as a supplement to the Academy graduates. In 1992, the Junior College was renamed Valley Forge Military College to more accurately reflect that the education offered a full collegiate experience and was, of its own right, an independent institution. In August 2006, VFMC admitted women on a full time basis, making it a co-educational institution. The breadth of the College academic program has evolved since those early days, and the academic requirements for successful transfer to baccalaureate colleges and universities have increased significantly. VFMC continues to pursue its ultimate goal: the creation of educated, responsible, and self-disciplined young men and women who will become credits to society. To this end, the primary focus of the college is to prepare its graduates to transfer successfully as rising juniors to quality four-year colleges and universities.

2.2 Mission Statement

The mission of Valley Forge Military College is to educate students within an academic and military environment to transfer to academically competitive four-year colleges, universities, or service academies. The College builds leaders of character – for the future, for the community, for the country, for the world.

2.3 Accreditation and Memberships

The College is accredited by the Middle States Commission on Higher Education and is approved by the Pennsylvania Commission on Higher Education of the Pennsylvania Department of Education. Valley Forge Military College has been a member of the Middle States Commission on Higher Education since 1954, and our status was last reaffirmed on June 28, 2012. The College is a member of the National Association of Independent Colleges and Universities (NAICU), the Council of Independent Colleges (CIC), the Association of Military Colleges and Schools of the United States (AMCSUS), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Association of Independent Colleges and Universities of Pennsylvania (AICUP), the Council for Higher Education Accreditation (CHEA), and the Middle States Commission on Higher Education (MSCHE).

2.4 VFMC Five Cornerstones

In order to support the mission of Valley Forge Military College, the College uses Five Cornerstones, first articulated by our founder, Lieutenant General G. Baker, as the prism through which we honor our history, embrace the challenges of today, and envision our future, enabling VFMC to best serve the interests of our students and society's future leaders.

Academic Excellence: The primary goal of the College is to provide a quality education that will allow each of its graduates to transfer successfully as rising juniors to competitive colleges and universities. VFMC faculty are dedicated to teaching cadets within small class settings, and the academic programs are augmented by study hours, readily available instructors, as well as professional tutors. VFMC students are educated within a rigorously structured environment; the lessons of self-discipline, responsibility, and service to others, forged in the crucible of their years at VFMC, will stay with them forever.

Character Development: A major goal of VFMC is individual character development. Valley Forge emphasizes character development through adherence to traditional values and moral principles. All members of the Corps of Cadets are governed by the Cadet Honor Code: "A cadet will not lie, cheat or steal, nor tolerate those who do." This simple code demands that cadets aspire to a standard of behavior seldom experienced elsewhere. Likewise, students in the *Pathways* program complete a number of volunteer hours to learn the value of serving others.

Personal Motivation: At VFMC, faculty and staff provide an individual learning environment in which students are rewarded and recognized for personal academic achievement. VFMC faculty and staff ensure that individualized academic accountability is maintained. VFMC faculty and staff help cadets to design a personalized plan to foster academic improvement in keeping with individual goals.

Physical Development: VFMC faculty and staff support a physical environment in which the importance of maintaining physical fitness is tied to successful classroom alertness. The Cadets are encouraged to participate in athletic competition through both intramural and organized sports teams, embracing a healthy lifestyle, and physical self-confidence.

Leadership: The faculty and staff at VFMC provide a leadership environment linked to academic learning. Through required courses of instruction, through precept and example, and through numerous opportunities both formal and informal, students have the ability to mold their leadership skills. Opportunities to learn and practice leadership are provided by staff appointments in the Cadet Chain of Command, and various opportunities in the *Pathways* program. The Corps of Cadets is fundamentally a cadet-led system patterned on the military structure. Cadets are responsible for the administration of the Corps and the implementation of the rules and regulations that govern the cadets' daily lives. In these roles, Students gain confidence and are given an increasing amount of responsibility, fostering poise and confidence as leaders.

2.5 *The Corps of Cadets*

Valley Forge Military College (VFMC) is designated as The Military College of Pennsylvania. The Corps of Cadets is founded upon principles of integrity and honor; its cadets live in an atmosphere highly conducive to the development of young men/women for leadership roles in their chosen professions. Since 1928, members of the Corps of Cadets have learned the principles of leadership by serving as cadet leaders in positions of increasing responsibility. Hundreds of former Valley Forge cadets have earned for themselves and their alma mater an outstanding record in both military service and civilian business/industry.

The "cadet system" of command and control prevailing within the Corps is a specialized system of student government in which there is direct and continuous involvement of the cadets in the management of their own affairs. Cadet Officers and non-commissioned officers in the Chain of Command are responsible for training their subordinates in the principles of leadership and character development. The directives for this system of leadership are outlined in the *Guidon*.

The Corps of Cadets is the ideal vehicle by which each student can develop leadership and management skills. Cadet training teaches students to think clearly, to keep their minds alert and active, and to form habits of neatness and correctness. It prepares them for greater responsibilities by teaching respect and obedience to authority and by developing habits of self-discipline.

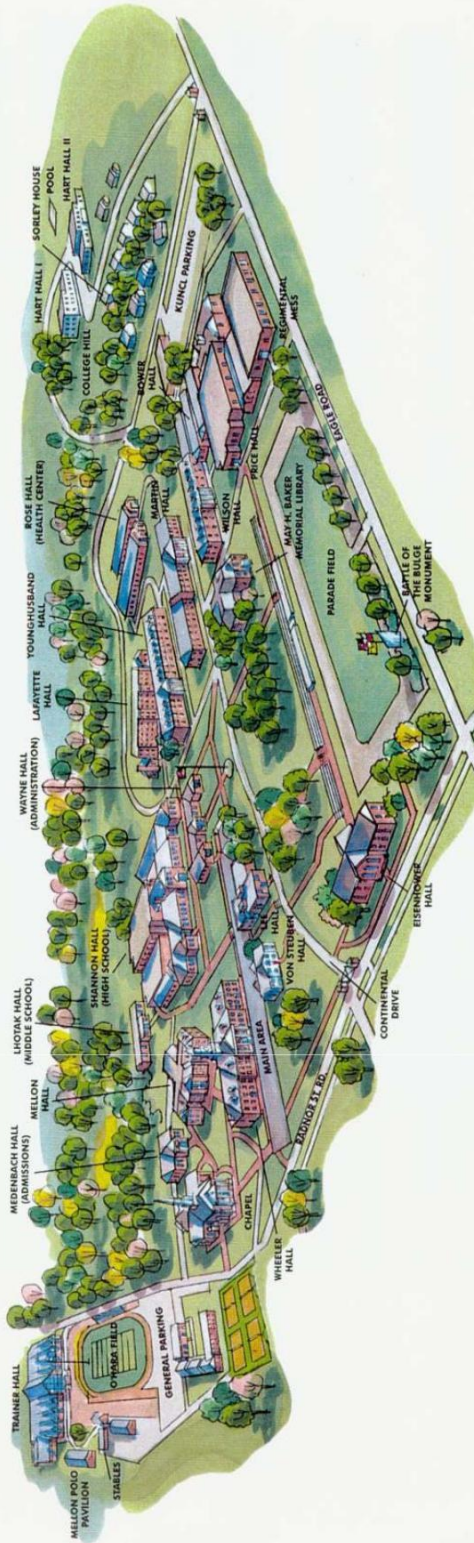
Both Active Duty and Retired Military officers and non-commissioned officers are assigned to the VFMC's Office of the Commandant of Cadets and the Department of Military Science to coach, mentor, and train cadets in successful leadership techniques.

2.7 VFMC Campus Map



Valley Forge Military Academy & College

1001 Eagle Road
Wayne, Pennsylvania 19087
1 (610)-989-1200
www.vfmac.edu



3: Campus Facilities

3.1 Cadet Store/Bookstore

The Cadet Store, located on the 1st floor of Bower Hall. This is where students, faculty, and staff may purchase school supplies and convenience store items. When the bookstore is not open, there are vending machines available in Bower Hall for convenience items.

Cadet apparel and VFMC merchandise are available online on the college website: vfmac.edu.

3.2 Campus Post Office

The Campus Post Office is located on the 1st floor of Bower Hall. Post Office Boxes are provided for students living on campus. Stamps are on sale and the Post Office can assist students, faculty, and staff with sending mail and packages through the Postal Service and UPS.

3.3 Campus Security Officers (CSO)

The CSO's at Valley Forge Military College are responsible for the safety and general security of VFMC. A person may report any unlawful or suspicious activity or any emergency by calling (610) 989-1258. Persons may also report a crime by going to the Office of the CSO located in the Facilities Building. The office is open from 7:00 a.m. to 11:00 p.m. Monday through Thursday, from 7:00 am to 3:00 pm on Friday, and from 7:00 am to 3:00 pm on Saturday. The CSO is also responsible for ensuring the facilities are locked at night, but please keep in mind security is everyone's business, so please make sure your room is secured before leaving. If you forget your keys, and your building or classroom is locked, you may call the CSO for an officer to come and open it for you. The CSO is also happy to escort you to your car after dark.

Valley Forge Military College also maintains a strict compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act requires higher education institutions to give timely warnings of crimes that represent a threat to the safety of students or employees, and to make public their campus security policies. The act is intended to provide students and their families, as higher education consumers, with accurate, complete and timely information about safety on campus so that they can make informed decisions.

A copy of the Valley Forge Military College Annual Safety and Security Report can be found on the Valley Forge Military College website under Cadets Right to Know.

For complete details visit our website: <https://www.vfmac.edu/wp-content/uploads/2021/10/VFMAC-2021-Annual-Safety-Security-and-Fire-Safety-Report-1-October-2021-R-1.pdf>

3.4 Counseling Center

Counseling is provided online by appointment. Office: 610-989-1464. Email: dlowery@vfmac.edu

3.5 Dining Services

VFMC Dining is operated by Linton's Food Service in the VFMAC Mess Hall. Our team of professionals creates distinction through service, excellence and superior food quality every day. The VFMC Dining team takes pride in providing a variety of wholesome, delicious, and nutritional foods. All students who reside on campus are required to purchase a meal plan.

3.6 Health Center Services

Students with health or wellness needs receive treatment through the Health Center located in Rose Hall. Students may be seen by nursing staff or a school physician either by an appointment, clinic hours, or through daily sick call. The Health Center provides a modern inpatient facility for those students who may require it. In case of serious illness or injury, students are referred to nearby Bryn Mawr Hospital. Along with routine clinical services, the Health Center will also arrange appointments and transportation to local physicians. Insurance coordination, to include referrals, is the responsibility of the individual student and or parent.

3.7 May H. Baker Memorial Library and Academic Support Center

The May H. Baker Memorial Library serves as the focal point of a student's academic life at Valley Forge Military College, acting as a gateway for both independent and collective learning, research, and discovery. Located in the center of campus, the Library is dedicated to the memory of May Hagenbuch Baker, wife of Valley Forge's founder, Lieutenant General Milton G. Baker. The contemporary library is a forum in which students, facilitated by teachers, professors, and librarians, come to take part in the academic traditions of the past while engaging the present, ever-changing world in which they live, seen through new methods and technologies.

The library provides computer labs and classrooms where librarians, professors, and students can interact to satisfy their information needs and achieve instructional goals.

Academic Support Center

The Library is home to the Academic Support Center, which provides professional tutoring services, testing services, educational workshops, and the provision of educational resources at no additional cost to students enrolled in VFMC.

Collection

The Library Collection itself contains over 80,000 print volumes, including the best fiction and nonfiction, classic and contemporary works. Notable collection strengths include American and World History, Military History and Technology, English and French Literature.

Databases

Students have access to the library databases to locate journal articles for research projects. They may access these databases from off-campus using their username and password. Databases are found by selecting the library tab under the college name. The following databases are available for research: CQ-Researcher, Easy-Bib, EBSCO, Infotrac/Gale Group, JSTOR, Proquest, Research Ready and Grammarly.

Catalog

Populi is used to locate books, videos, DVD's and other materials held by the library. Populi is available from the library's website. Select library under college and select on-line catalog. Access points are anywhere, subject, title and author. The Circulation period for non-reserve items is two weeks. During vacation periods when the library is closed the due date will be extended or adjusted. In addition to borrowing privileges at Valley Forge Military College, students may request books through Inter-Library Loan available through Access Pennsylvania. Students should ask for books in advance due to a three to five day delivery date. Borrowed books will be set by the borrowing library and all books should be returned in a timely manner.

Reserved Books

Books on reserve from faculty members are available for students to use in the library. Ask for the specific book at the Circulation Desk and sign the reserve card for usage. The books on reserve are to be used only in the library. Reference materials and journals cannot be checked out of the library.

First Floor

The first floor of The Baker Library houses the Academic Support Center, The Moore, Stein, Wheeler Naval Room, a classroom, the Cyber Lab, the Physics Lab, the Engineering/Programming Lab, the Reference Area, copy machine, commons study area, lavatories and the library office. Within this first floor area there are four smart boards, 30 computer stations and two printer stations. A laptop cart with ten laptops is available upon request for use within the library and special projects.

Second Floor

The second floor of the library houses the fiction and non-fiction books. There are also special collections along the perimeter of the library which includes a Pennsylvania Collection.

Confidentiality

Valley Forge is governed by Pennsylvania Act 1984-90, Section 428 Library Circulation Records, which states, "Records related to the circulation of library materials which contains the names or other personally identifying details regarding the users of... The library of any VFMC, college, or educational institution chartered by the Commonwealth...shall be confidential and shall not be made available to anyone except by a court order in a criminal proceeding."

Copyright

The Baker Library adheres to the copyright law of the United States (Title 17, United States Code) which governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

3.8 Printing

Cadets can print in the library.

3.9 Tutoring Services

Tutoring is available through the Academic Support Center located on the ground floor of the May H. Baker Memorial Library.

VFMC Tutoring Services provide currently enrolled students with complimentary and comprehensive tutoring in a variety of subjects. Tutoring Services is dedicated to promoting and fostering independent learning and thinking to improve confidence in a relaxed, fun atmosphere. Our friendly and knowledgeable tutors are committed to providing academic support for students through developing studying skills and test taking strategies and through bridging the learning gap between in-class work and homework. Tutoring is provided by professional tutors and using tutor.com.

3.10 Student Disability Services

It is the policy of VFMC to provide equal opportunity for academic success to all students. In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, VFMC seeks to provide equal access to its programs and services for people with disabilities.

To accomplish this, the Director of Academic Support Center identifies the education-related needs of students with diagnosed and documented disabilities and determines services and accommodations to be provided to those students to ensure optimal participation in their academic curriculum. The director is the coordinator at the college for students with disabilities.

At the college level, the adult student is not required to disclose his/her disability; however, if a student wants to receive reasonable accommodations, he/she must disclose that he/she has a disability, provide documentation of the disability and the need for accommodation, and specifically request the provision of such accommodations.

Students with documented learning disabilities, based on testing within the past two years, who are requesting accommodations, are encouraged to contact the Director of the Academic Support Center by email (dkerrigan@vfmac.edu), phone (610-989-1364), or by visiting her office in Baker Hall prior to the start of the academic year or as early in the semester as possible, preferably within the first week, in order to allow for reasonable prior notice to determine eligibility and to make arrangements for accommodations if warranted. All discussions will remain confidential.

4: Admissions and Placement

4.1 Process

Anyone who would like to be considered for admission should go to www.vfmac.edu and fill out the online application for the college. Each prospective cadet will be contacted by the enrollment management counselor. The role of the counselor is to help each prospective student through the enrollment process including financial aid.

I: Standard Applicants

An application to the college requires official high school transcripts, SAT or ACT scores are optional (but can be valuable in determining academic placement) and an interview. A placement exam administered by VFMC may be acceptable in lieu of SAT or ACT scores. A prospective student who has over 12 credits earned at an accredited college or university will be considered a transfer student. Transfer students are required to submit official college transcripts.

Valley Forge Military College has rolling admissions. Files are reviewed by the Registrar regularly. If a prospective student would like to be consider for financial aid, they must fill out the Free Application for Federal Student Aid at www.fafsa.ed.gov. Information regarding Merit- and Need-based scholarships is available through the Admissions Office.

II: ROTC Applicants

Students who have applied, and been accepted to, the ROTC will receive automatic admission to the college and may submit their ROTC file for admissions to Valley Forge Military College in lieu of completing the standard application process. ROTC applicants should ask the Recruiting Operations Officer to forward their ROTC application to the VFMC enrollment management counselor.

4.2 Fee Waiver Policy

There is no fee for applying for admission to VFMC.

4.3 Math and English Placement

Any student enrolling at VFMC shall be placed into the math and English course(s) appropriate for their skill level as determined from the evaluation of their transcript(s) and score(s).

4.4 Conditional Status

A student who places into one or more developmental course(s) will be considered enrolled on Conditional Status. A student enrolled on Conditional Status shall be required to complete developmental course(s) in math and/English as indicated by the evaluation of SAT/ACT scores, high school transcripts, and/ or ACCUPLACER exam.

A student on Conditional Status shall be limited to enrollment no more than 12 credits per semester plus military science.

A student on Conditional Status must complete the required developmental coursework with a grade of “D” or better. After successfully completing the required development coursework with a grade of “D” or better, a student may be removed from Conditional Status.

A student no longer on Conditional Status may enroll in college-level courses that meet the core require

5: Tuition, Fees, and Refund Policy

Valley Forge Military College (VFMC) is a non-profit organization that must meet its financial responsibilities through tuition and fees. By enrolling, parents and cadets accept responsibility for the total annual cost, regardless of payment method used. If the financial account is not current at any time, or any other payment is delinquent, VFMC reserves the right to not permit cadets to start school or be admitted to any class, examination or activity, including pre-season athletic practice. Failure to maintain payment obligations may result in dismissal. VFMC will not issue a diploma, degree, transcript, or reports until all financial obligations have been settled.

5.1 Tuition Deposit

The tuition deposit of \$50 reserves the cadet’s space in the incoming Class and is due upon formal acceptance. This fee will be applied towards tuition.

5.2 Re-enrollment Fee

Re-enrolling cadets are assessed a Re-enrollment Fee of \$500 due by 15 May which will be applied towards tuition.

5.3 *Tuition*

COST OF ATTENDANCE - RESIDENT

	Full Year	Semester
Enrolling:		
Tuition:	\$ 30,976	\$ 15,488
Room:	\$ 9,450	\$ 4,725
Dining:	\$ 7,550	\$ 3,775
Uniforms:	\$ 1,200	\$ 600
Est. Fees*:	\$ 4,390	\$ 2,195
Total:	\$ 53,566	\$ 26,783

COST OF ATTENDANCE - COMMUTER

	Full Year	Semester
Enrolling:		
Tuition:	\$ 30,976	\$ 15,488
Dining:	\$ 3,000	\$ 1,500
Uniforms:	\$ 1,200	\$ 600
Est. Fees*:	\$ 4,390	\$ 2,195
Total:	\$ 39,566	\$ 19,783

*Est. Fees - Books, supplies, loan fees, etc..

5.4 *Payment Schedule*

- 1) Fall Semester payment is due by 1 August. Payment is to include Special Activities.
- 2) Spring Semester payment is due by 1 December.
- 3) Payment Methods - check, money order, wire transfer, cash or credit card (3% fee for credit card).
- 4) Late payments are subject to a \$175 charge.
- 5) All Payments for Mid-Year Students are due upon arrival.

5.5 *Programs and Activities*

Fees are assessed for Programs & Activities such as:

- Fees may be charged to participate in intermural sports, club sports, and other activities, but these will be advertised before any activities occur.
- Charges will be assessed when a student becomes a bed patient in the Health Center.
- A Health Insurance Plan is available.

5.6 *International Cadets*

International Cadets are required to pay an Out-of-Country Fee (\$2,000 full yr/\$1,500 mid-yr) to cover costs of USCIS/Visa processing costs as well as costs for any international mailings. They are also required to purchase health insurance.(See Business Office for rate).

5.7 *Health Insurance*

All Cadets are required to have Health Insurance. VFMC requires proof of adequate Health Insurance coverage as a condition of enrollment (Local Medicaid & Medicare, travel and other

non-major medical plans are examples of inadequate Health Insurance). A Health Insurance Plan is available (see Business Office for rate).

5.8 Financial Aid Applied to Bill

Cadets receiving federal student aid, state grants, SROTC, National Guard, or Service Academy scholarships, will have such funds credited on a semester basis. Private scholarships and loans for all cadets will be credited as directed by the specific scholarship or loan program. VFMC Scholarships and grants are available for cadets subject to certain terms and conditions. Discounts for two or more family members enrolled at the same time are available.

5.9 Payment Plan Option

You may pay the cost of full year attendance in ten (10) monthly installments beginning 1 June. Loan programs are available for cadets that cover costs of education in a single year or multi-year option. Federal Stafford Loans, Federal PLUS Loans, and Private/Alternative Loans are available for eligible College cadets. Work Study opportunities exist for eligible cadets. Some loan programs also exist for international cadets. Contact the VFMC Financial Aid Office for information at (610) 989-1306 or send email to financialaid@vfmac.edu.

5.10 Refund Policy

The Enrollment fee and Re-enrollment fees are nonrefundable except for the following two exceptions: failure to in-process due to physical disability, or if the Admissions Office is notified of the cancellation of an application in writing no later than 1 May for Fall and 1 November for Spring. All Deposits and Re-enrollment fees will be forfeited after these dates.

When an applicant has been accepted for admission, it is assumed that the cadet will remain for the entire academic year. Planning and contracting for services are done for the entire year. Hiring of faculty and staff is based on the entire year. When cadets leave early, these expenses are still present.

Refunds will be granted for cadets who withdraw or are dismissed prior to the end of each semester based on the following schedule:

- Cadets who withdraw or are dismissed up to the end of the first week of classes are eligible for a refund of 80% of tuition, and room.
- Cadets who withdraw or are dismissed up to the end of the second week of classes are eligible for a refund of 60% of tuition, and room.
- Cadets who withdraw or are dismissed up to the end of the third week of classes are eligible for a refund of 40% of tuition, and room.
- Cadets who withdraw or are dismissed up to the end of the fourth week of classes are eligible for a refund of 20% of tuition, and room.
- Cadets who withdraw or are dismissed beyond the fourth week are not eligible for any refund of tuition, and room.
- Dining is prorated on a weekly basis. (i.e., Sunday through Saturday, a full week is charged for any portion used).
- Cadets changing their residency status will not receive a refund for the difference in residency charges.

- Fees for Optional Programs, Activities, & Medical Management are non-refundable once classes have started.
- Cadets receiving Federal student aid will be subject to the Return of Title IV Funds policy. Federal grants or funds will be refunded in accordance with applicable

SCHOLARSHIP REPAYMENT

If you receive an institutional scholarship or work study and leave during the term for any reason, you will be responsible for repaying that scholarship based on the following scale:

- First week of classes- 20% of the scholarship amount.
- Second week of classes- 40% of the scholarship amount.
- Third week of classes- 60 % of the scholarship amount.
- Fourth week of classes- 80% of the scholarship amount.
- Beyond the fourth week- 100% of the scholarship amount.

Federal grants or funds guidelines.

- Right to Cancel a Federal Direct, PLUS, or private loans: As a cadet or parent, you have the right to cancel any portion or the entire loan amount of any Federal subsidized, unsubsidized, PLUS, or private loans. To do so, we need to receive notice in writing, such as by a letter, note, or by email.
- State grants will be refunded in accordance with applicable state grant guidelines.
- Private scholarships and private alternative loans will be refunded in accordance with the specific scholarship or loan program guidelines.
- All VFMC scholarships, grants and discounts will be adjusted in accordance with VFMC policy.
- Tuition Assistance funds from the Dept. of Defense that are unused will be returned on a proportional basis. In instances when a Service member stops attending due to a military service obligation, the educational institution will work with the affected Service member to identify solutions for resolving their situation.
- Fees and dates are subject to change

6: Financial Aid

Federal Direct Loans:

Freshman: \$3,500 Maximum Subsidized
 Sophomore: \$4,500 Maximum Subsidized
 Dependent Students: \$2,000 Maximum Unsubsidized
 Independent Students: \$6,000 Maximum Unsubsidized

All non-international students qualify for Direct Loans. If a student does not qualify for the Subsidized loan, or only qualifies for a portion of the subsidized amount, the Unsubsidized Loan will be awarded either in whole or in part up to the maximum for the grade level listed above. The interest does not accrue on the subsidized loan while the student is enrolled at least half-time (6 credits). The Federal Direct Unsubsidized Loan has the same terms and conditions as the Direct Subsidized Loan program, except the interest accrues while the student is in school regardless of their enrollment level.

To complete the Direct Loan process, please go to the website www.studentaid.gov. Students sign in using their FSA-ID and verified e-mail. Once logged in, all students who intend to

receive Title IV Funding (loans) will need to complete the Master Promissory Note (MPN) and Entrance Counseling for the Subsidized/Unsubsidized Direct. The school code is 003386. **Please note that if you completed both the MPN and Entrance Counseling in a previous year, you do not have to do this again.**

Student Loan Information

Entrance Loan Counseling for Student Borrowers

First time borrowers who wish to borrow through the Direct Loan program must complete Entrance Counseling. This counseling provides information on terms and conditions of the loan and the future responsibilities of the borrower.

Exit Loan Counseling for Student Borrowers

VFMC will provide loan counseling to borrowers of loans under the Federal Direct Loan Program when the student ceases to be enrolled at least half-time or graduates from VFMC. This counseling provides information on repayment, deferment, debt management and other important information. It can be completed on studentloans.gov under “Exit Counseling.”

Parent Plus Loan

Qualifying parents may apply for a Parent Plus Loan at www.studentaid.gov by signing in with the parent’s FSA-ID and verified e-mail. The parent will need to click on the link “Request a Direct Plus Loan” and complete a Parent Plus Loan application and, if approved, a Master Promissory Note (MPN). If not approved, then the MPN will not be needed and the student will receive a \$4,000 increase in their Unsubsidized Loan. Denied applications can also be appealed through this Website or by contacting them with the information provided on the denial screen. Please note that the parent Plus Loan application expires after 180 days.

Federal Pell Grant

This is a federal grant (up to \$6,895 for 2022-2023) awarded to undergraduates with qualifying financial need. Qualifying financial need is calculated through the Estimated Family Contribution (EFC) number derived from the need analysis formula used by the FAFSA. Federal Pell Grant eligibility is also based on the number of credit hours that a student is registered in. To receive the maximum eligibility, a student must be enrolled in a minimum of 12 credit hours.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This is a Federal grant (up to \$2,000) available for students enrolled at least half-time. Eligibility is based on exceptional financial need. Priority consideration is given to Federal Pell Grant recipients until the annual appropriation is exhausted.

Federal Work Study (FWS)

The Federal Work Study Program provides jobs for students with financial need. Students awarded FWS will be given the opportunity to choose a job, on campus, from the list of departments in need of student workers. Students will earn an hourly rate and will be paid bi-weekly.

Title IV Refund Policy:

Your aid will be revised and/or you may be required to repay all or a portion of the aid you received if you withdraw from some or all of your courses, or stop attending classes, or enroll for less than half time status. You must notify us immediately if these changes occur. Your academic progress will be assessed based on the credit completion requirements of your original enrollment.

The Higher Education Amendment of 1998 requires schools to implement The Return of Title IV Refund Funds policy when a Title IV funds recipient withdraws from school. A Title IV recipient is defined as a student who has received Title IV funds (excluding Federal Work-Study funds but including Federal Direct PLUS Loan funds) or has met the conditions that entitle the student to a late disbursement.

The Amendment makes clear that Title IV funds are awarded to students with the assumption that he/she will attend school for the entire enrollment/payment period. If a student receiving the above mentioned assistance completely withdraws from school or ceases to attend classes up through the 60% point of the semester (as calculated by calendar days), the Financial Aid Office is required to calculate the amount of funds the student earned prior to the withdrawal and calculate the amount that was unearned and must be returned to reimburse the appropriate Title IV programs. After the 60% point, the student is deemed to have earned 100% of the Title IV funds. If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over an entire period, the institution must assume, for Federal Title IV purposes, that the student has “unofficially withdrawn”, unless the institution can document that the student completed the period. If the student did not attend any or all classes, the institution must determine if the student was entitled to the award(s). A return of Title IV funds must be calculated to determine how much the student must repay for classes that the student did attend but failed.

The “last date of attendance” is used to determine the point in time that the student stopped attending so that the percentage of the enrollment/payment period completed can be determined. The student’s instructor(s) will be contacted and asked to provide our office the student’s last date of attendance. The last date of attendance may include the date of the last quiz or exam taken, date of the last assignment submitted, or the date of the last actual attendance in the course. The percentage of Title IV aid earned is equal to the percentage of the enrollment/payment period the student completed.

In cases where funds must be returned, the school will reimburse the Title IV program(s) via the tuition revenue account. As a result, any tuition refunds due to the student will first be returned to reimburse the Title IV program(s). Funds will be returned to the appropriate program in the following order: Federal Direct Unsubsidized Loans, Federal Direct Subsidized Loans, Federal Direct PLUS Loans, Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), and other Title IV grant funds. Students will then be billed for any unpaid institutional charges that result from the return of funds to the Title IV programs. In addition, the student may be required to directly repay a portion of the Title IV funds that were received. Any repayment outstanding or unpaid will be referred to the U.S. Department of Education for collection and legal disposition. Furthermore, a financial obligation will be placed on the student’s account by the institution, which will prohibit the student from registering in future semesters, receiving academic transcripts, or receiving any additional Federal aid funds.

In some cases, a student may be eligible to receive a “post withdrawal” disbursement after the student completely withdraws from school when the amount of aid earned is less than the

amount of aid disbursed. In such cases, the Financial Aid Office will notify the student of the “post withdrawal” disbursement via an award letter.

In returning Federal funds we follow the Federal regulations. Below is our schedule for the Title IV Refund Policy, as taken from the billing office’s brochure. We use either CAMS, software from the Federal government to calculate the returned amount, or manually from the Federal government worksheet. The dean and/or registrar will notify the Financial Aid Office of students who withdraw or graduate and they will also include in the statement the last day the student attended VFMC.

STATE GRANTS AND OTHER SCHOLARSHIPS

Pennsylvania State Grant

Pennsylvania Higher Education Assistance Agency (PHEAA)

Estimated \$5,000

The PA state grant is available for students who meet PHEAA’s Pennsylvania residency requirements and demonstrate financial need. FAFSA’s must be received by May 1st prior to the academic year to meet the deadline. Other forms/paperwork may be required to be completed by PHEAA before receiving grant funds.

ALTERNATE FORMS OF FINANCIAL ASSISTANCE Alternative/Private Loan program

This is a private loan program that helps to supplement the student’s cost of attendance. The FAFSA is not required. Students can borrow up to the total cost of attendance minus other financial aid. The applicant and /or co-signer must be credit worthy. Interest rate and amounts vary. If possible, ask for deferred payments until after graduation.

Army ROTC

The Department of Military Science and Leadership receives a limited number of scholarships for the Early Commissioning Program each year. For more details see ROTC section.

Withdrawal Policy

Any student may withdraw from a course after the end of the Add/Drop period until two weeks prior to final exams. No withdrawal will be made official, nor will it reflect on a student’s permanent academic record (transcript), until the withdrawal is processed through the Office of the Registrar. The only individual that can officially process a withdrawal form for a course is the student withdrawing from said course. No withdrawal forms, presented by faculty, advisors, other employees of VFMC, family or friends of the student, will be accepted by the Office of the Registrar, nor will they be processed. The Registrar must physically receive the withdraw forms. Forms that are left in the Registrar’s office, emailed, faxed, or mailed will be considered invalid.

Federal Student Financial Aid Penalties for Drug Law Violations

A student who is convicted for any offense, during periods of enrollment for which the student receive Title IV HEA program funds, under any federal or state law involving the possession or sale of illegal drug will result in the loss of eligibility for any Title IV, HEA grant, loan or work-study assistance.

Contact Information for financial aid or obtaining institutional aid *Financial*

Aid Office: 610-989-1306

Email: financialaid@vfmac.edu

Student Loan Entrance and Exit counseling and information from the US Department of Education: www.studentaid.gov

Code of Conduct for Education Loans:

- Does not participate in any revenue sharing arrangement with any lender
- Does not permit any college officer, employee or agent who is employed in the financial aid office or is otherwise involved in the administration of education to accept any gifts or greater than a nominal value from any lender, guarantor or services
- Does not permit any college officer, employee or agent who is employed in the financial aid office or is otherwise involved in the administration of education to accept any gifts or greater than a nominal value from any lender, guarantor or group of lenders and/or guarantors in exchange for service on an advisory board, commission or other group established by such a lender, guarantor, or group of lender and/or guarantor.
- Does not assign a lender to any first-time borrower through financial aid packaging or any other means except in the case of Direct Lending
- Acknowledges that a borrower has the right to choose any lender from which to borrow to financial his or her education and will not refuse to certify or to otherwise deny or delay certification of, a loan based on the borrower's selection of a lender and/or guarantor
- Will not request or accept any offers to funds to be used for private education loans to students from lenders in exchange for providing the lender with a specified number or volume of Title IV loans or a preferred lender arrangement for Title IV loans
- Will not request or accept any assistance with call center or financial aid office staffing from lenders or guarantor agencies.

7: Academic Programs

7.1 Overview

Valley Forge Military College is accredited by the Middle States Commission on Higher Education and is approved by the Pennsylvania Commission on Higher Education of the Pennsylvania Department of Education.

A: The Commonwealth of Pennsylvania has granted to VFMC the authority to offer and award the following associate degrees:

- i. Associate of Arts
- ii. Associate of Science
- iii. Associate of Business Administration (Not currently offered)

B: Programs currently included in the **Associate of Arts** degree include:

Criminal Justice
History
Humanities
Political Science
Security Studies

C: Programs currently included in the **Associate of Science** degree include:

Business Administration
Computer Science
Cybersecurity
Engineering and Physical Sciences
Health Science

D: One-year undergraduate **Certificate** programs include:

Cybersecurity
Digital Forensics

7.2 *Core Competencies*

VFMC Curriculum is currently divided into two distinct categories: Core Competency Requirements, and Program Specific Requirements.

To earn either an Associate of Arts Degree, or an Associate of Science Degree, all students must complete a minimum of sixty (60) credits total, with a cumulative grade point average (GPA) of a 2.0 or higher, and complete all core and program requirements. The core competencies are:

- Domestic Engagement
- Global Engagement
- Research Writing
- Oral and Written Communication
- Leadership
- Cultures
- Quantitative Reasoning
- Scientific Applications
- Military History

Core competencies are skills, knowledge, and proficiencies that form a foundation for developing an appreciation of local and global community; for demonstrating effective techniques in writing and evaluating argument; for understanding leadership theory and developing a personal style that guides and inspires. In addition, core competencies enhance an understanding and appreciation of arts, language, and literature; teach reasoning using symbols and numbers, measurement, and properties to make decisions and predictions; and promote learning modern scientific and technological concepts, principles, and methods used to solve problems. Core competencies are met through a mixture of degree course requirements, program concentration electives, and electives focused specifically on attainment of the core competencies.

In addition to the core competencies, ECP students must complete HI203 – American Military History, or an equivalent course approved by the ROTC Department and Office of the Registrar. All ECP students are required to be enrolled in the Corps of Cadets and meet the graduation requirements thereof.

Native speakers may not enroll in courses in the target language for credit.

Any student taking ESL courses or for whom English is a second language, will not need to take an additional language requirement.

A single course cannot satisfy multiple degree or program elective options (i.e.: PY101 cannot be used as a Degree Requirement, Humanities Elective, and Free Elective). Check with your advisor to ensure courses are selected properly.

7.3 Degree Structures

Associate of Arts

All Associate of Arts degrees include a prescribed set of courses that include core competency courses, program courses, program electives, a program capstone course, and several electives. The degrees are structured as follows:

General Education Core	Program Courses
Research Writing	4 Core Program Courses
Written Communication	2 Program Elective Courses
Domestic Engagement	Program Capstone Course
Global Engagement	3 Free Elective Courses
Leadership	
Quantitative Reasoning	
Scientific Application	
Cultures	
Military History	

All Associate of Science degrees include a prescribed set of courses that include core competency courses, program courses, program electives, and several electives. The degrees are structured as follows:

General Education Core	Program Courses
Research Writing	7 Core Program Courses
Written Communication	1 Program Elective Course
Domestic Engagement	3 Free Elective Courses
Global Engagement	
Leadership	
Quantitative Reasoning	
Scientific Application	
Cultures	
Military History	

7.4 Academic Program Maps and Course Sequencing

The Valley Forge Military College Advising & Administration, in the interest of timely student Graduation and program completion, apply a four-semester sequence of courses upon each student's course selections. Sequencing, if followed, facilitates the guaranteed earning of an Associate Degree regardless of program and regardless of whether or not a student wishes to pursue a Cybersecurity Certificate in conjunction with their Associate Degree program.

The tables that follow outline the degree requirements and elective options for each degree and the four-semester sequence recommended for each degree when study is started in either the Fall or Spring semester. At the end of all degree outlines is a master list of courses typically offered in the Fall and Spring semester.

Students can use the program maps and course sequences to track their progress with the help of their advisor.

The program plans and sample course sequences are presented as follows:

7.4.1: Associate of Arts in Criminal Justice

7.4.2: Associate of Arts in History

7.4.3: Associate of Arts in Humanities

7.4.4: Associate of Arts in Political Science

7.4.5: Associate of Arts in Security Studies

7.4.6: Associate of Science in Business Administration

7.4.7: Associate of Science in Computer Science

7.4.8: Associate of Science in Cybersecurity

7.4.9: Associate of Science in Engineering and Physical Sciences

7.4.10: Associate of Science in Health Science

7.4.11: Certificate in Cybersecurity

7.4.12: Certificate in Digital Forensics

7.4.1: Associate of Arts in Criminal Justice Degree Plan & Proposed Course Sequence

Degree Plan

General Education Core		Credits	Pre/Co Requisites
Written Communication	EN101: Rhetoric and Composition	3	Placement or EN100
Research Writing	EN102: Literature and Composition	3	EN101
Domestic Engagement	PS101: American Government	3	
Global Engagement	CJ101: Intro to Criminal Justice	3	
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101: Intro to the Army and MS102: Introduction to the Profession of Arms	4	
Quantitative Reasoning	Choose One: MA101: College Algebra MA112: Statistics (Recommended)	3	Placement
Scientific Application	Choose One: BI101: Principles of Biology I CH103: Principles of Chemistry I	4	CH103: MA101
Cultures	Choose One: SP101 & 102: Introductory Spanish I & II FR101 & 102: Introductory French I & II AR101 & 102: Introductory Arabic I & II	6	
Military History	HI203: American Military History	3	
Program Courses			
Program Core	CJ104: Intro to Constitutional Law	3	
Program Core	CJ204: Criminal Law and Procedure	3	
Program Core	CJ205: Criminal Investigations	3	
Program Core	CJ220: Criminology	3	
Program Elective	Choose One: CS110: Intro to Computer Information Systems SO101: Intro to Sociology	3	
Program Elective	Choose One: SE101: Intro to National Security SE110: Global Conflict SE210: Terrorism & Counter-Terrorism SE215: Intelligence Studies CJ106: Digital Forensics CS220: Data Management and Security	3	CJ106: CS110 and CJ104
Program Capstone	CJ225: Incident Command	3	All Program Core Classes
Elective	ECP - MS302: Applied Team Leadership ROTC – MS201: Foundations of Leadership and MS202: Foundations of Tactical Leadership	3	
Elective	ECP - MS401: Developing Adaptive Leaders ROTC - Free Elective	3	
Elective	ECP - MS402: Leadership in a Complex World ROTC - Free Elective	3	
Total Credits		62	

Fall Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
Semester I			
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
CJ101: Introduction to Criminal Justice	3	CJ101: Introduction to Criminal Justice	3
PS101: American Government	3	PS101: American Government	3
CJ104: Introduction to Constitutional Law	3	CJ104: Introduction to Constitutional Law	3
MS301: Adaptive Team Leadership	4	MS101: Introduction to the Army	2
		Free Elective	3
Total Credits	16		17
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
HI203: American Military History	3	MA101: College Algebra or MA112: Statistics	3
CJ204: Criminal Law and Procedure	3	CJ204: Criminal Law and Procedure	3
SO101: Intro to Sociology or CS110: Intro to CIS	3	SO101: Intro to Sociology or CS110: Intro to CIS	3
MS302: Applied Team Leadership	4	MS102: Intro to the Profession of Arms	2
Total Credits	16		14
Semester III			
Science Elective	4	Science Elective	4
CJ220: Criminology	3	CJ220: Criminology	3
Language I	3	Language I	3
MA101: College Algebra or MA112: Statistics	3	HI203: American Military History	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
Total Credits	16		15
Semester IV			
CJ205: Criminal Investigations	3	CJ205: Criminal Investigations	3
CJ225: Incident Command	3	CJ225: Incident Command	3
Language II	3	Language II	3
Program Elective	3	Program Elective	3
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
		Free Elective	3
Total Credits	16		17

Spring Start 4-Semester Sequence

Course	Credits
Semester I	
EN101: Composition & Rhetoric	3
Quantitative Reasoning Elective (Statistics Recommended)	3
CJ101: Introduction to Criminal Justice	3
CJ104: Introduction to Constitutional Law	3
SO101 or CS110; CS110 to take Digital Forensics in Semester III	3
MS101: Introduction to the Army	2
Total Credits	17
Semester II	
EN102: Literature and Composition	3
Language I	3
PS101: American Government	3
Free Elective	3
MS102: Intro to Profession of Arms	2
Total Credits	14
Semester III	
CJ204: Criminal Law and Procedure	3
Language II	3
CJ225: Incident Command	3
CJ205: Criminal Investigations	3
Program Elective	3
MS201: Foundations of Leadership	2
Total Credits	17
Semester IV	
Scientific Elective	4
CJ220: Criminology	3
Free Elective	3
HI203: American Military History	3
MS202: Foundations of Tactical Leadership	2
Total Credits	15

7.4.2: Associate of Arts in History Degree Plan and Proposed Course Sequence

Degree Plan

General Education Core		Credits	Pre/Co Requisites
Written Communication	EN101: Rhetoric and Composition	3	Placement or EN100
Research Writing	EN102: Literature and Composition	3	EN101
Domestic Engagement	Choose One: PS101: American Government CJ104: Intro to Constitutional Law	3	
Global Engagement	Choose One: PS102: International Relations SE101: Intro to National Security SE110: Global Conflict SE220: Terrorism & Counter-Terrorism	3	
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101: Intro to the Army and MS102:	4	
Quantitative Reasoning	Choose One: MA101: College Algebra MA112: Statistics (Recommended)	3	Placement
Scientific Application	Choose One: BI101: Principles of Biology I CH103: Principles of Chemistry I	4	CH103: MA101
Cultures	Choose One: SP101 & 102: Introductory Spanish I & II FR101 & 102: Introductory French I & II AR101 & 102: Introductory Arabic I & II	6	
Military History	HI203: American Military History	3	
Program Courses			
Program Core	PL101: Introduction to Ethics	3	
Program Core	Choose One: HI103: American Experience I HI105: World Civilization I	3	
Program Core	Choose One: HI104: American Experience II HI106: World Civilization II HI205: World War II HI206: The Vietnam War	3	
Program Core	Choose One: LT103: Introduction to Literature LT205: Non-Western Literature LT206: American Literature	3	EN101 and EN102
Program Elective	Choose One: SO101: Intro to Sociology PY101: Intro to Psychology	3	
Program Elective	Choose One: EN207: Creative Writing CM120: Public Speaking SO101: Intro to Sociology PY101: Intro to Psychology	3	
Program Capstone	IN200: Research Methods	3	All Program Core Classes
Elective	ECP - MS302: Applied Team Leadership	4	
Elective	ECP - MS401: Developing Adaptive Leaders ROTC – MS201	4	
Elective	ECP - MS402: Leadership in a Complex World ROTC – MS202	4	
Total Credits		62	

Fall Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
Semester I			
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
PL101: Introduction to Ethics	3	PL101: Introduction to Ethics	3
HI1XX Level Class	3	HI1XX Level Class	3
CJ104: Introduction to Constitutional Law or PS101: American Government	3	CJ104: Introduction to Constitutional Law or PS101: American Government	3
MS301: Adaptive Team Leadership	4	MS101: Introduction to the Army	2
		Free Elective	
Total Credits	16		17
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
MA101: College Algebra or MA112: Statistics	3	MA101: College Algebra or MA112: Statistics	3
HI2XX Level Class	3	HI2XX Level Class	3
Program Elective	3	Program Elective	3
MS302: Applied Team Leadership	4	MS102: Intro to the Profession of Arms	2
Total Credits	16		14
Semester III			
Science Elective	4	Science Elective	4
Literature Elective	3	Literature Elective	3
Language I	3	Language I	3
HI203: American Military History	3	HI203: American Military History	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
Total Credits	16		15
Semester IV			
Global Engagement Elective	3	Global Engagement Elective	3
Program Elective	3	Program Elective	3
Language II	3	Language II	3
IN200: Research Methods	3	IN200: Research Methods	3
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
		Free Elective	3
Total Credits	16		17

Spring Start 4-Semester Sequence

Course	Credits
Semester I	
EN101: Composition & Rhetoric	3
Program Elective	3
HI1XX Level Class	3
MA101: College Algebra or MA112: Statistics	3
Free Elective	3
MS101: Introduction to the Army	2
Total Credits	17
Semester II	
EN102: Composition and Literature	3
Language I	3
HI2XX Level Class	3
PL101: Introduction to Ethics	3
CJ104: Introduction to Constitutional Law or PS101: American Government	3
MS102: Intro to the Profession of Arms	2
Total Credits	17
Semester III	
Science Elective	4
Language II	3
Program Elective	3
IN200: Research Methods	3
MS201: Foundations of Leadership	2
Total Credits	15
Semester IV	
Literature Elective	3
Global Engagement Elective	3
HI203: American Military History	3
Free Elective	3
MS202: Foundations of Tactical Leadership	2
Total Credits	14

7.4.3: Associate of Arts in Humanities Degree Plan and Proposed Course Sequence

Degree Plan

General Education Core		Credits	Pre/Co Requisites
Written Communication	EN101: Rhetoric and Composition	3	Placement or EN100
Research Writing	EN102: Literature and Composition	3	EN101
Domestic Engagement	Choose One: PS101: American Government CJ104: Intro to Constitutional Law	3	
Global Engagement	Choose One: PS102: International Relations SE101: Intro to National Security SE110: Global Conflict SE220: Terrorism & Counter-Terrorism	3	
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101 and MS102	4	
Quantitative Reasoning	Choose One: MA101: College Algebra MA112: Statistics (Recommended)	3	Placement
Scientific Application	Choose One: BI101: Principles of Biology I CH103: Principles of Chemistry I	4	CH103: MA101
Cultures	Choose One: SP101 & 102: Introductory Spanish I & II FR101 & 102: Introductory French I & II	6	
Military History	HI203: American Military History	3	
Program Courses			
Program Core	PL101: Introduction to Ethics	3	
Program Core	Choose One: HI103: American Experience I HI105: World Civilization I HI205: World War II HI206: The Vietnam War	3	
Program Core	Choose One: PS101: American Government PS102: International Relations PS202: Comparative Politics	3	
Program Core	Choose One: LT103: Introduction to Literature LT205: Non-Western Literature LT206: American Literature	3	EN101 and EN102
Program Elective	Choose One: SO101: Intro to Sociology PY101: Intro to Psychology	3	
Program Elective	Choose One: EN207: Creative Writing SO101: Intro to Sociology PY101: Intro to Psychology	3	
Program Capstone	IN200: Research Methods	3	All Program Core Classes
Elective	ECP - MS302: Applied Team Leadership ROTC - MS201: Foundations of Leadership	4	
Elective	ECP - MS401 and MS402	8	
Elective	ECP - MS201 and 202	8	
Total Credits		62	

Fall Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
Semester I			
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
PL101: Introduction to Ethics	3	PL101: Introduction to Ethics	3
CJ104: Intro to Constitutional Law	3	CJ104: Intro to Constitutional Law	3
PS101: American Government	3	PS101: American Government	3
MS301: Adaptive Team Leadership	4	MS301: Adaptive Team Leadership	2
		Free Elective	3
Total Credits	16		17
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
MA101: College Algebra or MA112: Statistics	3	MA101: College Algebra or MA112: Statistics	3
PS102: International Relations	3	PS102: International Relations	3
HI203: American Military History	3	Political Science Elective	3
MS302: Applied Team Leadership	4	MS102: Intro to the Profession of Arms	2
Total Credits	16		14
Semester III			
Science Elective	4	Science Elective	4
Literature Elective	3	Literature Elective	3
Language I	3	Language I	3
Political Science Elective	3	HI203: American Military History	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
Total Credits	16		15
Semester IV			
PS202: Comparative Politics	3	PS202: Comparative Politics	3
History Elective	3	History Elective	3
Language II	3	Language II	3
IN200: Research Methods	3	IN200: Research Methods	3
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
		Free Elective	3
Total Credits	16		18

Spring Start 4-Semester Sequence

Course	Credits
Semester I	
EN101: Composition & Rhetoric	3
Program Elective	3
History Elective	3
MA101: College Algebra or MA112: Statistics	3
Free Elective	3
MS101: Introduction to the Army	2
Total Credits	17
Semester II	
EN102: Composition and Literature	3
Language I	3
Free Elective	3
PL101: Introduction to Ethics	3
CJ104: Introduction to Constitutional Law or PS101: American Government	3
MS102: Intro to the Profession of Arms	2
Total Credits	17
Semester III	
Scientific Elective	4
Language II	3
Program Elective	3
IN200: Research Methods	3
MS201: Foundations of Leadership	2
Total Credits	15
Semester IV	
Literature Elective	3
Global Engagement Elective	3
HI203: American Military History	3
Political Science Elective	3
MS202: Foundations of Tactical Leadership	2
Total Credits	14

7.4.4: Associate of Arts in Political Science Degree Plan and Proposed Course Sequence

Degree Plan

General Education Core		Credits	Pre/Co Requisites
Written Communication	EN101: Rhetoric and Composition	3	Placement or EN100
Research Writing	EN102: Literature and Composition	3	EN101
Domestic Engagement	CJ104: Intro to Constitutional Law	3	
Global Engagement	Choose One: PS102: International Relations	3	
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101: Intro to the Army and MS102: Introduction to the Profession of Arms	4	
Quantitative Reasoning	Choose One: MA101: College Algebra MA112: Statistics (Recommended)	3	Placement
Scientific Application	Choose One: BI101: Principles of Biology I CH103: Principles of Chemistry I	4	CH103: MA101
Cultures	Choose One: SP101 & 102: Introductory Spanish I & II FR101 & 102: Introductory French I & II AR101 & 102: Introductory Arabic I & II	6	
Military History	HI203: American Military History	3	
Program Courses			
Program Core	PL101: Introduction to Ethics	3	
Program Core	PS101: American Government	3	
Program Core	PS202: Comparative Politics	3	
Program Core	Choose One: LT103: Introduction to Literature LT205: Non-Western Literature LT206: American Literature	3	EN101 and EN102
Program Elective	Choose One: SO101: Intro to Sociology PY101: Intro to Psychology	3	
Program Elective	Choose One: EN207: Creative Writing FA102: Drawing Fundamentals FA105: Art History CM120: Public Speaking SO101: Intro to Sociology PY101: Intro to Psychology HI205: World War II HI206: Vietnam War	3	
Program Capstone	IN200: Research Methods	3	All Program Core Classes
Elective	ECP - MS302: Applied Team Leadership ROTC - MS201: Foundations of Leadership and MS202: Foundations of Tactical Leadership	3	
Elective	ECP - MS401: Developing Adaptive Leaders ROTC - Free Elective	3	
Elective	ECP - MS402: Leadership in a Complex World ROTC - Free Elective	3	
Total Credits		62	

Fall Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
Semester I			
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
PL101: Introduction to Ethics	3	PL101: Introduction to Ethics	3
CJ104: Intro to Constitutional Law	3	CJ104: Intro to Constitutional Law	3
PS101: American Government	3	PS101: American Government	3
MS301: Adaptive Team Leadership	4	MS301: Adaptive Team Leadership	2
		Free Elective	3
Total Credits	16		17
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
MA101: College Algebra or MA112: Statistics	3	MA101: College Algebra or MA112: Statistics	3
PS102: International Relations	3	PS102: International Relations	3
Program Elective	3	Program Elective	3
MS302: Applied Team Leadership	4	MS102: Intro to the Profession of Arms	2
Total Credits	16		14
Semester III			
Science Elective	4	Science Elective	4
Literature Elective	3	Literature Elective	3
Language I	3	Language I	3
HI203: American Military History	3	HI203: American Military History	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
Total Credits	16		15
Semester IV			
PS202: Comparative Politics	3	PS202: Comparative Politics	3
Program Elective	3	Program Elective	3
Language II	3	Language II	3
IN200: Research Methods	3	IN200: Research Methods	3
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
		Free Elective	3
Total Credits	16		17

Spring Start 4-Semester Sequence

Course	Credits
Semester I	
EN101: Composition & Rhetoric	3
Program Elective	3
PS102: International Relations	3
MA101: College Algebra or MA112: Statistics	3
Free Elective	3
MS101: Introduction to the Army	2
Total Credits	17
Semester II	
EN102: Composition and Literature	3
Language I	3
CJ104: Introduction to Constitutional Law	3
PL101: Introduction to Ethics	3
PS101: American Government	3
MS102: Intro to the Profession of Arms	2
Total Credits	17
Semester III	
Scientific Elective	4
Language II	3
PS202: Comparative Politics	3
IN200: Research Methods	3
MS201: Foundations of Leadership	2
Total Credits	15
Semester IV	
Literature Elective	3
PS202: Comparative Politics	3
HI203: American Military History	3
Free Elective	3
MS202: Foundations of Tactical Leadership	2
Total Credits	14

7.4.5: Associate of Arts in Security Studies Degree Plan and Proposed Course Sequence

Degree Plan

General Education Core		Credits	Pre/Co Requisites
Written Communication	EN101: Rhetoric and Composition	3	Placement or EN100
Research Writing	EN102: Literature and Composition	3	EN101
Domestic Engagement	PS101: American Government	3	
Global Engagement	Choose One: PS102: International Relations SE110: Global Conflict SE220: Terrorism & Counter-Terrorism (Choice cannot also be used as Program Elective)	3	
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101: Intro to the Army and MS102: Introduction to the Profession of Arms	4	
Quantitative Reasoning	Choose One: MA101: College Algebra MA112: Statistics (Recommended)	3	Placement
Scientific Application	Choose One: BI101: Principles of Biology I CH103: Principles of Chemistry I	4	CH103: MA101
Cultures	Choose One: SP101 & 102: Introductory Spanish I & II FR101 & 102: Introductory French I & II AR101 & 102: Introductory Arabic I & II	6	
Military History	HI203: American Military History	3	
Program Courses			
Program Core	CJ104: Intro to Constitutional Law	3	
Program Core	SE101: Intro to National Security	3	
Program Core	CS110: Intro to Computer Information Systems	3	
Program Core	Choose One: HI105: World Civilization I HI106: World Civilization II	3	
Program Elective	Choose One: SE110: Global Conflict SE210: Terrorism & Counter-Terrorism SE215: Intelligence Studies CJ106: Digital Forensics CS220: Data Management and Security	3	CJ106: CS110 and CJ104
Program Elective	Choose One: SE110: Global Conflict SE210: Terrorism & Counter-Terrorism SE215: Intelligence Studies CJ106: Digital Forensics CS220: Data Management and Security	3	CJ106: CS110 and CJ104
Program Capstone	CJ225: Incident Command	3	All Program Core Classes
Elective	ECP - MS302: Applied Team Leadership ROTC - MS201: Foundations of Leadership and MS202: Foundations of Tactical Leadership	3	
Elective	ECP - MS401: Developing Adaptive Leaders ROTC - Free Elective	3	
Elective	ECP - MS402: Leadership in a Complex World ROTC - Free Elective	3	
Total Credits		62	

Fall Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
Semester I			
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
SE101: Intro to National Security	3	SE101: Intro to National Security	3
PS101: American Government	3	PS101: American Government	3
CJ104: Introduction to Constitutional Law	3	CJ104: Introduction to Constitutional Law	3
MS301: Adaptive Team Leadership	4	MS101: Intro to the Army	2
		Free Elective	3
Total Credits	16		17
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
HI203: American Military History	3	MA101: College Algebra or MA112: Statistics	3
HI106: World Civilizations II	3	HI106: World Civilizations II	3
CS110: Intro to Computer Info Systems	3	CS110: Intro to Computer Info Systems	3
MS302: Applied Team Leadership	4	MS102: Intro to the Profession of Arms	2
Total Credits	16		14
Semester III			
Science Elective	4	Science Elective	4
Program Elective	3	Program Elective	3
Language I	3	Language I	3
MA101: College Algebra or MA112: Statistics	3	HI203: American Military History	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
Total Credits	16		15
Semester IV			
Global Engagement Elective	3	Global Engagement Elective	3
Program Elective	3	Program Elective	3
Language II	3	Language II	3
CJ225: Incident Command	3	CJ225: Incident Command	3
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
		Free Elective	3
Total Credits	16		17

Spring Start 4-Semester Sequence

RCourse Sequence	Credits
Semester I	
EN101: Composition & Rhetoric	3
MA101: College Algebra or MA112: Statistics	3
CJ101: Introduction to Criminal Justice	3
CJ104: Introduction to Constitutional Law	3
SE101: Intro to National Security	3
MS101: Introduction to the Army	2
Total Credits	17
Semester II	
EN102: Literature and Composition	3
Language I	3
PS101: American Government	3
CS110: Intro to Computer Information Systems	3
MS102: Intro to Profession of Arms	2
Total Credits	14
Semester III	
Global Engagement Elective	3
Language II	3
Program Elective	3
CJ225: Incident Command	3
HI106: World Civilization II	3
MS201: Foundations of Leadership	2
Total Credits	17
Semester IV	
Scientific Elective	4
Free Elective	3
Free Elective	3
HI203: American Military History	3
MS202: Foundations of Tactical Leadership	2
Total Credits	15

7.4.6: Associate of Science in Business Administration Degree Plan and Proposed Course Sequence

Degree Plan

General Education Core		Credits	Pre/Co Requisites
Research Writing	EN101: Rhetoric and Composition	3	Placement or EN100
Written Communication	EN102: Literature and Composition	3	EN101
Domestic Engagement	Choose One: PS101: American Government CJ104: Intro to Constitutional Law	3	
Global Engagement	PS102: International Relations	3	
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101: Intro to the Army and MS102: Introduction to the Profession of Arms	4	
Quantitative Reasoning	MA104: Calculus	4	Placement or MA103
Scientific Application	Choose One: BI101: Principles of Biology I CH103: Principles of Chemistry I PH201: Physics I	4	CH103/BI101: MA101 PH201: MA104
Cultures	Choose One: EN207: Creative Writing FA102: Drawing Fundamentals FA105: Art History I CM120: Public Speaking SO101: Intro to Sociology SP101: Introductory Spanish I FR101: Introductory French I AR101: Introductory Arabic I	3	
Military History	HI203: American Military History	3	
Program Courses			
Program Core	EC110: Principles of Microeconomics	3	
Program Core	EC111: Principles of Macroeconomics	3	
Program Core	BU110: Principles of Management	3	
Program Core	BU204: Business Law and Ethics	3	
Program Core	AC201: Financial Accounting	3	
Program Core	AC202: Managerial Accounting	3	AC201: Financial Acct
Program Core	CS110: Computer Information Systems	3	
Program Elective	MA112: Statistics	3	
Elective	ECP - MS302: Applied Team Leadership ROTC - Free Elective	3 (4)	
Elective	ECP - MS401: Developing Adaptive Leaders ROTC - Free Elective	3 (4)	
Elective	ECP - MS402: Leadership in a Complex World ROTC - Free Elective	3 (4)	
Total Credits		63 (66)	

Fall Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
Semester I			
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
EC110: Principles of Microeconomics	3	EC110: Principles of Microeconomics	3
CJ104: Intro to Constitutional Law or PS101: American Government	3	CJ104: Intro to Constitutional Law or PS101: American Government	3
MA112: Statistics or MA103: Precalculus	3	MA112: Statistics or MA103: Precalculus	3
MS301: Adaptive Team Leadership	4	MS101: Profession of Arms	2
		Free Elective	3
Total Credits	16		17
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
EC111: Principles of Macroeconomics	3	EC111: Principles of Macroeconomics	3
PS102: International Relations	3	PS102: International Relations	3
MA104: Calculus	3	MA104: Calculus	3
MS302: Applied Team Leadership	4	MS102: Intro to the Profession of Arms	2
Total Credits	16		14
Semester III			
Science Elective	4	Science Elective	4
AC201: Financial Accounting	3	AC201: Financial Accounting	3
BU110: Principles of Management	3	BU110: Principles of Management	3
CS110: Computer Information Systems	3	CS110: Computer Information Systems	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
MA112: Statistics if needed	3	MA112: Statistics if needed	3
Total Credits	19		18
Semester IV			
AC202: Managerial Accounting	3	AC202: Managerial Accounting	3
BU204: Business Law and Ethics	3	BU204: Business Law and Ethics	3
Cultures Elective	3	Cultures Elective	3
HI203: American Military History	3	HI203: American Military History	3
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
		Free Elective	3
Total Credits	16		18

Spring Start 4 Semester Sequence

Course Sequence	Cr
Semester I	
EN101: Rhetoric and Composition	3
EC110: Principles of Microeconomics	3
CJ104: Intro to Constitutional Law or PS101: American Government	3
MA112: Statistics or MA103: Precalculus	3
MS101: Profession of Arms	2
Free Elective	3
	17
Semester II	
EN102: Composition and Literature	3
EC111: Principles of Macroeconomics	3
PS102: International Relations	3
MA104: Calculus	3
MS102: Intro to the Profession of Arms	2
	14
Semester III	
Science Elective	4
AC201: Financial Accounting	3
BU110: Principles of Management	3
CS110: Computer Information Systems	3
MS201: Foundations of Leadership	2
MA112: Statistics if needed	3
	18
Semester IV	
AC202: Managerial Accounting	3
BU204: Business Law and Ethics	3
Cultures Elective	3
HI203: American Military History	3
MS202: Foundations of Tactical Leadership	2
Free Elective	3
	18

7.4.7: Associate of Science in Computer Science Degree Plans and Proposed Course Sequences

Degree Plan

General Education Core		Credits	Pre/Co Requisites	
Written Communication	EN101: Rhetoric and Composition	3	Placement or EN100	
Research Writing	EN102: Literature and Composition	3	EN101	
Domestic Engagement	Choose One: PS101: American Government CJ104: Intro to Constitutional Law	3		
	Choose One: PS102: International Relations SE101: Introduction to National Security SE110: Global Conflict SE220: Terrorism and Counter-Terrorism	3		
Global Engagement				
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101: Intro to the Army and MS102: Introduction to the Profession of Arms	4		
Quantitative Reasoning	MA104: Calculus I	4	Placement or MA103	
Scientific Application	CH103: Principles of Chemistry I	4	MA101	
Cultures	Choose One: EN207: Creative Writing FA102: Drawing Fundamentals FA105: Art History I CM120: Public Speaking SO101: Intro to Sociology SP101: Introductory Spanish I FR101: Introductory French I AR101: Introductory Arabic I	3		
	Military History	HI203: American Military History	3	
	Program Courses			
	Program Core	MA201: Calculus II	4	MA104
	Program Core	PH201: Physics I	4	MA104
	Program Core	PH202: Physics II	4	PH201
Program Core	CS110: Intro to Computer Information Systems	3		
Program Core	CS120: Intro to Programming I	3		
Program Core	CS200: Intro to Programming II	3	CS120	
Program Core	CS230: Data Structures	3		
Program Elective	Choose One: CJ106: Digital Forensics CH104: Principles of Chemistry II CS220: Data Management and Security	3	CJ106 & CS220: CS110 CH104: CH103	
	ECP - MS302: Applied Team Leadership ROTC - MS201: Foundations of Leadership and MS202: Foundations of Tactical Leadership	3		
	ECP - MS401: Developing Adaptive Leaders ROTC - Free Elective	3		
Elective	ECP - MS402: Leadership in a Complex World ROTC - Free Elective	3		
Elective				
Elective				
Elective				
Total Credits		67		

FALL Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
Semester I			
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
CH103: Principles of Chemistry I	4	CH103: Principles of Chemistry I	4
Civic Engagement Elective (Precalculus if needed)	3	Civic Engagement Elective (Precalculus if needed)	3
CS110: Intro to Computer Info Systems	3	CS110: Intro to Computer Info Systems	3
MS301: Adaptive Team Leadership	4	MS101: Introduction to the Army	2
		Free Elective	3
Total Credits	17		18
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
MA104: Calculus I	4	MA104: Calculus I	4
CH104: Principles of Chemistry II, CJ106: Digital Forensics, or CS220: Data Management and Security	4	CH104: Principles of Chemistry II, CJ106: Digital Forensics, or CS220: Data Management and Security	4
CS120: Intro to Programming I	3	CS120: Intro to Programming I	3
MS302: Applied Team Leadership	4	MS102: Intro to Profession of Arms	2
Total Credits	18		16
Semester III			
MA201: Calculus II	4	MA201: Calculus II	4
PH201: Physics I	4	PH201: Physics I	4
CS200: Intro to Programming II	4	CS200: Intro to Programming II	4
HI203: American Military History	3	HI203: American Military History	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
Total Credits	18		17
Semester IV			
PH202: Physics II	4	PH202: Physics II	3
Cultures Elective	3	Cultures Elective	3
Global Engagement Elective	3	Global Engagement Elective	3
CS230: Data Structures	4	CS230: Data Structures	4
Civic Engagement Elective if needed	3	Free Elective (or Civic Engagement Elective)	3
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
Total Credits	21		18

SPRING Start 4-Semester Sequence

ROTC Course Sequence	Cr
Semester I	
EN101: Rhetoric and Composition	3
MA104: Calculus I	4
Civic Engagement Elective	3
CS110: Intro to Computer Info Systems	3
CS120: Intro to Programming I	3
MS101: Introduction to the Army	2
	18
Semester II	
EN102: Composition and Literature	3
PH201: Physics I	4
CH103: Principles of Chemistry I	4
MA201: Calculus II	4
MS102: Intro to Profession of Arms	2
	17
Semester III	
PH202: Physics II	4
CH104: Principles of Chemistry II	4
CS200: Intro to Programming II	4
CS230: Data Structures	3
CH104: Principles of Chemistry II, CJ106: Digital Forensics, or CS220: Data Management and Security	3
MS201: Foundations of Leadership	2
	20
Semester IV	
PH202: Physics II	3
HI203: American Military History	3
Global Engagement Elective	3
Cultures Elective	4
Free Elective	3
MS202: Foundations of Tactical Leadership	2
	18

7.4.8: Associate of Science in Cybersecurity Degree Plan and Proposed Course Sequence

Degree Plan

General Education Core		Credits	Pre/Co Requisites
Written Communication	EN101: Rhetoric and Composition	3	Placement or EN100
Research Writing	EN102: Literature and Composition	3	EN101
Domestic Engagement	CJ104: Intro to Constitutional Law	3	
Global Engagement	Choose One: PS102: International Relations SE101: Introduction to National Security SE110: Global Conflict SE220: Terrorism and Counter-Terrorism	3	
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101: Intro to the Army and MS102: Introduction to the Profession of Arms	4	
Quantitative Reasoning	MA104: Calculus I	4	Placement or MA103
Scientific Application	Choose One: BI101: Principles of Biology I CH103: Principles of Chemistry I PH201: Physics 1	4	BI101/CH103: MA101 PH201: MA104
Cultures	Choose One: EN207: Creative Writing FA102: Drawing Fundamentals FA105: Art History I CM120: Public Speaking SO101: Intro to Sociology SP101: Introductory Spanish I FR101: Introductory French I AR101: Introductory Arabic I	3	
Military History	HI203: American Military History	3	
Program Courses			
Program Core	CS110: Intro to Computer Information Systems	3	
Program Core	CS220: Data Management and Security	3	
Program Core	CS240: Network Communications and Security	3	
Program Core	CS120: Introduction to Programming	3	
Program Core	CS200: Introduction to Programming II	3	CS120
Program Core	PL101: Intro to Ethics	3	
Program Elective	CJ106: Digital Forensics or CS230: Data Structures	3	
Program Capstone	CS290: Information Systems Security	3	
Elective	ECP - MS302: Applied Team Leadership ROTC - Free Elective	3 (4)	
Elective	ECP - MS401: Developing Adaptive Leaders ROTC - Free Elective	3 (4)	
Elective	ECP - MS402: Leadership in a Complex World ROTC - Free Elective	3 (4)	
Total Credits		63 (66)	

FALL Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
Semester I			
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
CH103: Principles of Chemistry I	4	CH103: Principles of Chemistry I	4
Civic Engagement Elective (Precalculus if needed)	3	Civic Engagement Elective (Precalculus if needed)	3
CS110: Intro to Computer Info Systems	3	CS110: Intro to Computer Info Systems	3
MS301: Adaptive Team Leadership	4	MS101: Introduction to the Army	2
		Free Elective	3
Total Credits	17		18
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
MA104: Calculus I	4	MA104: Calculus I	4
CS220: Data Management and Security	4	CS220: Data Management and Security	4
CS120: Intro to Programming I	3	CS120: Intro to Programming I	3
MS302: Applied Team Leadership	4	MS102: Intro to Profession of Arms	2
Total Credits	18		16
Semester III			
CS240: Network Communications and Security	4	CS240: Network Communications and Security	4
Science Elective	4	Science Elective	4
CS200: Intro to Programming II	4	CS200: Intro to Programming II	4
Global Engagement Elective	3	HI203: American Military History	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
Total Credits	18		17
Semester IV			
CS290: Information Systems Security	4	CS290: Information Systems Security	3
Cultures Elective	3	Cultures Elective	3
HI203: American Military History	3	Global Engagement Elective	3
PL101: Intro to Ethics	4	PL101: Intro to Ethics	4
Civic Engagement Elective if needed or Program Elective	3	Free Elective (or Civic Engagement Elective) or Program Elective	3
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
Total Credits	21		18

SPRING Start 4-Semester Sequence

ROTC Course Sequence	Cr
Semester I	
EN101: Rhetoric and Composition	3
MA104: Calculus I	4
Civic Engagement Elective	3
CS110: Intro to Computer Info Systems	3
CS120: Intro to Programming I	3
MS101: Introduction to the Army	2
	18
Semester II	
EN102: Composition and Literature	3
PH201: Physics I	4
Science Elective	4
CS220: Data Management and Security	4
MS102: Intro to Profession of Arms	2
	17
Semester III	
PH202: Physics II	4
CH104: Principles of Chemistry II	4
CS200: Intro to Programming II	4
CS240: Network Communications and Security	3
CJ106: Digital Forensics, or CS230: Data Structures	3
MS201: Foundations of Leadership	2
	20
Semester IV	
CS290: Information Systems Security	3
HI203: American Military History	3
Global Engagement Elective	3
Cultures Elective	4
Free Elective	3
MS202: Foundations of Tactical Leadership	2
	18

7.4.9: Associate of Science in Engineering and Physical Sciences Degree Plan and Proposed Course Sequence

Degree Plan

General Education Core		Credits	Pre/Co Requisites
Written Communication	EN101: Rhetoric and Composition	3	Placement or EN100
Research Writing	EN102: Literature and Composition	3	EN101
Domestic Engagement	Choose One: PS101: American Government CJ104: Intro to Constitutional Law	3	
Global Engagement	Choose One: PS102: International Relations SE101: Introduction to National Security SE110: Global Conflict SE220: Terrorism and Counter-Terrorism	3	
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101: Intro to the Army and MS102: Introduction to the Profession of Arms	4	
Quantitative Reasoning	MA104: Calculus I	4	Placement or MA103
Scientific Application	CH103: Principles of Chemistry I	4	MA101
Cultures	Choose One: EN207: Creative Writing FA102: Drawing Fundamentals FA105: Art History I CM120: Public Speaking SO101: Intro to Sociology SP101: Introductory Spanish I FR101: Introductory French I AR101: Introductory Arabic I	3	
Military History	HI203: American Military History	3	
Program Courses			
Program Core	MA201: Calculus II	4	MA104
Program Core	PH201: Physics I	4	MA104
Program Core	PH202: Physics II	4	PH201
Program Core	ER101: Intro to Engineering	3	
Program Core	ER105: Engineering Graphics	3	
Program Core	CH104: Principles of Chemistry II	4	CH103
Program Core	CS120: Intro to Programming I	3	
Program Elective	Choose One: MA202: Calculus III ER201: Statics MA103: Precalculus can be substituted if necessary as a prerequisite for MA201: Calculus.	3	MA103: MA101 MA202: MA201 ER201: PH201
Elective	ECP - MS302: Applied Team Leadership ROTC - MS201: Foundations of Leadership and MS202: Foundations of Tactical Leadership	3	
Elective	ECP - MS401: Developing Adaptive Leaders ROTC - Free Elective	3	
Elective	ECP - MS402: Leadership in a Complex World ROTC - Free Elective	3	
Total Credits		67	

FALL Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
Semester I			
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
CH103: Principles of Chemistry I	4	CH103: Principles of Chemistry I	4
Civic Engagement Elective (Precalculus if needed)	3	Civic Engagement Elective (Precalculus if needed)	3
ER101: Intro to Engineering	3	ER101: Intro to Engineering	3
MS301: Adaptive Team Leadership	4	MS101: Introduction to the Army	2
		Free Elective	3
Total Credits	17		18
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
MA104: Calculus I	4	MA104: Calculus I	4
CH104: Principles of Chemistry II	4	CH104: Principles of Chemistry II	4
CS120: Intro to Programming I	3	CS120: Intro to Programming I	3
MS302: Applied Team Leadership	4	MS102: Intro to Profession of Arms	2
Total Credits	18		16
Semester III			
MA201: Calculus II	4	MA201: Calculus II	4
PH201: Physics I	4	PH201: Physics I	4
ER105: Engineering Graphics	4	ER105: Engineering Graphics	4
HI203: American Military History	3	HI203: American Military History	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
Total Credits	18		17
Semester IV			
PH202: Physics II	4	PH202: Physics II	3
Cultures Elective	3	Cultures Elective	3
Global Engagement Elective	3	Global Engagement Elective	3
MA202: Calculus III or ER201: Statics	4	MA202: Calculus III or ER201: Statics	4
Civic Engagement Elective if needed	3	Free Elective (or Civic Engagement Elective)	3
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
Total Credits	21		18

SPRING Start 4-Semester Sequence

ROTC Course Sequence	Cr
Semester I	
EN101: Rhetoric and Composition	3
MA104: Calculus I	4
Civic Engagement Elective	3
CS110: Intro to Computer Info Systems	3
CS120: Intro to Programming I	3
MS101: Introduction to the Army	2
Total Credits	18
Semester II	
EN102: Composition and Literature	3
PH201: Physics I	4
CH103: Principles of Chemistry I	4
MA201: Calculus II	4
MS102: Intro to Profession of Arms	2
Total Credits	17
Semester III	
PH202: Physics II	4
CH104: Principles of Chemistry II	4
CS200: Intro to Programming II	4
CS230: Data Structures	3
CH104: Principles of Chemistry II, CJ106: Digital Forensics, or CS220: Data Management and Security	3
MS201: Foundations of Leadership	2
Total Credits	20
Semester IV	
PH202: Physics II	3
HI203: American Military History	3
Global Engagement Elective	3
Cultures Elective	4
Free Elective	3
MS202: Foundations of Tactical Leadership	2
Total Credits	18

7.4.10: Associate of Science in Health Science Degree Plan and Proposed Course Sequence

Degree Plan

General Education Core		Credits	Pre/Co Requisites	
Written Communication	EN101: Rhetoric and Composition	3	Placement or EN100	
Research Writing	EN102: Literature and Composition	3	EN101	
Domestic Engagement	Choose One: PS101: American Government CJ104: Intro to Constitutional Law	3		
	Choose One: PS102: International Relations SE101: Introduction to National Security SE110: Global Conflict SE220: Terrorism and Counter-Terrorism	3		
Leadership	ECP - MS301: Adaptive Team Leadership ROTC - MS101: Intro to the Army and MS102: Introduction to the Profession of Arms	4		
Quantitative Reasoning	MA104: Calculus I	4	Placement or MA103	
Scientific Application	CH103: Principles of Chemistry I	4	MA101	
Cultures	Choose One: EN207: Creative Writing FA102: Drawing Fundamentals FA105: Art History I CM120: Public Speaking SO101: Intro to Sociology SP101: Introductory Spanish I FR101: Introductory French I AR101: Introductory Arabic I	3		
	Military History	HI203: American Military History	3	
	Program Courses			
	Program Core	MA201: Calculus II	4	MA104
	Program Core	PH201: Physics I	4	MA104
Program Core	PH202: Physics II	4	PH201	
Program Core	BI101: Biology I	4	MA101	
Program Core	BI102: Biology II	4		
Program Core	PY101: Intro to Psychology	3		
Program Elective	Choose One: CS110: Intro to Computer Information Systems CS120: Intro to Programming I MA103: Precalculus can be substituted if necessary as a prerequisite for MA201: Calculus.	3	MA103: MA101 or Placement	
	Elective	ECP - MS302: Applied Team Leadership ROTC – MS201: Foundations of Leadership and MS202: Foundations of Tactical Leadership	3	
Elective	ECP - MS401: Developing Adaptive Leaders ROTC - Free Elective	3		
Elective	ECP - MS402: Leadership in a Complex World ROTC - Free Elective	3		
Total Credits		65		

FALL Start 4-Semester Sequence

ECP Course Sequence	Cr	ROTC Course Sequence	Cr
EN101: Rhetoric and Composition	3	EN101: Rhetoric and Composition	3
CH103: Principles of Chemistry I	4	CH103: Principles of Chemistry I	4
Civic Engagement Elective (Precalculus if needed)	3	Civic Engagement Elective (Precalculus if needed)	3
PY101: Intro to Psychology	3	PY101: Intro to Psychology	3
MS301: Adaptive Team Leadership	4	MS101: Introduction to the Army	2
		Free Elective	3
Total Credits	17		18
Semester II			
EN102: Composition and Literature	3	EN102: Composition and Literature	3
MA104: Calculus I	4	MA104: Calculus I	4
CH104: Principles of Chemistry II	4	CH104: Principles of Chemistry II	4
CS110: Info to CIS, CS120: Intro to Programming, or Civic Engagement Elective	3	CS110: Info to CIS, CS120: Intro to Programming, or Civic Engagement Elective	3
MS302: Applied Team Leadership	4	MS102: Intro to Profession of Arms	2
Total Credits	18		16
Semester III			
MA201: Calculus II	4	MA201: Calculus II	4
PH201: Physics I	4	PH201: Physics I	4
BI101: Biology I	4	BI101: Biology II	4
HI203: American Military History	3	HI203: American Military History	3
MS401: Developing Adaptive Leaders	3	MS201: Foundations of Leadership	2
Total Credits	18		17
Semester IV			
PH202: Physics II	4	PH202: Physics II	3
Cultures Elective	3	Cultures Elective	3
Global Engagement Elective	3	Global Engagement Elective	3
BI102: Biology II	4	BI102: Biology II	4
MS402: Leadership in a Complex World	4	MS202: Foundations of Tactical Leadership	2
		Free Elective	3
Total Credits	18		15

SPRING Start 4-Semester Sequence

ROTC Course Sequence	Cr
Semester I	
EN101: Rhetoric and Composition	3
MA104: Calculus I	4
Civic Engagement Elective	3
Cultures Elective	3
Free Elective	3
MS101: Introduction to the Army	2
	18
Semester II	
EN102: Composition and Literature	3
PH201: Physics I	4
CH103: Principles of Chemistry I	4
MA201: Calculus II	4
MS102: Intro to Profession of Arms	2
	17
Semester III	
PH202: Physics II	4
CH104: Principles of Chemistry II	4
BI101: Biology I	4
CS110: Intro to Computer Info Systems	3
MS201: Introduction to Leadership	2
	17
Semester IV	
PH202: Physics II	3
HI203: American Military History	3
Global Engagement Elective	3
BI102: Biology II	4
Free Elective	3
MS202: Introduction to Tactical Leadership	2
	18

7.4.11: Certificate in Cybersecurity Degree Plan

VFMC is designated as a center of academic excellence for cyber defense education for two-year schools (CAE2Y) by the United States National Security Agency and Department of Homeland Security.

Program Requirements

Course	Credits	Prerequisite
CS110: Introduction to Computer Information Systems	3	
CS220: Data Management and Security	3	CS110
CS240: Network Communications and Security	3	CS110
CS290: Information Systems Security	3	CS110, CS220, CS240
Total Credits	12	

Program Parameters

- 1: This program (these courses) can be taken as part of any other degree program offered at VFMC.
- 2: CS220 and CS240 may be interchanged in the sequence as availability allows, but both must be completed before taking CS290.

7.4.12: Certificate in Digital Forensics Degree Plan

Course	Credits	Prerequisite
CS110: Introduction to Computer Information Systems	3	
CJ104: Introduction to Constitutional Law	3	CS110
CS120: Introduction to Programming I	3	
CJ106: Digital Forensics	3	
Total Credits	12	

7.4.12: Course Offerings by Semester

Fall Courses	Spring Courses
AR101: Intro to Arabic I	AR102: Intro to Arabic II
CH103: Principles of Chemistry I	CH104: Principles of Chemistry II
CJ101: Intro to Criminal Justice	CJ106: Digital Forensics
CJ104: Intro to Constitutional Law	CJ204: Criminal Law and Procedure
CJ205: Criminal Investigations	CJ225: Incident Command
CJ220: Criminology	CS110: Intro to Computer Information Systems
CS110: Intro to Computer Information Systems	CS120: Intro to Programming
CS200: Intro to Programming II	CS220: Data Management and Security
CS220: Data Management and Security (Accelerated)	CS230: Data Structures
CS240: Network Communications and Security	CS240: Network Communications and Security (Accelerated)
EN100: Writing Lab (As needed)	CS290: Information Systems Security
EN101: Composition and Rhetoric	EN100: Writing Lab (As needed)
EN102: Composition and Literature	EN101: Composition and Rhetoric
EN207: Creative Writing	EN102: Composition and Literature
ER101: Introduction to Engineering	ER201: Statics (Odd AY)
ER105: Engineering Graphics	ESL classes offered as needed
ESL classes offered as needed	FA102: Discovering Drawing Fundamentals
FA105: Art History I	FA110: Intro to Film
FR101: Intro to French I	FR102: Intro to French II
FR201: Intermediate French I	FR202: Intermediate French II
HI103: American Experience I (Odd AY)	HI104: American Experience II (Odd AY)
HI105: World Civilization I (Even AY)	HI106: World Civilization II (Even AY)
HI203: American Military History	HI205: World War II (Even AY)
LT103: Introduction to Literature (Odd AY)	HI206: Vietnam (Odd AY)
MA098: Fundamentals of Algebra (As needed)	LT205: Non-Western Literature (Odd AY)
MA101: College Algebra	LT206: American Literature (Even AY)
MA103: Precalculus (4 cr)	MA098: Fundamentals of Algebra (As needed)
MA112: Statistics	MA101: College Algebra
MA201: Calculus II	MA104: Calculus I (4 cr)
MS101: Intro to the Army (2 cr)	MA112: Statistics
MS201: Foundations of Leadership (2 cr)	MA202: Calculus III (Even AY)
MS301: Adaptive Team Leadership (4 cr)	MS102: Intro to the Profession of Arms (2 cr)
MS401: Developing Adaptive Leaders (4 cr)	MS202: Foundations of Tactical Leadership (2 cr)
PH120: General Physics I	MS302: Applied Team Leadership (4 cr)
PH201: Physics I	MS402: Leadership in a Complex World (4 cr)
PL101: Introduction to Ethics	PH202: Physics II
PS101: American Government	PS102: International Relations
PS202: Comparative Politics	PS202: Comparative Politics
PY101: Intro to Psychology	SE110: Global Conflict
SE101: Intro to National Security	SE215: Intelligence Studies
SE210: Terrorism and Counter-Terrorism	SO101: Intro to Sociology
SP101: Intro to Spanish I	SO120: Cultural Anthropology (Odd AY)
SP201: Intermediate Spanish I	SO201: Multiculturalism (Even AY)
	SP102: Intro to Spanish II
	SP202: Intermediate Spanish II+A11A1:B46

*** This list is presented as a guide to which courses are typically offered in a given semester. The actual list of courses may vary and is issued by the Registrar prior to registration for the upcoming semester. Refer to that list of offerings for advising and class selection purposes.

8: Academic Policies

The following are the academic policies that all students are expected to adhere to.

8.1 Academic Honesty

Description

One of the five cornerstones of Valley Forge Military College is character development. Thus, all cadets should do all of their coursework honestly so that they can be appropriately evaluated based on that work. Academic honesty is directly linked to the Cadet Honor Code: “I will not lie, cheat, steal nor tolerate those who do.” Academic dishonesty will not be tolerated.

Behaviors that violate the principles of academic honesty include, but are not limited to, the following:

Cheating: This includes such behaviors as copying from other cadets, use of books, notes or other devices not explicitly permitted, and communication of answers or parts of answers during an examination. Also, making plans to cheat, whether or not the actual cheating act ever takes place, constitutes a violation of the academic honesty policy. Soliciting others to cheat is a form of cheating in itself.

Plagiarism: Any material borrowed word for word; any idea, explanation, or argument misrepresented as your own is plagiarism. To avoid: 1) enclose all quoted wording in quotation marks, and cite the source parenthetically, using the approved format 2) restate paraphrase and summary in your own words, using your own style, and syntax (word arrangement), and cite parenthetically using the approved format. Remember to list all resources both hard copy and electronic using the approved style format. Cutting and pasting from the internet or other electronic sources is plagiarism if appropriate attribution is not included.

Ignorance may not be used as an excuse for violating the rules banning plagiarism.

Fabrication: This includes falsifying, inventing or using unproven or misleading information for any work. Cadets should not make up or change data or results or cite sources they do not actually use.

Unauthorized Assistance: This includes sharing another cadet’s notes, looking at or copying another cadet’s work, supplying answers to projects, tests, quizzes, etc., and not protecting your information and work from being stolen or copied. Cadets who knowingly allow others to copy their work, either in or outside of class, will be subject to the same penalties for cheating and plagiarism as those committing the act.

Multiple Submissions of Work: Submitting the same work in multiple classes without approval from ALL the instructors involved is unacceptable.

Unsanctioned Collaboration: All work submitted by cadets must be their own work; if any other cadet or individual assists with that work, it is an academic honor violation.

Other Violations of Academic Honesty:

- Misrepresenting oneself or another’s actions to an instructor
- Forging a signature or making alterations to official paperwork from any VFMAC source

- Taking credit for group work in which a cadet did very little
- Pirating computer software
- Stealing, damaging or hiding library books
- Using technology (for example, email, text messages, voice mails) to solicit others to cheat or to make arrangements for an act of academic dishonesty
- Any action that suggests a clear intent to cheat

All VFMC instructors are encouraged to utilize software packages and websites (such as Grammarly) to detect and discourage plagiarism, controlling preparation and dissemination of tests, and monitoring cadets taking tests in the classroom. Also, instructors should be cautious about allowing cadets to take unsupervised make-up examinations.

Penalties

Once the Professor or Instructor has determined that a violation of the Academic Honesty Policy has occurred, then the course of action is as follows:

1. On the first documented offense, the instructor may impose a penalty to include a grade of zero for the assessment.
2. On the second documented offense, a grade of “F” may be awarded for the course.

Violations of the Academic Honesty Policy are to be referred to the Academic Affairs Committee for review. Student input to this process will be requested by the committee. All confirmed violations will be forwarded to the Cadet Honor Council.

Academic Honesty Policy (Statement for Syllabus)

All VFMC instructors are required to include the following statement in their course syllabi defining academic dishonesty and identifying the course of action for offenders.

Academic Honesty is directly linked to the Cadet Honor Code: “I will not lie, cheat, steal nor tolerate those who do.” Academic dishonesty will not be tolerated. Examples of academic dishonesty include, but are not limited to, the following:

- Cheating
- Plagiarism
- Fabrication
- Unauthorized assistance on assignments
- Multiple submissions of work
- Unsanctioned collaboration
- Misrepresentation of oneself or another’s actions to an instructor
- Forging a signature or making alterations to official paperwork from any VFMAC source
- Taking credit for group work in which a cadet did very little
- Pirating computer software
- Stealing or damaging library books
- Making arrangements to carry out a form of academic dishonesty, regardless of whether or not the plans are actually carried out
- Soliciting another cadet to help carry out an act of academic dishonesty

Penalties for committing any of the aforementioned acts of academic dishonesty will result in the following:

1. On the first documented offense, the instructor may impose a penalty to include a grade of zero for the assessment.
2. On the second documented offense, a grade of “F” may be awarded for the course.

Violations of the Academic Honesty Policy are to be referred to the Academic Affairs Committee for review. Student input to this process will be requested by the committee. All confirmed violations will be forwarded to the Cadet Honor Council.

Cadets who knowingly allow others to copy their work, either in or outside of class, will be subject to the same penalties for cheating and plagiarism as those committing the act.

8.2 Add/Drop Policy

After the initial registration period, a student who wishes to add or drop a course must do so on or before the second Friday of the semester. Any dropped course(s) shall not be recorded on the student’s permanent record (transcript). A student wishing to drop a course after the end of the add/drop period will receive a “W” for withdrawal on their transcript.

No students may add a course after the end of the add/drop period.

8.3 Auditing a Course

A student may participate in a credit bearing course on a non-credit basis. This option is considered an audit of the course. Audits shall be granted in rare circumstances and only by approval from the Provost.

Once a student has been approved for an audit, the final grade in the course shall be annotated on the student’s transcript as “AU”.

8.4 Course Repeat/Grade Replacement

A student may repeat a course in which their original grade was a grade of “D” or lower. However, a student may not repeat a course after completing the next course in a sequence. For example, a student may not repeat EN101 after completing EN102.

Only the repeated grade will be calculated into the cumulative GPA and be reflected on the transcript with “R” indicating the course was repeated.

8.5 E-Mail Policy

All cadets are assigned a Valley Forge Military Academy and College e-mail address. This is the most important form of communication at the College, and we urge you to check your mailbox regularly. This is also the preferred method for contacting and communicating with cadets in all aspects of your academic career at the college.

VFMC retains the right to restrict access to and use of the electronic/digital information network to students and staff for appropriate academic, professional and institutional purposes. Use of the Institution's electronic/digital information network for other purposes is not authorized and will constitute grounds for revocation of user privileges, removal of offending material, potential disciplinary action and, in appropriate cases, referral to law enforcement authorities. There is no right to privacy in the use of the VFMC's resources. VFMC may monitor and access information contained on its resources for investigative and/or administrative purposes, and may take administrative action in response to any violation of this policy, applicable administrative regulation, or law.

8.6 Family Education Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights to Privacy Act of 1974 (Public Law 93-380), "known as FERPA or the Buckley Amendment" governs the privacy of educational records. Under FERPA, rights of confidentiality transfer to the student when they become eighteen (18) years of age, or upon their first day of attendance in post-secondary education classes, whichever comes first. **Once a student assumes confidentiality rights, academic records, billing, and financial records can be seen by a student, and College personnel are allowed to discuss such matters *only* with the student.** Information can be released to someone other than the student, by signing a FERPA waiver. The FERPA waiver provides the College with written authorization from the student, indicating the individuals they are giving permission to access their academic records.

Student educational records include:

Academic records (maintained by the office of the Registrar)

Financial aid records (maintained by the Director of Financial Aid)

Billing records (maintained by the Business Office)

Tactical Records (maintained by the Commandant's Office)

Students and parents are advised that VFMC has a written policy governing its record-keeping procedures on file with the Office of the Dean. Students can seek correction of information contained in student records and seek limit to disclosure of information of the records, in accordance with FERPA requirements. Furthermore, eligible students have the right to file complaints with the U.S. Department of Education concerning alleged failure by VFMC to comply with FERPA requirements.

Authorization to discuss billing and financial aid information must be addressed by the student to the Business Office and the Financial Aid Office.

FERPA Annual Notification Statement

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. The following notification statement is made available to students enrolled in Valley Forge Military College (VFMC) to apprise them of their rights concerning access and review of the education records maintained at the college. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the VFMC receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the

records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

2. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the VFMC in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the VFMC who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the VFMC.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. For example, VFMC has collaborative programs involving consortium agreements, articulation agreements and transfer agreements which may require transfer of student records.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

FERPA permits the disclosure of Personally Identifiable Information from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of

FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

To other school officials, including teachers, within the [School] whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a

violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

8.7 *Student Status*

Students at VFMC are classified at either full-time or part-time based on their enrollment.

Full-time Status:

Full-time residential cadets must maintain full-time enrollment status. Full-time enrollment status is based on the credit course load a cadet is enrolled in for a given semester. A full-time course load is defined as enrollment in a minimum of 12 credits and a maximum of 18 credits for a given semester. A course load greater than 18 credits is considered an overload. (For more information on course overloads, see Cadet Course Overload Policy (AA 1.06)).

All international cadets must maintain full-time enrollment status. If an international cadet drops below full-time status, the Office of the Registrar must inform the SEVIS representative at VFMC.

Part-time Status:

Part-time students are defined by being enrolled in less than 12 credits for a given semester. They must be enrolled in a degree program, and they are considered non-residential cadets.

8.8 *Incomplete Grades*

A student may apply for an Incomplete grade in emergency situations when successful completion of the course requirements, during the time frame of the academic term, is beyond the student's control. If an Incomplete grade is approved, final grade in the course shall be annotated on the student's transcript as an "I".

A student has 30 days beyond the end of the semester to complete the required course work. If a student does not complete the required course work within the allotted 30-day extension, the "I" will change to an "F" on the transcript.

8.11 *Student Attendance Policy*

Attendance in all classes is mandatory at VFMC. All absences are to be recorded, but may be excused due to medical reasons, ROTC obligations, and obligations with the Corps of Cadets.

8.12 Student Course Overload

A full academic load is considered to be between twelve (12) and eighteen (18) credit hours per term, including Military Science courses. Any student who requests a credit load, per term, that exceeds the full-time status (18 credit hours) must apply for a course overload. Course Overload Forms, initiated by the student's Academic Advisor, are forwarded to the Provost's Office for final approval. Students are not permitted to register for an overload until the overload status has been approved by the Provost.

A student who requests a credit load that exceeds the full-time status (18 credit hours) must apply for a course overload during the regular registration period.

Course overloads may be approved during the add/drop period.

8.13 Student Release of Information

In accordance with the Family Education Rights to privacy act (Buckley Amendment), no information pertaining to a student's education record will be released without the written consent of that student.

An education record consists of the following information:

- Academic Records
- Disciplinary Records
- Financial Records
- Health Records

Students are informed of their rights via the "Annual FERPA notification" that is posted to the VFMAC website and provided during Registration and Orientation.

VFMC has the right to disclose educational records without a student's written consent under the FERPA exception for disclosure to school officials with a **legitimate education interest**. A school official has a legitimate academic interest if the official needs to review an educational record in order to fulfill his or her responsibility for VFMAC.

A school official is a person employed by VFMAC in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff) a person or company with whom VFMAC has contracted as its agent to provide a service instead of using VFMAC employees or officials. This includes our legal counsel, auditors, collection agencies, a person serving on the College Oversight Committee or the Board of Trustees, or designated members of the Chain of Command.

VFMC, upon request, may disclose educational records, without consent, to officials of another school in which a student seeks to enroll. VFMC makes a reasonable attempt to notify each student of these disclosures. The only information that may be released without the student's permission is Directory Information. Directory Information is data, determined by the College Registrar's Office that may be release by a school official without written consent from the student. Directory Information is not normally considered a violation of a person's privacy. Students have the right to "block" the institute from distributing directory information.

VFMAC also has the right to release directory information without a student's written consent. The following is considered directory information by VFMC:

- Student's name
- Honors
- Field of study
- Dates of attendance
- Enrollment status (full time/part time)
- Degrees awarded
- Participation in recognized athletic activities and extra-curricular activities
- Rank in Chain of Command
- Student photograph
- Weight and height of members of athletic teams

Directory Information CAN NEVER include a student's:

- Race
- Gender
- Social Security Number
- Grades
- GPA
- Class schedule
- County of citizenship Religion
- Disciplinary action
- Academic status (dismissal/probation)

This information CAN NEVER be released without the written permission of the student.

A VFMAC employee does not have permission to disclose any personally identifiable information regarding a student, to a third party, without the written consent of the student.

Personally identifiable information includes:

1. Name of student, student's parent, or any other family member
2. Student's campus or home address
3. A personal identifier (social security number, student ID number)
4. A list of personal characteristics or other information which would make the student's identity traceable

8.14 Withdrawal from a Course

A student may withdraw from a course after the end of the Add/Drop period until two weeks prior to final exams. A student may withdraw from a course after the Add/Drop period until two weeks prior to final exams. A student must complete a Withdrawal Form, have it signed by the course faculty member, their Academic Advisor, and Office of Financial Aid. A student must present the completed Withdrawal Form to the Registrar in person. The course withdrawal becomes official once the Registrar processes the form. The course will appear on the student's permanent academic record (transcript) with a grade of "W". No withdrawals will be processed during the last two weeks prior to final exams.

8.15 Satisfactory Academic Progress

Introduction

The United States Department of Education requires every postsecondary institution administering federal student aid funds (Title IV) to maintain a satisfactory academic progress (SAP) policy. VFMC cadets who receive financial aid must meet the standards for SAP as described in this policy. If a cadet fails to meet these SAP standards, the cadet may lose access to federal and/or state financial aid.

The VFMC satisfactory academic progress policy applies to any cadet entering or returning to VFMC whether or not they receive Title IV funding. A cadet's entire academic record is reviewed, including academic restarts and terms when a cadet was not a financial aid recipient, except as noted below.

I: SAP Review

VFMC's Registrar will evaluate and document a cadet's satisfactory academic progress at the end of every academic term (fall, spring, summer) ("Term"). For SAP purposes, the institution treats the winter intersession and spring term as a single Term, such that the Registrar will evaluate and document at the end of the spring term the cumulative satisfactory academic progress relating to both the winter intersession and the spring term.

Once certified by the Provost, the list of SAP statuses will be shared with the Financial Aid Office, relevant cadet academic advisors, and the college academic coach.

The Registrar is responsible for re-evaluating and documenting satisfactory academic progress upon receiving grade changes from faculty.

As explained below, satisfactory academic progress has three components: (1) qualitative measure (specified cumulative Grade Point Average); (2) quantitative measure (successful completion of a specified percentage of all courses attempted); and (3) completion of degree requirements within the maximum time frame.

1: Qualitative Measure: Cumulative Grade Point Average

A cadet must earn a cumulative grade point average (CGPA) of 2.0 as of each evaluation period.

2: Quantitative Measure: Completion of a Specified Percentage of All Courses Attempted

A cadet must successfully complete 67% of the cumulative credits attempted at the evaluation point. This is calculated by dividing cumulative credit hours earned by cumulative credit hours attempted.

Example: if a cadet attempts 24 credit hours, the cadet must successfully complete 16 credit hours.

3: Maximum Program Length

The maximum timeframe for a cadet to complete degree requirements is 150 percent of the published program length as measured in credit hours.

For the purposes of the quantitative measure and the maximum program length measure, credit hours attempted shall mean any credit hours for which a cadet has incurred a financial obligation at VFMC and any credit hours, including Advanced Placement credits, a cadet has successfully transferred in from another institution that are included in the cadet's program of study. (See Section II below.)

Example: since the VFMC Criminal Justice Program is 62 semester credit hours, the cadet must successfully complete the program within 150 percent of the 62 semester credit hours or within 93 semester credit hours attempted.

II: Effect on Satisfactory Academic Progress

- Course Withdrawals— Cadets withdrawing from individual classes after the add/drop period will receive a “W” (Withdrawal) on their transcripts. Withdrawals count as credit hours attempted, but not as credit hours earned. “W” grades are not included in the CGPA.
- Incomplete Courses— Incomplete courses count as credit hours attempted, but not as credit hours earned. Until a grade is assigned for an incomplete class, the “I” is not included in the CGPA. If a cadet does not complete a course in which the cadet initially earned an incomplete, the cadet will be issued a failing grade, which will be included in the CGPA.
- Repeated Courses— When a cadet repeats a failed course, the repeated course counts as credits attempted, but it will only count as credit hours earned when the course is successfully completed. If a cadet repeats a course, only the highest grade earned will be included in the cadet's CGPA.
- Transfer Credits/Advanced Placement Credits— These courses are considered attempted and earned credit hours to the extent they apply to the cadet's program of enrollment, but are not used to calculate the CGPA.
- Remedial Courses— These courses are not considered credits attempted or earned, nor are they used to calculate the CGPA. However, VFMC requires cadets to repeat and pass any remedial courses that the cadet failed or from which the cadet withdrew.
- Change in Program— Only the courses that are applicable to a cadet's current program of enrollment will be included in calculating the cadet's satisfactory academic progress.

III: Satisfactory Academic Progress Levels

A. First SAP Failure – Academic and Financial Aid Warning

At the end of each Term, any cadet who does not achieve the satisfactory academic progress requirements noted in Section I (i.e., Qualitative Measure, Quantitative Measure, Maximum Program Length) will be placed on **Academic and Financial Aid Warning**. The cadet will remain eligible for financial aid. Additionally, cadets may have some restrictions placed on them regarding the types of courses the cadet may take.

All cadets placed on Academic and Financial Aid Warning will adhere to the following restrictions:

1. Create and follow an academic remediation plan with their assigned Academic Advisor.
2. Limited to a maximum of 15 registered credits, including any remedial courses.

B. Second SAP Failure – Loss of Financial Aid Eligibility, Except for Cadets placed on Academic and Financial Aid Probation

If a cadet fails to meet the satisfactory academic progress requirements (see Section I) for a second consecutive evaluation period the cadet will be ineligible to receive financial aid.

However, a cadet may appeal the loss of financial aid eligibility. If the appeal is granted based on the requirements in Section V of this document, the cadet will be placed on **Academic and Financial Aid Probation**. Placement on Academic and Financial Aid Probation allows the cadet to be eligible for financial aid.

Cadets who fail to meet the satisfactory academic progress requirements noted in Section I for a second consecutive evaluation period (including those cadets placed on **Academic and Financial Aid Probation** after a successful appeal) will have restrictions placed on them. The following restrictions apply:

1. The cadet will be assigned to an adviser.
2. The cadet will create and follow an **academic plan** with their assigned probation adviser (this requirement applies only if the cadet will require more than one payment period to meet SAP requirements), and meet weekly with the advisor to monitor progress.
3. The cadet will be limited to enrolling in a maximum of 12 semester credit hours for the term, including any developmental or remedial courses, and including Military Science courses.
4. The cadet will not be eligible to register in courses offered through any Consortium agreement.
5. The cadet will not be able to participate in extra-curricular activities, or Corps of Cadets leadership positions. Cadets may still participate in practice sessions.

C. Third SAP Failure – Dismissal, Except for Cadets Meeting Their Academic Plan

Any cadet that fails to meet the satisfactory academic progress requirements (see Section I) for a third consecutive evaluation period will be academically dismissed from the College, unless such a cadet is on Academic and Financial Aid Probation and is meeting the requirements of the academic plan noted in Section III.B.2. A cadet is eligible to receive Title IV aid provided the cadet continues to meet the requirements of the academic plan.

Cadets may appeal the dismissal by submitting an Academic Reinstatement Appeal Form. Appealing an academic dismissal does not guarantee reinstatement. Any cadet for whom an appeal is approved may return to VFMC – however, such a cadet will not be eligible for financial aid until the cadet re-establishes financial aid eligibility per Section V.

If a cadet chooses not to return to VFMC the Term following Academic Dismissal and is considering reinstatement at a later date, they will need to complete the following:

1. Six (6) credits at another College or University;
2. Earn a grade of C or better in all courses;

3. Forward official transcripts to the Office of the Registrar at VFMC;
4. Contact VFMC College Admissions to complete the dismissed cadet reinstatement process.

IV: Notification

VFMC's Registrar will measure and document a cadet's satisfactory academic progress per the requirements noted in Section I at the end of every Term. The Registrar will maintain a list of cadets and their satisfactory academic progress status.

Once certified by the Provost, this list will be shared with the Financial Aid Office, relevant cadet academic advisors, and the college academic coach.

Within 14 days after the end of the Term, the Registrar will:

- Notify cadets who have been placed on Academic and Financial Aid Warning.
- Notify cadets who have failed to meet the satisfactory academic progress requirements for a second consecutive evaluation period that they are no longer eligible for financial aid. This notification will disclose to cadets that they may appeal the loss of financial aid eligibility. See Section V (below).
- Notify cadets who have failed to meet the satisfactory academic progress requirements for a third consecutive evaluation period that they are subject to dismissal (unless the cadet is meeting the requirements of the academic plan noted in Section III.B.2).

Cadets who fail to meet SAP requirements following the Financial Aid Warning Term will not be eligible for federal financial aid until all satisfactory academic progress requirements have been achieved or the cadet has successfully appealed the determination that the cadet failed to meet SAP and has been placed on Academic and Financial Aid Probation. Under no circumstances will financial aid be awarded retroactively to the Term(s) in which the standards were not met.

V: Appeal Process

VFMC may place a cadet on **Academic and Financial Aid Probation** and may disburse Title IV, HEA program funds to the cadet for the subsequent payment period (i.e., one Term) if:

- A. VFMC determines the cadet is not making satisfactory academic progress for a second consecutive Term;
- B. The cadet successfully appeals the determination by the deadline of 20 days after receiving the notice referenced in Section IV; and
- C. VFMC determines either
 1. the cadet should be able to meet SAP requirements by the end of the subsequent term, in which case an academic plan is not required, or
 2. the cadet will require more than one Term to meet progress standards, in which case an academic plan is required.

To prevent the loss of financial aid eligibility after VFMC has determined the cadet is not meeting SAP standards for a second consecutive Term, a cadet must submit an appeal form to the Registrar by the 20-day deadline. The cadet's appeal must demonstrate extenuating circumstances that contributed to the cadet not meeting SAP standards. The written appeal must include a statement describing the extenuating circumstances, and provide documentation, if available or otherwise requested, as to why the cadet failed to make satisfactory academic progress and what has changed in the cadet's situation that will allow the cadet to demonstrate

satisfactory academic progress at the next evaluation point. Extenuating circumstances would include the death of a relative, illness of the cadet, or other special circumstance that had an adverse effect on the cadet.

All appeals submitted to the Registrar within 20 calendar days will be reviewed by a Financial Aid Appeals Committee comprising the Provost, Dean of College Services, and the Registrar. The Financial Aid Appeals Committee will notify the Financial Aid Manager regarding each appeal submitted.

The Financial Aid Appeals Committee will evaluate the merits of the appeal by reviewing the documentation submitted as well as the cadet's previous academic performance at VFMC. The College may request additional information or documentation as needed. The Registrar will provide the Committee's decision regarding the appeal to the cadet in writing. The Registrar will provide a copy of this documentation to the Financial Aid Manager. The Financial Aid Manager confirms and documents that each appeal decision has been communicated to the cadet.

If a cadet is placed on Academic and Financial Aid Probation, the cadet's academic progress will be reviewed at the end of one payment period (i.e., Term) to determine if the cadet is meeting the SAP requirements. While on Academic and Financial Aid Probation, the cadet will be eligible to receive financial aid funds. If following the Academic and Financial Aid Probation period, the cadet meets the SAP requirements, the cadet will maintain eligibility for financial aid as long as the cadet continues to meet those requirements. If a cadet does not meet the SAP requirements at the end of the Academic and Financial Aid Probation, the cadet will be ineligible for financial aid (unless the cadet is meeting the requirements of the academic plan noted in Section III.B.2).

VI: Re-Establishing Eligibility

Any cadet who loses financial aid eligibility due to failure to meet SAP, does not file a successful appeal, and attends VFMC at the cadet's own cost may regain financial aid eligibility in the Term following the Term in which the cadet meets the minimum SAP standards. The cadet must contact the Financial Aid Office in order to re-establish eligibility.

VII: Withdrawn Cadets – Re-establishing Eligibility

To re-establish eligibility for financial aid, a withdrawn cadet must submit an appeal form to the Registrar. To submit an appeal, a cadet must follow the procedures established in Section V.

VIII: State Grant Policies

Cadets receiving a state grant (such as a Pennsylvania (PA) State Grant) may be required to meet the state's satisfactory academic progress requirements to continue to be eligible to receive the grant. Cadets must appeal directly to the state when progress has not been made for the state to reconsider their eligibility for the grant. The College may not override the state's decision regarding the loss of a state grant. For more information about PA State Grant academic progress requirements, see the [PA State Grant Program Handbook](#).

8.16 Academic Advising

Every student at Valley Forge Military College will be assigned an Academic Advisor. VFMC considers student advising a critical component of the education process. Advising begins prior to the student reporting to campus and continues through graduation.

During your freshman year, your Academic Advisor will assist you in the selection of an area of concentration and develop a sequence of courses to complete your degree. Also, your Academic Advisor will monitor your academic progress, advise you on subsequent program development, and serve as an academic mentor. The purpose of the advisor/advisee relationship is to encourage academic progress and achievement and to help you adjust and adapt to the rigorous demands of college.

You should meet with your Academic Advisor frequently to establish a working relationship which increases the potential for your success in college. Your Advisor is available as a resource for problem solving, mentoring or just listening. The minimum number of meetings between you and your Advisor will depend on your individual needs. Most truly effective relationships depend on developing a formal and informal meeting schedule.

To find the name and contact information of your Academic Advisor, access your VFMC Student Portal.

8.16.1 Program for Academic Student Success

This Program for Academic Student Success (PASS) is designed to allow for the early identification of students who may be at risk for successful academic completion of the term and to create a plan of action to support students to achieve academic success.

The PASS plan is a four-part process that spans the course of each academic term. The process includes early detection of struggling students, gathering updates on grades throughout the semester, and conducting intervention with students for the creation of a plan of action.

Procedure

1. **Early Detection:** Information is compiled by the Enrollment Manager based on placement scores, high school preparation, and information from the admissions process. Those students identified as those in need of academic support or those readmitted under Academic Probation or those placed on Academic Warning will be directed to meet with the Director of Academic Success to develop a plan including, but not limited to, tutoring, academic coaching, developmental coursework, and supplemental instruction.
2. **Quarter Grade Updates:** At the 1st and 3rd quarter of each term, students who have earned below a C in a course, or who are recognized as struggling by the faculty, should be reported to the Registrar, who will keep a list of those students in need of support. The Registrar will report struggling students to the Director of Academic Success who will contact those students and develop a plan of action.
3. **Mid-Term Reporting:** At mid-term, grades will be posted for each course resulting in a mid-term GPA. A mid-term PASS Report will be generated by the Registrar and passed to the Director of Academic Success for follow up. The Registrar will also notify students on the PASS List of their status and direct them to the Director of the Academic Success Center.
4. **Final Grade Reporting:** At the end of each semester, grades will be posted for each course resulting in a final GPA for the semester. The final PASS List will be generated by the Registrar and passed to the Director of the Academic Success Center for follow up. The

Registrar will also notify students of status as part of the Academic Warning and Academic Probation process. The Director of the Academic Success Center will engage students (per Early Detection section of this policy).

8.17 Student Evaluation of Instruction

Each term, every class is assessed using the Valley Forge Course Evaluation. This assessment provides students the opportunity to evaluate the course, course learning outcomes, course content, and student progress on course related objectives.

8.18 Late Registration

A student must register for classes before being permitted to take residence on campus in the respective semester. A student returning for the spring semester must register for classes before leaving for winter break. A student returning for the fall semester must register for classes prior to August 1.

A student registering late must be cleared by the Business Office before proceeding to register for classes or apply for on campus housing. Any outstanding balances must be addressed with the Business Office.

After receiving permission to register from the Business Office, a student should register online with the assistance of their Academic Advisor and/ or in person with the Registrar.

Once a student is registered, an application for on campus housing may be filed with the Commandant's Office (Corps of Cadets).

8.19 Course Scheduling

Courses offered during the academic year are determined by the Registrar and Provost based on the course sequences included in the Course Catalog and approved by the faculty. Cohort courses are determined by the establishment of cohorts by the Provost and following the course sequence of the program being offered. Adjustments to the schedule may be made with approval of the Provost for the academic success of students and to allow for low course enrollment. Impacted students must be given timely notice of schedule changes, and provided with alternative options resulting from schedule changes that do not impact their academic success.

8.20 Dual Enrollment

VFMC desires to provide academic opportunities for exceptionally qualified students enrolled at Valley Forge Military Academy. To that end, dual enrollment shall be open to 12th and 11th grade Academy students. Academy students in the 10th grade can be considered for enrollment in VFMC courses based on the determination of their ability to complete college level work.

8.21 Evaluation of Transfer Credit

Valley Forge Military College accepts transfer credits from accredited colleges and universities under the following conditions:

- The cadet has earned a C or higher in the course
- The course can be equated to a VFMC course and count toward a VFMC Associates Degree
- The content of the course has at least a 70% match with the content of a VFMC course (OR) may be considered a free elective
- The course must be a 100 or 200 level course
- The GPA of coursework completed outside of VFMC will not be counted in a cadets cumulative GPA with the exception of coursework completed at Cabrini College, Rosemont College, and Eastern University

VFMC also accepts Advanced Placement (AP) scores with proof. The proof must be in the form of the official College Board score report. A cadet must earn the following in order have the AP scores transfer to VFMC and receive college credit:

- 3, 4 or 5 scored on the Advanced Placement Exam

VFMC also awards credits based on Defense Activity for Non-Traditional Education Support (DANTES) based on a review of these activities by the Chief Academic Officer.

VFMC also awards credits based on the completion of massive open online courses (MOOCs) available on such websites as edX and Coursera. To earn credit in this fashion the student must meet the following conditions:

- *The student must complete a course or sequence of courses equaling at least 42 hours of coursework.*
- *The student must submit evidence of knowledge assessment and course completion (i.e. grades and official documentation).*
- *The course and evidence must be vetted and approved by the Chief Academic Officer before the credits can be accepted.*

****The italicized area of this policy is an interim amendment to govern this issue until it can be reviewed by the Faculty Senate during the 2022-23 AY.*

8.22 Evaluation of CLEP Credit

VFMC offers equivalency credit in semester hours for College Level Examination Program (CLEP) tests. Credit for CLEP subject and general exams shall be awarded if the score is at or above the minimum score recommended by the American Council on Education (ACE). This score is set at the mean score achieved by students who earned a “C” in the respective course.

Official test score reports must be submitted to the Office of the Registrar for validation of academic credit.

8.23 *Preparation for Transfer*

The process of preparing to transfer successfully to a competitive college or university at the completion of the sophomore year at VFMC begins soon after enrollment. Academic advisors and the Registrar have the responsibility to assist students in identifying and selecting colleges and universities compatible with individual academic objectives and capabilities.

Procedure

1. Freshman Year (second semester and summer)
 - a. Attend college orientation
 - b. Make a tentative decision over the summer regarding target colleges
 - c. Visit campuses during spring leave and summer
2. Sophomore Year (August/September/October)
 - a. Attend transfer orientation
 - b. Meet with transfer advisor and attend follow-up conferences to complete applications
 - c. Check transfer college SAT requirements (international students may need to retake TOEFL)
 - d. Seek assistance from advisors with applications
3. Sophomore Year (November/December)
 - a. Complete two applications prior to winter break.

8.24 *Definition of a Credit Hour*

A typical semester meets for 14 weeks of instruction, after which the final exam may be given in the 15th week.

One credit is defined as 14 hours of classroom instruction. An hour is equivalent to 50 minutes. The typical instructional time for a lecture-type class is 50 minutes per credit per week.

A one-credit course will meet 50 minutes, one day per week for 14 weeks. A three-credit course will meet 50 minutes, three days per week for 14 weeks (or 75 minutes, two days per week for 14 weeks).

8.25 ROTC Status of Students

All full-time, on-campus students who are part of the traditional Corps of Cadets are to be enrolled in ROTC during their time of studies at VFMC. ROTC coursework completes the Leadership General Education requirement for VFMC students. However, students do not have to participate in the ROTC program, though they may if they wish to and are accepted into the program.

8.26 Grading Components

All faculty members must include in their course syllabi a clear statement of how the student will be graded in class. The faculty member must list the components by which the grades will be assigned and relative weight that will be given to each of the grading components.

8.27 Recognition of Academic Achievement

If a rubric is utilized to assess a particular writing assignment, presentation, project, etc. the rubric should contain an explanation of the evaluation components, be made available to the student, and be included as part of the Course Assessment Plan.

To recognize academic excellence, awards shall be published through the Office of the Registrar based on term grade point average (GPA) and full-time enrollment (at least 12 credits earned per semester). The recognition shall be in the form of a star (Gold, Silver, Red), which is to be worn on the student uniform. Additional privileges will be awarded to the star recipients as outlined in this policy.

Stars shall be based on academic performance throughout an entire semester, and the award is worn during the following semester.

8.28 Graduation Requirements

To graduate with an Associate of Science, Associate of Arts, or Associate of Business Administration the following requirements must be met:

- Minimum 60 credits earned (excluding developmental course work)
- Cumulative GPA of 2.0 or higher (excluding developmental course work)
- All Core, Program and Elective requirements fulfilled

8.29 Grading Scale

To establish and maintain standards of academic excellence, the following grading scale is used at VFMC for all classes and by all faculty/instructors.

Transcript Entry/ Numerical Grade	Corresponding Letter Grade	Percent Equivalent
4.00	A	93-100
3.67	A-	90-92
3.33	B+	87-89
3.00	B	83-86
2.67	B-	80-82
2.33	C+	77-79
2.00	C	73-76
1.67	C-	70-72
1.33	D+	67-69
1.00	D	63-66
0.00	F	0-62
P (Pass)	P (Pass)	Not calculated into GPA*
NP (No Pass)	NP (No Pass)	Not calculated into GPA*

*Grades of P (Pass) and NP (No Pass) are only earned in ESL.

The P/NP grade is calculated into the credits attempted and earned (for financial aid purposes), but not included in the term or cumulative GPA calculations.

Credits earned in ESL courses do not count toward graduation requirements.

8.30 Pass / No Pass

The grade of P/NP is given as a final grade for all ESL coursework taken at VFMC. A passing grade (P) is equivalent to a final average of 63% or higher in the course. A non-passing grade (NP) is equivalent to a final average lower than 63%.

Grades of P/NP are not calculated into the term or cumulative GPA. The credits earned for ESL courses will be calculated toward the total credits earned for financial aid purposes. However, the credits earned will not be calculated into the cumulative credits earned for graduation requirements.

8.31 Grade Appeal and Student Academic Grievance Procedure

A student may not appeal a grade assigned by faculty during the academic semester, but may speak with the faculty member and the Provost, if necessary, about their concerns regarding grading and faculty academic conduct. The faculty member (and Provost, if involved) will work with the student to find a solution during the semester. If a student believes their concerns were not addressed, once a final grade has been assigned for a course by the Office of the Registrar, the student has the right to appeal. A student may appeal final grades which they can clearly demonstrate were assigned arbitrarily, capriciously, and/or because of prejudice or clerical error

by the faculty member of the course. No other reason for a grade change will be accepted. The process for appealing a grade is delineated in this policy.

Procedure

1. The student contacts the faculty member and attempts to settle any disputes within one week after the beginning of the following semester (summer excluded). If the faculty member agrees, he/she must submit a Grade Change Form to the Provost.
2. If the faculty member does not agree, the student may submit a Grade Appeal Request Form directly to the Provost within one week of the meeting with the faculty member . The written letter of appeal must contain the following information:
 - a. Reason for grade change request:
 - i. Any information regarding an arbitrary grade awarded inconsistently with the published grading scale in the course syllabus;
 - ii. Any information regarding a capricious grade awarded with no basis on actual work performance or submission in the course;
 - iii. Any information regarding a prejudicial grade awarded based on race, religion, nationality or gender; and
 - iv. Any information regarding a clerical error found in grade computation; for example, mathematical errors, processing paperwork, etc.
 - b. Evidence to support the claim of an error by the faculty member.

The faculty member must submit a detailed explanation of the criteria and calculation for the student's grade on the Grade Appeal Response Form
3. The Provost will make a determination after reviewing the student's claim and the faculty member's response. The Provost will sanction the grade change, if evidence is shown to support one of the four reasons listed above. If evidence is not submitted or another reason is presented, the request will be denied. A written response of the decision will be sent to the student and the faculty member. This correspondence will be forwarded via the Appeal Decision Form.
4. A grade appeal must be resolved by the end of the following semester, summer session excluded.
5. In the event that an appeal is submitted regarding a grade assigned by an faculty member no longer employed at VFMC, the appeal should be made directly to the Provost. The Provost will gather as much grade evidence as possible to make a determination if an appeal should be approved or rejected and make the determination on that evidence.
6. If the appeal results in a grade change, the faculty member will then need to complete a Grade Change Form and forward it to the Registrar for processing.
7. Grade appeal decisions made by the Provost may only be challenged, if the student can clearly demonstrate that the appeal was denied arbitrarily, capriciously, or with prejudice by

the Provost. In such cases, the student may request the Dean of College Services to review the file as part of a formal grievance process.

8. Upon review of the appeal, the Dean of College Services can either dismiss the grievance, follow the grievance policy, or take the matter directly to the President for review.

8.32 Transcript Request

A transcript is the official student record of academic performance while at an institution. A student request and signature must be on file before official or unofficial transcripts will be issued by VFMC.

VFMC provides transcripts at no cost to enrolled, full-time students. After a student officially graduates or withdraws from VFMC, there will be a charge of \$10 per transcript (an additional charge of \$2.50 is added by the National Student Clearinghouse for the processing request.)

The following conditions shall apply regarding the release of transcripts:

- Only the student (both current and former) can request a copy of the transcript.
- No unofficial transcripts will be released after a student has withdrawn or graduated.
- No transcript will be released without the written permission of the student.
- No transcript will be released to a third party without the written permission of the student.
- No transcript will be released if there is a financial hold on the student's account.
- VFMC reserves the right to verify a student's signature with the signature on file.
- Transcripts will be processed within 10 business days from the date of request. Rush orders will be processed within 2 business days from the date of request.
- No transcript will be processed on demand.

8.33 Student Access to Grades

After final grades are made official by the Office of the Registrar, students will have access to view their grades online via the VFMC student information system.

Any student who is on a financial hold will not be able to access his/her grades.

Grades will not be provided via phone, email, or fax, with one exception. Grades may be sent to a valid VFMC student email address.

Mailing of grades will be done on a per request basis. Per a student's request, grades can be mailed to a post address provided by the student.

9: Student Policies

9.1 Student Code of Conduct

The student code of conduct is contained within the Regulations of Valley Forge Military College. This document is available from the Commandant's Office and lists all of the responsibilities, disciplinary procedures, and regulations of the Corps of Cadets.

9.2 Campus Weapons Policy

The health, safety, and welfare of students, faculty, and staff are of the utmost importance to VFMC. The presence of weapons poses a direct and substantial threat to the safety of our faculty, students, employees, and visitors to our campus. All students, former students, faculty, employees (except for VFMC Campus Safety Officers and law enforcement officers acting within the scope and course of their employment), former employees, customers, vendors, and visitors are prohibited from possessing, carrying, or storing weapons on their person, on VFMC premises, and in any vehicle on campus without specific authorization from the Director of Campus Safety and Security.

For purposes of this policy, the term "weapons" includes any device, instrument, material, or substance that under any circumstances is readily capable of causing death or injury. Weapons include, but are not limited to, rifles, shotguns, handguns, pellet or BB guns, starter pistols, dangerous knives, sling-shots, billy-clubs, blackjack, makeshift weapons, martial arts weapons, explosive materials, or any other lethal or dangerous devices capable of casting a projectile by air, gas, explosion, or mechanical means.

This prohibition includes licensed firearms or weapons and applies to all who are licensed to carry firearms or concealed weapons. Requests for exceptions to this policy should be addressed in writing to the Director of Campus Safety and Security.

VFMC shall have the right to any firearm or weapon from any persons on the VFMC campus. Violation of this policy may result in disciplinary action up to and including termination and expulsion. In addition, any person authorized to carry a weapon on campus, including any VFMC Campus Security Officer and any member of the rifle team, who uses a weapon in an unauthorized or inappropriate way is subject to disciplinary action up to and including termination and expulsion.

9.3 Medical Amnesty Policy

VFMC is committed to ensuring our students' health, safety, and well-being. To that end, VFMC to reduce barriers for students who may need to seek emergency assistance for themselves or other students when alcohol or other drugs may be involved. To achieve this goal, VFMC has adopted the following medical amnesty policy:

- Any student who actively seeks to contact a member of the VFMC staff or certified emergency medical personnel for a medical emergency where their or another person's health or safety may be in jeopardy will not be referred to the Office of Student Conduct as it relates to alcohol or other drugs.

- Recognized VFMC organizations, student groups, or students that may be hosting or sponsoring an event who actively seek to contact a member of the VFMC Staff or certified emergency medical personnel for a medical emergency where a member or guest of that organization has their health or safety in jeopardy will not be referred to the Commandant's Office as it relates to alcohol or other drugs.

Students that commit other VFMC or criminal violations (i.e., vandalism, disorderly conduct, possession of false identification, sale to minors) associated with the incident may be referred to the Commandant's Office. No part of this policy will preempt any civil or criminal charges/proceedings brought forth by non-VFMC parties. While individuals who invoke the medical amnesty policy for themselves or other fellow students will not be referred to the Commandant's Office as it relates to alcohol or other drugs, individuals may be required, depending on the circumstances, to complete educational and/or health requirements as deemed necessary by the Commandant. These educational and/or health requirements may include, but are not limited to, an on-line or in-person educational program, a substance abuse evaluation, independent treatment as warranted, and/or appropriate follow-up with Student Health and Counseling. Students who fail to complete required programs will be charged with an alleged violation of the Code of Student Conduct.

Students are allowed to invoke this policy as needed; however, repeated use of the policy may give rise to the need for further action by VFMC to ensure the health, safety and well-being of a member of the community.

Organizations or students hosting or sponsoring an event have a duty to maintain a safe environment for their members and guests. Please refer to the guidelines outlined in the Alcohol Use Policy in the Student Handbook. Any student organizations or students that fail to act appropriately during a medical emergency may be charged with an alleged violation of the Code of Student Conduct.

9.4 *Inclement Weather and Campus Closing Policy*

Introduction

This policy provides an overview of the definitions and notification for administering the Valley Forge Military Academy and College Inclement Weather Protocol for all students, faculty, and staff. Due to the unpredictability of severe weather, not every situation can be anticipated or covered. Therefore, decisions may be made outside of this policy's guidelines if circumstances warrant. Any questions regarding this policy should be directed to the Commandant, Dean of College Services, and/or your immediate supervisor.

Definitions

Essential Services or Personnel: Services and employees that are considered essential to running critical functions within their operations in the event of a declared emergency or inclement weather. Essential personnel would be personnel that are expected to assist with the mitigation of physical conditions deemed hazardous by campus emergency services personnel. These employees should be identified in advance of any event.

Inclement Weather Conditions: Extreme weather conditions that might create hazardous driving conditions or impede the normal operations of VFMC. These conditions include but are not limited to snow, ice, tornados, flooding, or other natural perils.

Delayed Opening: During a delayed opening, VFMC officials will publicly announce the specific time the campus will open.

Early Dismissal: During an early dismissal, VFMC will cease all academic classes and regular business operations at a publicly announced time.

Closure: In the event of a closed campus, all academic classes will be cancelled and regular business operations will be closed. Only essential personnel should report for duty.

Notification

Information will be disseminated through Alert Now, VFMC emergency notification system via phone and text messages; the VFMC website at www.VFMC.edu; local media outlets; and the weather hotline at (610) 989-1555.

During emergency weather situations such as a tornado, the VFMC community will be notified via the mass notification system.

Students who have registered with the Alert Now emergency notification system are encouraged to check their subscriptions and update their cell phone numbers(s) if needed. An incorrect cell number is the same as no cell number on file. Aside from your cell phone, you can add up to two additional phone numbers that will receive the same emergency broadcast message.

Students should consider their personal circumstances in making a decision about whether or not to come to campus when the weather is a concern.

9.5 Inspection, Search, & Seizure

Although students are guaranteed the rights of any citizen and therefore will not be subject to unreasonable searches and seizures, the courts have recognized the right of Colleges and Universities to conduct reasonable inspections, searches and seizures in order to enforce College and/or VFMC regulations. Valley Forge Military College reserves the right to conduct such inspections, searches and seizures within the limits of the law.

Inspections

1. VFMC reserves the right to inspect rooms, clothing, and equipment for cleanliness and possible damage. Further, it reserves the right to enter rooms or other facilities in order to effect any necessary inspection or repairs of equipment and/or facilities to ensure the health, safety and welfare of the entire college community.
2. VFMC reserves the right to enter rooms, cars, or other facilities at any time it has reason to suspect a violation of VFMC regulations is occurring.

Search

1. VFMC reserves the right to conduct searches of cars, individual rooms, containers and lockers in the barracks, residence halls or other facility on the campus if there is reason to believe that a VFMC regulation has been violated. The Commandant and/or will be notified of the necessity to conduct a search. The search must be conducted by two trained staff members, and a full report of the search must be submitted to the Commandant and/or Dean of College Services.

2. Law enforcement officials may search facilities with or without authorization from VFMC by means of a search warrant.
3. Efforts will be made to have the student available when a facility is searched.
4. Except in cases involving drugs, evidence seized during a search will normally not be used in a court of law unless a search warrant had been issued authorizing the search. However, such evidence can be used in student conduct procedures concerning the violation of VFMC regulations.
5. VFMC reserves the right to notify law enforcement officials if the contraband seized constitutes a violation of PA criminal statutes.

Seizure

1. Property confiscated during a search will be inventoried and a record of the inventory will be issued to the occupant(s) of the room and kept on file at VFMC.
2. Property confiscated during a search will be returned to the owner post any administrative hearings unless it is to be used as evidence in a court of law or is an illegal item such as drugs, weapons, knives, drug paraphernalia or alcohol.

9.6 Policy on Sportsmanship

Valley Forge Military College supports the principles of the NJCAA. Everyone associated with intermural or club athletics is expected to adhere to such fundamental values as respect, fairness, civility, honesty and responsibility.

Everyone in attendance of any sporting event is expected to conduct him or herself with civility, and show respect for officials and opponents. Behavior, language (spoken or written), or attire that is disorderly, rude, obscene, or vulgar will not be tolerated and the offending person(s) will be removed from the premises and may be subject to disciplinary action.

9.6 Policy on Student Attire

Students who are members of the Corps of Cadets must wear the Uniform of the Day as stated in the Daily Routine Orders (DRO).

If a student is not in the appropriate issued uniform, he/she is not welcomed to enter the classroom and participate in the classroom instruction.

9.7 Non-Discrimination Policy

VFMC is an Equal Opportunity College and does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, veteran status, sexual orientation or any other classification protected by Federal, state, or local law.

Inquiries concerning Title IX (sexual harassment, sexual assault/domestic violence/dating violence, and stalking) may be directed to:

Dean of College Services/Title IX Coordinator
Medenbach Hall
610-989-1467

Inquiries concerning ADA and Section 504 may be directed to:

Director of Library Services and Academic Support Center
Baker Library
610-989-1364

Procedure

An initial course of action for any faculty, staff, or Cadet who feels that he or she is being harassed is for that person to inform the harasser that the conduct is unwelcome and must stop. However, in some circumstances this course of action may not be feasible, may be unsuccessful, or the individual may be uncomfortable dealing with the matter in this way. To encourage persons experiencing alleged discrimination or harassment to promptly come forward, VFMC provides the following channels of communication and both informal and formal complaint resolution procedures:

- (1) Informal Resolution, Information, Counseling
 - (a) Anyone may seek advice, information, or counseling on matters related to discrimination and/or harassment (including sexual harassment) without having to lodge a formal complaint. Persons who feel they are being harassed (or are uncertain as to whether what they are experiencing is sexual harassment) are encouraged to promptly talk with a department head or the Office of Human Resources. If a department head is approached, it is the responsibility of that department head to obtain information from the Office of Human Resources, pertaining to the law.
 - (b) Persons seeking general information or guidance about sexual harassment may be concerned about confidentiality of the information they are sharing. While VFMC is eager to create a safe environment in which individuals feel unconstrained to discuss concerns and make complaints, it is also true that VFMC may be legally obligated to investigate reports of sexual harassment. A discussion may remain completely confidential if identifying information about any other party (e.g., names, departments, etc.) is not disclosed.
- (2) Formal Complaint Resolution
 - (a) The filing of a written complaint is the first step in making a formal complaint. The matter will be formally investigated and a determination made as to whether a violation of VFMC's policy prohibiting discrimination and harassment has occurred.
 - (b) Every employee has the option of bringing a formal complaint through the Office of Human Resources. In all cases the Office of Human Resources is to be made aware of the allegations by the employee.

Complaints addressed to the Office of Human Resources will be handled as a special grievance and will be promptly investigated especially for that purpose. The investigation shall include interviews with the complainant, with the respondent, and with witnesses identified by both parties. Employees are required to cooperate in any investigation. The President will act on the

recommendations once the investigation is complete and those who have engaged in such conduct will be disciplined, up to and including discharge.

No faculty, staff, applicant for employment, or Cadet may be subject to restraint, interference, coercion or reprisal for action taken in good faith to seek advice concerning a discrimination or harassment matter, to file a discrimination or harassment complaint, or to serve as a witness or a panel member in the investigation of a discrimination or harassment complaint.

9.8 *Student Non-Academic Grievance Procedures*

The grievance procedure may be used to resolve any student complaint except those that are covered by a specific college procedure or policy (e.g., College Code of Conduct Process, Student Academic Grievance Procedure, Harassment Policy, etc.).

No disciplinary or other unfavorable action may be taken against any student or anyone who may represent a student using the grievance procedures.

The Grievance Reporting Form is intended for use by any student wishing to make a formal complaint about a person, policy, or College process. If a student feels that there has been a violation of the VFMC Code of Conduct, then the appropriate form to use is the Student Grievance Form, which is available online at <https://www.vfmac.edu/student-grievance-form/>.

Administrative Guidelines

I. Applicability

- A. It is perhaps inevitable in any college that some students may at times feel improperly treated, and that concerns about unfairness (including potential discrimination and harassment) may also at times arise.
 1. In this regard (and although this grievance procedure is not limited to concerns of discrimination), the VFMC Nondiscrimination Policy provides in part: "VFMC is an equal opportunity/affirmative action employer and educational institution. The College does not discriminate against any person on the basis of race, color, religion, national origin, age, sex (including pregnancy, childbirth, and related medical conditions), disability, genetics, citizenship status, military service, or any other status protected by law. Non-discrimination is observed in the admission, housing, and education of students and in policies governing discipline."
- B. There are two grievance procedures through which students can raise and seek redress for what they believe to be unfair, improper, or discriminatory decisions, actions, or treatment:
 1. If the matter involves an academic decision, the Academic Grievance Procedure may be the applicable procedure.
 2. If the matter involves a non-academic decision, the Non-Academic Grievance *Procedure* may be the applicable procedure.

- C. The purpose of the Non-Academic Grievance Procedure is to provide a process for students to seek resolution of disputes and grievances that may not fall within the scope of one of the Academic Grievance processes.
- D. The Dean of College Services is responsible for administering this Non-Academic Grievance Procedure.
 - 1. The Dean of College Service, in his or her sole discretion, can decide whether to refer a grievance brought under this procedure to another grievance process.
 - a. In cases involving student employment, the Dean of College Services may wish to consult with the Human Resources Department.
 - b. In cases involving allegations of sexual harassment, in particular, the Dean of College Services/Title IX Coordinator will determine as the most appropriate way to proceed.

II. Informal Resolution

- A. As a general proposition (and although particular circumstances may warrant an exception), the student should first discuss the problem and seek a solution with the individual(s) most directly involved.
- B. If no resolution results (or if circumstances make discussion inappropriate with the person most directly involved), the student should then consult with the individual at the next (higher) administrative level in the department, school, residence or College administrative unit. Serious efforts should be taken to resolve the issue locally at an informal level without resorting to a formal grievance. Such efforts may continue even after the formal process is underway.

III. Formal Grievance

- A. If informal means of resolution prove inadequate, the student should set forth in writing with the Non-Academic Grievance Report Form, the substance of the complaint, the grounds for it and the evidence on which it is based, and the efforts taken to date to resolve the matter. It is at this stage that the complaint becomes a formal grievance.
- B. The grievance document should be submitted to the Dean of College Services, who will review the case and, if any VFMC staff or faculty are involved, consider it a formal grievance. A grievance should be filed in a timely fashion, i.e., within five (5) days of the event in which the action that is the subject of the grievance occurred. Except in extraordinary circumstances, delay in filing a grievance will be grounds for rejection of that grievance.
- C. The Dean of College Services will promptly initiate a review, which should normally be completed within seven (7) days. The Dean of College Services

may attempt to resolve the matter informally and may refer the matter (or any part of it) to a designee, who will look into and/or address the matter as the Dean of College Services directs. The Dean of College Services may also, in appropriate cases, remand the matter to the appropriate administrator (including to the administrative level at which the grievance arose) for further consideration.

- D. In undertaking this review, either the Dean of College Services his or her designee may request a response to the issues raised in the grievance from any individuals believed to have information the reviewer considers relevant, including faculty, staff, and students.
- E. The Dean of College Services (or his or her designee) will issue his or her decision in writing and take steps to initiate such corrective action as is called for (if any). Conduct meriting discipline will be brought to the attention of the appropriate disciplinary process.

IV. Appeal

- A. If the student is dissatisfied with the resolution by the Dean of College Services (or his or her designee), he or she may appeal to the Provost. The appeal should be filed in writing with the Provost within ten days of the issuance of the decision by the Dean of College Services (or his/her designee). A delay in filing the appeal may be grounds for rejection of that appeal.
- B. The Provost may attempt to resolve the matter informally. The Provost may also, in appropriate cases, remand the matter to the appropriate administrator (including to the administrative level at which the grievance arose) for further consideration.
- C. The Provost should normally complete his or her review of the appeal and issue his or her decision in writing within fourteen (14) days. That decision is final.

V. General Provisions

- A. Time Guidelines – The time frames set forth herein are guidelines. They may be extended by the Dean of College Services or Provost as applicable, in his or her discretion for good cause (including for reasons relating to breaks in the academic calendar), and will nearly always be extended during summers and the winter closure.
- B. Advisers – A student initiating or participating in a grievance under this procedure may be accompanied by an adviser in any discussion with the Dean of College Services, the Provost, or their designees. Any adviser must be a current VFMC faculty, staff member, or student.
- C. Sexual Harassment and Sexual Assault – For information and resources concerning Sexual Misconduct, Sexual Harassment, Sexual Exploitation,

Stalking, Dating Violence, and Domestic Violence, students should refer to the Title IX Information page of the VFMC website: www.vfmac.edu/titleix.

- D. No Retaliation – VFMC prohibits retaliation or reprisals against individuals based on their pursuit in good faith of a grievance under this procedure, or their participation in good faith in the grievance process.
- E. Standards for Review – If the grievance involves a decision that is being challenged, the review by the Dean of College Services, as well as the review by the Provost on appeal, usually will be limited to the following considerations:
 - 1. The Dean of College Services exhibited unfair bias which influenced the decision rendered.
 - 2. The discovery of new evidence which (i) was unavailable at the time of the decision being appealed, and (ii) could substantially alter the decision rendered.
 - 3. Substantial error in the conduct of the investigation which may have denied fundamental fairness to the appealing party
 - 4. The sanctions recommended or imposed substantially and materially depart from the standards of VFMC for the type of offense involved.
- F. Policy Evaluation – The Dean of College Services will conduct an annual evaluation of the effectiveness of the College Grievance Policy and submit a report of that evaluation to the Compliance Committee along with recommendations for adjustments to the Grievance Policy. These recommendations will be evaluated by the PRC and presented to the Provost for approval. The Provost will present recommendations along with his endorsement to the President for final approval.

9.9 *Title IX Procedure*

Policy

Valley Forge Military Academy and College (VFMAC) is committed to maintaining a safe and healthy educational and work environment, in which no member of the VFMAC community is denied the benefits of, or discriminated against, as it relates to any VFMAC program or activity, on the basis of sex, sexual orientation, or gender identity. Gender-based and sexual harassment, including sexual violence, are forms of sex discrimination in that they deny or limit an individual's ability to participate in or benefit from VFMAC programs or activities.

This policy identifies how members of the VFMAC community can report prohibited behavior to the VFMAC officials confidentially, what resources are available both on and off campus to aid them, and the rights of all parties. It identifies VFMAC's Title IX Coordinator and Deputy Coordinators, describes the Coordinator's role in compliance with Title IX, the Clery Act and VAWA, and provides information about how reports of prohibited behavior are assessed, investigated, and resolved.

Rationale

VFMAC is devoted to fostering a climate of respect and security on campus as it relates to preventing, educating, and responding to acts of prohibited behavior and adhering to Clery, Title IX, and VAWA regulations. This policy serves to demonstrate the VFMAC's commitment to:

- Disseminating clear policies, procedures, and processes for responding to prohibited behavior reported to VFMAC officials;
- Delivering prevention, education and awareness programs, as well as ongoing training and public-service campaigns, so that students and employees may identify what behavior constitutes prohibited behavior; understand how to report such misconduct; recognize warning signs of potentially abusive behavior and ways to reduce risks; and learn about safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of prohibited behavior against a person;
- Engaging in investigative inquiry and resolution of reports that are adequate, reliable, impartial, prompt, fair and equitable;
- Supporting Complainants and Respondents equally and holding persons accountable for established violations of this policy; and
- Providing a written explanation of the rights and procedures regardless if that individual is a Complainant or Respondent.

ENTITIES AFFECTED BY THIS POLICY

Jurisdiction

This policy applies to prohibited behavior that is committed by students (as defined in the Student Handbook or *The Blue Book*), VFMAC-affiliated organizations, faculty, staff, VFMAC appointees, or third parties.

When the Respondent is both a student and an employee: (1) the Title IX Coordinator will determine the appropriate procedures to use based on the facts and circumstances of the situation; and (2) the Respondent may receive sanctions as defined by the Student Handbook and/or Employee Standards of Conduct Policy and Corrective Action Procedures.

Title IX prohibits sexual harassment that occurs in the following locations:

- on VFMAC property;
- in connection with a VFMAC or VFMAC-Recognized Program or Activity within the United States; or
- any building owned or controlled by a VFMAC-affiliated student organization.

This Policy likewise prohibits sexual harassment and/or sexual misconduct that may have the effect of creating a hostile environment for a member of the VFMAC community regardless of location.

This Policy will identify differences in procedures where Title IX's definition of sexual harassment prohibits the behavior or where this Policy itself prohibits the behavior. Questions related to procedural requirements and/or individual process should be addressed to the Title IX Coordinator.

Title IX Team

The Title IX Coordinator is a designated individual recognized by the VFMAC and is responsible for the oversight of this policy and any procedures related to it. The Title IX Coordinator is responsible for

overseeing and resolving all sexual misconduct reports and identifying and addressing any patterns or systemic concerns that arise during the review of such reports.

Responsibilities of the Title IX Coordinator include the following:

- Oversight of a prompt, fair, equitable investigation and resolution process for reports of prohibited behavior at VFMAC.
- Evaluation of trends on campus through the use of information reported and data collected.
- Development of recommendations for campus-wide training and education programs and other remedial actions designated to eliminate prohibited behavior, prevent its recurrence, and address its effects.
- Dissemination of information regarding victim support and other services to any individual reporting prohibited behavior.
- The Title IX Coordinator may identify additional Deputy Coordinators within VFMAC.

Current Deputy Coordinators include:

- Title IX Deputy Coordinator for Faculty and Staff, Mr. Eric Saul, esaul@vfmac.edu
- Title IX Deputy Coordinator for Academy Students, Mr. Aaron Barkley, A Barkley, abarkley@vfmac.edu

The Title IX Coordinator may delegate the authority to take some or all the steps assigned to that position to another member of the Title IX Team. A current list of the Title IX Team members can be found in Appendix A.

Confidential Employees

Confidential employees are VFMAC agents who provide support and assistance without initiating a sexual misconduct report. Confidential employees are not required to reveal an individual's identity or whether an individual has disclosed an incident. Exceptions to confidentiality include:

- The individual gives written consent for its disclosure;
- There is a concern that the individual will likely cause serious physical harm to self or others;
or
- The information concerns conduct involving suspected abuse or neglect of a minor under the age of 18.

Confidentiality exists in the context of laws that protect certain relationship including medical and clinical care providers (and those who provide administrative services related to the provisions of medical and clinical care), mental developoo providers, counselors, and ordained clergy; all of whom may engage in confidential communication under Pennsylvania law.

A list of current confidential employees can be found in Appendix B.

Mandatory Reporters

Mandatory Reporters are required to share any prohibited conduct reported to them or observed by them, including the nature of the incident, date, time, general location, and name of the Complainant or report, if known, to the Title IX Coordinator. VFMAC considers a Mandatory Reporter has the authority to institute corrective measures. While every employee may not be a Mandatory Reporter, all employees are encouraged to notify the Title Coordinator when they learn of an incident and once they have obtained the Complainant's permission. A list of Mandatory Reporters can be found in Appendix C.

Public Events

Public awareness events, protests, candlelight vigils, “survivor speak outs,” or other forums in which students, staff, or faculty members disclose incidents of prohibited behavior, are not considered a report or notice to VFMAC of prohibited behavior for purposes of initiating a Formal Complaint. Such events may, however, inform the need for campus-wide education and prevention efforts, and VFMAC will provide information about the Sexual Misconduct Policy and victim rights at such events.

Academic Freedom

VFMAC is firmly committed to free expression and academic freedom and to creating and maintaining a safe, healthy, and harassment-free environment for all members of its community. Sexual misconduct, including any resulting retaliation, are not protected expression nor the proper exercise of academic freedom. VFMAC will consider principles of free expression and academic freedom in the investigation of reports of sexual misconduct or retaliation that involve an individual’s statements or speech.

DEFINITIONS

Commonly Used Terms

Administrative Panel for Appeals is a 3-person panel chosen by the Title IX Coordinator from a pool of VFMAC employees who are appropriately trained in sexual misconduct matters. The panel may include full-time benefits-eligible employees. No students may serve on this panel. In any individual incident, members of this panel shall be different than the individuals who have had prior involvement with the case (including but not limited to investigator and Hearing Officer). This panel shall act as the body determining the outcome of an appeal under this policy.

Advisor is a person providing procedural assistance or providing support to the Complainant or Respondent. The Complainant and the Respondent each have the opportunity to be advised by an Advisor of their choice, including legal counsel, at any stage of the process, and to be accompanied by that Advisor at any meeting in which the Complainant or the Respondent is required to be present. An Advisor can consult and advise his or her advisee, and may not speak for the advisee at any meeting. During a hearing, an Advisor is responsible for direct questions to any administrator, party, or witness on behalf of their advisee. Should the Advisor become disruptive during any meeting, the Title IX Coordinator, investigator, or Hearing Officer may remove the Advisor. A parent may serve as an Advisor to the Complainant or Respondent, and in such case, shall be treated as set forth above. A Complainant or Respondent may only utilize one Advisor at a given time.

Advocate is a person providing support to the Complainant or the Respondent throughout the process. The Complainant and Respondent have the opportunity to have an Advocate of their choice, including legal counsel, at any stage in the process, and to be accompanied by that Advocate at any meeting in which the Complainant or the Respondent is required to be present. An Advocate can consult with the party, and may not speak on behalf of that individual at any meeting. Should the Advocate become disruptive during any meeting, the Title IX Coordinator, investigator, or Hearing Officer may remove the Advocate. A parent may serve as an Advocate to the Complainant or Respondent, and in such case, shall be treated as set forth above. A Complainant or Respondent may only utilize one Advocate at a given time.

Affirmative Consent is informed, freely-given, active permission, through the demonstration of clear words or actions, that a person has indicated permission to engage in mutually agreed-upon sexual activity. Affirmative consent cannot be obtained by force, intimidation, or coercion. Affirmative consent cannot be gained by taking advantage of the incapacitation of another, where the person initiating sexual activity knew or reasonably should have known that the other was incapacitated. Impairment by alcohol and/or other drugs is not a defense to any violation of this Policy. A person who wants to engage in a specific sexual activity is responsible for obtaining consent for that activity. Affirmative consent cannot

be obtained or implied by silence or lack of resistance. Lack of protest does not constitute consent. Lack of resistance does not constitute consent. Silence and/or passivity also do not constitute consent. Relying solely on non-verbal communication before or during sexual activity can lead to misunderstanding and may result in a violation of this Policy. Consent cannot be attained through assumptions. Consent to one form of sexual activity does not, by itself, constitute consent to another form of sexual activity. Affirmative consent may be withdrawn at any time through the use of words or actions. Once consent is withdrawn, the sexual activity must cease immediately. Consent to sexual activity on a prior occasion does not, by itself, constitute consent to future sexual activity. In cases of prior relationships, the manner and nature of prior communications between the parties and the context of the relationship may have a bearing on the presence of consent.

Amnesty allows for reporting incidents of sexual misconduct without the fear of disciplinary action of the Alcohol or Drug Policies. The health and safety of every individual at VFMAC is of utmost importance. VFMAC recognizes that individuals who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time sexual misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. VFMAC strongly encourages individuals to report incidents of sexual misconduct. A witness to or an individual who experiences sexual misconduct, acting in good faith, who discloses any incident of sexual misconduct to VFMAC or law enforcement will not be sanctioned for violations of alcohol and/or drug use policies occurring at or near the time of the incident(s). VFMAC may request the individual attend an approved alcohol or drug education program and without incurring any cost for such program. This amnesty provision also applies to student groups making a report of sexual misconduct. Amnesty does not preclude or prevent action by police or other legal authorities pursuant to relevant state or federal criminal statutes.

Coercion is the practice of forcing another party to act in an involuntary manner by use of threats or force. Coercion includes an effort to persuade, entice, or attract another person to act. When a person makes clear a decision not to participate in a particular form of sexual contact or sexual intercourse, a decision to stop, or a decision not to go beyond a certain sexual interaction, continued pressure can constitute coercion.

Complainant is an individual who is eligible to file a report and a Formal Complaint of a violation of this policy. It also includes any person who is alleged to be the victim of conduct prohibited by this policy.

Confidentiality exists in the context of laws that protect certain relationships including medical and clinical care providers and those who provide administrative services related to the provisions of medical and clinical care, mental health providers, counselors, and ordained clergy, all of whom may engage in confidential communications under Pennsylvania law. Confidentiality allows a Complainant to communicate without any requirement to reveal personally identifying information about an incident to VFMAC without the victim/patient's permission. The Title IX team is not able to provide confidentiality. However, it is committed to protecting the privacy of all individuals involved in the resolution of a report under this policy. VFMAC also is committed to providing assistance to help students, employees and third parties make informed choices. With respect to any report under this policy, VFMAC will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law.

Course of Conduct means two or more acts. The acts, which can be by any action, method, device or means, can be but are not limited to, behavior taken directly, indirectly, or through third parties. Examples include but are not limited to follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property.

Employee is any individual employed at VFMAC.

Force means words and/or actions that substantially impairs a person's ability to voluntarily choose whether to take an action or participate in an activity.

Formal Complaint is a written request signed by the Complainant or Title IX Coordinator to investigate an allegation of behavior prohibited by this policy.

Hearing Officer is an individual appropriately trained in matters of sexual misconduct. This individual is designated to coordinate and supervise a live hearing. A Hearing Officer may be a VFMAC benefits eligible employee or external to VFMAC. A student cannot serve in the capacity of Hearing Officer. In any individual incident, a Hearing Officer shall be different than the individuals who have had prior involvement with the case (including, but not limited to, the investigator). A Hearing Officer will make determinations of responsibility and issue sanctions, as appropriate.

Hostile Environment is defined as a situation where an individual's conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefitting from VFMAC's education, employment, or co-curricular programs and/or activities. Conduct must be deemed severe, persistent, or pervasive from both a subjective and an objective perspective.

Incapacitation means that a person lacks the ability to make informed, rational judgments about whether or not to engage in sexual activity. A person who is incapacitated is unable, temporarily or permanently, to give consent because of mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated as a result of the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition.

Intimidation is an implied threat that menaces or causes reasonable fear in another person. A person's size, alone, does not constitute intimidation; however, a person's size may be used in a way that constitutes intimidation (e.g., blocking access to an exit).

Physical Assault is threatening or causing physical harm, or engaging in other behavior that threatens or endangers the health or safety of any person. Physical assault will be addressed under this Policy if it involves sexual or gender-based harassment, Intimate Partner Violence (IPV), or is part of a course of conduct under the stalking definition.

Privacy means that information related to a report of prohibited behavior will be shared with a limited circle of VFMAC employees who "need to know" in order to assist in the assessment, investigation and resolution of the report. When implementing protective measures, VFMAC will maintain privacy to the extent that it will not impair VFMAC's ability to implement such measures. The Title IX Coordinator is prohibited from answering any questions about the investigation or providing any information to any third party including parent(s) or guardian(s) of the Complainant, the Respondent or any witnesses, except in the case of minors. The privacy of student education records will be protected in accordance with the Family Educational Rights and Privacy Act (FERPA). All documentation related to a student's report, investigation, and resolution are protected by FERPA and will not be released, except as required by law. The Title IX Coordinator may provide only information relating to the process. When required by the Clery Act, non-identifying information about a report will be shared with the Department of Public Safety. A Complainant's name will never be published in connection with VFMAC's obligations under the Clery Act.

Respondent is an individual responding to an allegation of conduct that could constitute a violation of this policy.

Rights & Responsibilities For a list of Rights and Responsibilities, see Appendix D.

Sexual Contact is any intentional sexual touching, however slight, with any object or body part, performed by a person upon another person. It includes but is not limited to:

- Intentional touching of the breasts, buttocks, groin, or genitals, whether clothed or unclothed;
- Intentionally touching another with any of these body parts; or

- Coercing another person to touch you or themselves with or on any of these body parts.

Sexual Intercourse is any penetration, however slight, with any object or body part and performed by a person upon another person. Examples include, but are not limited to:

- Vaginal penetration by a penis, object, tongue, or finger;
- Anal penetration by a penis, object, tongue or finger; and
- Any contact, no matter how slight, between the mouth of one person and the genitalia of another person.

Substantial Emotional Distress means significant mental suffering or anguish.

Supportive Measures are non-disciplinary, non-punitive individualized services designed to restore or preserve equal access to educational programs or activities. This includes measures designed to protect the safety of the parties, the campus, and its community, or to deter prohibited behavior. Supportive measures will be offered as reasonably available and are without a fee or charge. Supportive measures are available regardless if a Formal Complaint is filed and are available to the Complainant and Respondent. Examples include, but are not limited to, mutual no contact orders, changes in housing assignment for one or both parties, changes in work or housing locations, academic accommodations, changes in supervisor or work location, removal from campus housing or grounds, social restrictions, changes in parking locations, walking escorts, counseling, and emergency removal.

Threats are words or actions that would compel a reasonable person to engage in unwanted sexual activity. Examples include, but are not limited to:

- threats to harm a person physically;
- threats to reveal private information to harm a person's reputation; or
- threats to cause personal, academic, or economic harm.

VFMAC-Recognized Program or Activity means locations, events, or circumstances over which VFMAC exercises substantial control over both the Respondent and the context in which the alleged prohibited behavior occurs, and also includes any building owned or controlled by a student organization that is officially recognized by VFMAC.

Violence means that a person is exerting control over another person through the use of physical force. Examples of violence include but are not limited to: hitting, punching, slapping, kicking, restraining, choking, and brandishing or using any weapon.

Prohibited Behavior as defined by Title IX

Dating Violence is violence committed by an individual who is or has been in a social relationship of a romantic or intimate nature. The existence of such a relationship shall be based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes but is not limited to sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence is a felony or misdemeanor crime of violence committed:

- by a current or former spouse or intimate partner of the victim;
- by a person with whom the victim shares a child in common;
- by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
- By a person similarly situation to a spouse of the Complainant under the domestic or family violence laws of Pennsylvania;

- by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Gender Based Harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve behavior of a sexual nature, where:

- Submission to or indication of such behavior is made, either explicitly or implicitly, a term or condition of a person's employment, academic standing, or participation in any VFMAC programs and/or activities or is used as the basis for VFMAC decisions affecting the individual (often referred to as "quid pro quo" harassment); or
- Such behavior creates a hostile environment.

Sexual Assault is any sexual act directed against another person, without the consent of the person, including instances where the Complainant is incapable of giving consent.

- **Rape:** Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the person.
- **Fondling:** The touching of the private body parts of another person (buttocks, groin, breasts) for the purpose of sexual gratification, without the consent of the victim, including instances where the person is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
- **Incest:** Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape:** Non-forcible sexual intercourse with a person who is under the statutory age of consent. Pursuant to Pennsylvania law, persons ages 16 and older can legally consent to sexual activity with anyone they choose, as long as the other person does not have authority over them as defined in Pennsylvania's institutional sexual assault statute, such as professors or coaches. Prohibited interactions between adults and minors is further defined in the VFMAC Minors Policy. Pennsylvania's corruption of minors law also applies to any individual under 18.

Sexual Harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted behavior of a sexual nature, whether verbal, non-verbal, graphic, physical, suggestive, or otherwise, where:

- A VFMAC employee conditions the provision of an aid, benefit, or service of VFMAC on an individual's participation;
- Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access to VFMAC's program or activity; and
- Any instance of sexual assault, dating violence, domestic violence, or stalking.

Examples include but are not limited to:

- Giving someone unwanted gifts of a sexual nature.
- Displaying sexually-suggestive materials or sending notes, email, or jokes to a person that are sexually explicit.
- Touching someone sexually without their consent.
- Massaging someone without permission.
- Brushing up against someone repeatedly.
- Continuing to ask out a person who already has said they are not interested.
- Exposing one's genitalia or breasts to another person.

Stalking (including Cyberstalking) occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear bodily injury or to experience substantial emotional distress.

Retaliation means that neither VFMAC nor any individual can intimidate, threaten, coerce, or discriminate against any individual that

- Made a report or Formal Complaint; or
- Participated, assisted, testified, or refused to participate during an investigation, proceeding or hearing.

Retaliation is done so for the purpose of interfering with the rights or procedures within this policy. Retaliation arises out of circumstances in relation to a report or Formal Complaint and may not include additional prohibited behavior contained within this policy. Retaliation may include, but is not limited to, the following:

- Employment actions such as termination, refusal to hire, or denial of promotion.
- Other actions affecting a person's employment or academic or school-related activities such as threats, unjustified negative evaluations, unjustified negative references, or increased surveillance.
- Any other action such as an assault or unfounded civil or criminal charges that are likely to deter reasonable people from pursuing their rights.

Prohibited Behavior In Addition To Those Identified By Title IX

Sexual Exploitation is an act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit, advantage, or any other non-legitimate purpose. Examples include, but are not limited to, purposely or knowingly doing any of the following:

- Causing the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity.
- Observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved.
- Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or live streaming of images).
- Engaging in voyeurism (e.g., watching private sexual activity without the consent of the participants or viewing another person's intimate parts (including genitalia, groin, breasts or buttocks) in a place where that person would have a reasonable expectation of privacy).
- Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent.
- Exposing, disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent.
- Prostituting another person.
- Knowingly exposing another person to a sexually transmitted infection or virus without the other's knowledge.

Sexual Misconduct excluded from Title IX by Geography is prohibited behavior as defined by Title IX but does not occur:

- on the Valley Forge Military Academy and College property;
- in connection with a VFMAC or VFMAC-Recognized Program or Activity within the United States; or
- any building owned or controlled by a VFMAC-affiliated student organization

PROCEDURES

Reporting

Any person who believes they have been a victim of, have witnessed, or otherwise wishes to report an incident of sexual misconduct, may do so to the Title IX Coordinator or any other Mandatory Reporter. An individual does not have to be a member of the VFMAC community to file a report under this policy. Reporting prohibited behaviors to VFMAC empowers Complainants to obtain support they may need and enables VFMAC to respond appropriately; (including, but not limited to, also offering supportive measures to the Respondent, conducting an investigation, and pursuing disciplinary action against a Respondent). Reporting helps keep the Title IX Coordinator informed of the general extent and nature of prohibited behavior so that the Title IX Coordinator can track patterns, evaluate the scope of behavior, and formulate appropriate campus-wide responses.

Mandatory reporters are required to report all information pertaining to instances of prohibited behavior to the Title IX Coordinator. Complainants are not required to report prohibited behavior if they do not want VFMAC to respond to the incident or assist with supportive measures.

Reports can be submitted by way of the following methods:

- Online reporting form: <https://www.VFMAC.edu/titleix>
- In person: Medenbach Hall
- Phone: 610-989-1467
- Email: titleix@VFMAC.edu
- Mail: 1001 Eagle Road Wayne, PA 19087

Anonymous reports are accepted. VFMAC will respond promptly and equitably to anonymous reports, but the response may be limited if the report does not include identifying information and/or an adequate description of the facts and circumstances. Individuals who report are encouraged to include identifying information to the Title IX Coordinator and can request anonymity following the assessment of the case. Any person who wishes to submit an anonymous report may do so through the online Sexual Misconduct Reporting Form (<https://www.VFMAC.edu/titleix>). The form can be filled out anonymously by omitting any identifying information.

VFMAC encourages timely reporting of prohibited behavior so that VFMAC can respond promptly and equitably; however, VFMAC does not limit the timeframe for reporting. If the Respondent is not affiliated with VFMAC at the time the report is made, VFMAC will provide reasonably appropriate supportive measures to the Complainant, assist the Complainant in identifying external reporting options, and take other reasonable steps to prevent the recurrence of such behavior and remedy the effects, if appropriate.

Complainants may simultaneously file reports with VFMAC and a law enforcement agency. VFMAC will support Complainants in understanding and assessing their reporting options. It is the Complainant's choice whether to make such a report and they have the right to decline involvement with the police. VFMAC's Office of Campus Safety will assist any Complainant in notifying the appropriate law enforcement agency if they so desire.

Request for Limited Action

In the event a Complainant requests limited action from VFMAC, VFMAC must balance the Complainant's requests with VFMAC's requirement to provide a safe and non-discriminatory environment for all VFMAC members. A request for limited action may include the following:

- Request that the report of prohibited behavior or the Complainant's contact with a Title IX Coordinator not be disclosed to the Respondent;
- Decline to personally identify the Respondent;
- Decline to respond to communications from the Title IX Coordinator; or
- Request that VFMAC not investigate the incident or stop an ongoing investigation that is not substantially complete. By granting a request for limited action, VFMAC may limit its options for responding. Thus the following information is considered when weighing whether to grant a request for limited action:
 - The seriousness of the behavior;
 - The respective ages and roles of the involved parties;
 - Whether VFMAC has received multiple reports of prohibited behavior under this policy involving the Respondent;
 - Whether the circumstances suggest there is a risk of the Respondent committing additional acts of prohibited behavior;
 - Whether the Respondent has a history of arrests or records indicating a history of violence;
 - Whether the Respondent threatened further violence against the Complainant and other individuals involved;
 - Whether the reported behavior was committed by multiple individuals;
 - Whether the reported behavior was perpetrated with a weapon; and
 - Whether VFMAC possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).

Where VFMAC is unable to accommodate requests for limited action, VFMAC may seek disciplinary action against a Respondent or a course of action that eliminates or mitigates the effects of the prohibited behavior and prevents its recurrence but does not involve formal disciplinary action.

VFMAC will notify the Complainant of its action, and their options for participation.

Intake and Assessment

Upon receipt of a report of prohibited behavior, the Title IX Coordinator will arrange to meet with the Complainant in an intake meeting as soon as possible and within five (5) business days of receiving the report. At this meeting, the Title IX Coordinator will discuss and explain:

- Title IX process and procedures;
- Complainant resources;
- Complainant rights and responsibilities;
- Supportive measures and how to access them;
- Confidentiality and privacy considerations; and
- Retaliation.

At the intake meeting, the Title IX Coordinator will seek to determine how the Complainant wishes to proceed, which may include, but is not limited to:

- A request for resources or supportive measures;
- Assistance with reporting to law enforcement;
- No further action;
- Informal resolution; and
- Initiation of a Formal Complaint.

At the time a report is made, a Complainant need not decide whether to file a Formal Complaint. VFMAC recognizes that not every individual will be prepared to file a complaint, and individuals are not expected or required to pursue a specific course of action. In instances where the Complainant does not wish any action to be taken, the Title IX Coordinator must assess and make a determination in order to ensure the safety and wellbeing of the Complainant and VFMAC community.

If the report of a violation of the Sexual Misconduct Policy also implicates other potential violations of VFMAC's Code of Student Conduct (in the case of students) or potential violations of other VFMAC policies, the Title IX Coordinator, in consultation with other appropriate VFMAC personnel, will evaluate all reported allegations to determine whether the allegations may be investigated together without unduly delaying resolution. When the Title IX Coordinator determines that a single investigation is appropriate, the investigation and adjudication will be done in accordance with the Sexual Misconduct Policy. Any multi-charge complaint that includes a violation of Title IX will be adjudicated using the Title IX-specific procedures below. A determination of responsibility for the violation of the Student Code of Conduct or violation of VFMAC policy will be evaluated by the Hearing Officer using the applicable policies.

In instances where VFMAC determines the Sexual Misconduct Policy is not applicable, the Title IX Coordinator may refer the report to an alternate office (e.g. Commandants Office, Human Resources).

Supportive Measures

The Title IX Coordinator, in conjunction with the Deputy Title IX Coordinators, has the discretion to identify, impose, or modify any supportive measure based on available information. VFMAC may implement supportive measures at any point during the Formal Complaint, investigation, or adjudication of the case. A Complainant is not required to submit a Formal Complaint in order to receive supportive measures and supportive measures can be made available to the Complainant and Respondent. VFMAC will maintain the privacy of the parties when implementing supportive measures to the extent practicable and will promptly address any violation of supportive measures.

Supportive Measures may include, but are not limited to:

- Mutual no contact orders;
- Changes in housing assignment for one or both parties;
- Academic accommodations;
- Changes in supervisor or work location;
- Removal from campus housing or grounds;
- Social restrictions;
- Changes in parking locations;
- Walking escorts;
- Counseling; and
- Emergency Removal.

Emergency Removal

An emergency removal includes an involuntary removal or suspension of a student or employee. Prior to an emergency removal, the Title IX Coordinator will conduct an individualized analysis for health and safety, and determine the presence of an immediate threat to the physical health or safety.

Once the Respondent is notified, the Respondent is banned from all property and buildings, owned and controlled by VFMAC, and from participating in any VFMAC program or activity until the emergency removal is terminated.

At any point, either party can request a review to have the emergency removal amended or removed. The emergency removal remains in place during the review process. A review of an emergency removal does

not delay the investigation or resolution process and can occur concurrently. A review must be made in writing directed to the Title IX Coordinator addressing the appropriateness of the measure.

The decision regarding the review is made within three (3) business days by a member of the Title IX team. The Title IX team member is able to seek additional information from the non-appealing party, Title IX Coordinator, and campus or community stakeholders.

Termination of an emergency removal can occur

- At the conclusion of an appeal;
- As a result of a dismissal of sexual misconduct allegation; or
- At the conclusion of the adjudication procedures.

Formal Complaint

After the Complainant is provided their Rights and Responsibilities, a Complainant may file a Formal Complaint. A Formal Complaint is a signed (including electronic signature) document submitted to the Title IX Coordinator in person, by way of mail, or by email. The Formal Complaint notifies VFMAC of the Complainant's wishes to proceed with adjudication or an alternative resolution process. In the event VFMAC determines that it is necessary to protect the safety and well-being of the community, the Title IX Coordinator reserves the right to sign the Formal Complaint. If VFMAC receives more than one report arising out of the same set of facts or circumstances, the Title IX Coordinator may consolidate reports for the Formal Complaint. VFMAC will notify the Complainant of the prohibited behavior as defined by the Policy, including if the prohibited behavior falls within Title IX.

VFMAC will resolve formal complaints in a prompt time frame. However, with good cause, VFMAC may temporarily delay adjudication. In that event, written notification will be provided to the parties with rationale. Examples of good cause include, but are not limited to, absence of a party, a party's advisor, or witness; concurrent law enforcement activity; need for language assistance; or accommodations of a disability.

Respondent Intake

Within five (5) business days of receiving the Formal Complaint, the Title IX Coordinator will meet with the Respondent. VFMAC's stance is that the Respondent is not responsible for the allegation until a determination of responsibility is reached at the conclusion of the adjudicative process. During the Respondent intake, the Title IX Coordinator will discuss and explain:

- Title IX process and procedures;
- Sufficient details of the alleged prohibited behavior;
 - Identity of involved parties;
 - Date and location of alleged incident; and
 - Identify the prohibited behavior as defined by the Policy, including if the prohibited behavior is defined by Title IX.
- Respondent resources;
- Respondent rights and responsibilities;
- Interim and supportive measures and how to access them;
- Confidentiality and privacy considerations; and
- Retaliation.

Dismissal of a Report

VFMAC is required to investigate each Formal Complaint with the following exceptions.

- the Title IX Coordinator determines that the allegation, if true, would not constitute a violation of this Policy; or
- The behavior did not occur within the United States.

VFMAC may dismiss a report in the following circumstances:

- A Complainant notifies the Title IX Coordinator in writing requesting to withdraw the Formal Complaint;
- The Respondent is not enrolled or employed by VFMAC; or
- Circumstances are presented that prevent VFMAC from conducting an investigation.

Within one (1) business day of VFMAC's decision to dismiss a case, the Title IX Coordinator will notify all parties in writing, including a rationale. The dismissal of a case is subject to an appeal.

Alternative Resolution

After receiving a formal complaint and up until a determination of responsibility is made, the prohibited behavior may be resolved through alternative resolution. Under this process, the Complainant and Respondent waive the right to an investigation and adjudication, and the outcome reached may not be described in sanctions. Examples of alternative resolution processes include, but are not limited to, mediation, facilitated dialogue, conflict coaching, and restorative justice. The process of trying to reach an alternative resolution is voluntary and cannot be required by VFMAC as a condition of enrollment or employment. The Alternative Resolution process is not available for an incident where the prohibited behavior is sexual harassment, the Respondent is an employee, and the Complainant is a student. At any time during an alternative resolution process, any of the parties may request that the process cease, and the investigation and adjudication process will continue.

Notification of an Alternative Resolution is a written document that confirms participation in this specific process. Included in the Notification of an Alternative Resolution is information clarifying the procedures, allegations, description of when an alternative resolution can be withdrawn, clarification of expectation on consequences, and record retention and privacy. The Notification of Alternative Resolution must be signed by the Complainant and Respondent.

An Alternative Resolution Agreement is a written agreement that executes the agreement to resolve the allegations developed through an alternative resolution. For a case to be considered closed, an

Alternative Resolution Agreement must be signed by the Respondent and Complainant. Neither party may revoke or appeal an Alternative Resolution Agreement after it is fully executed. If an Alternative Resolution Agreement is not reached, then the formal resolution process will proceed.

Investigation

VFMAC will investigate each Formal Complaint. The Title IX Coordinator will assign an investigator to the complaint. The burden of proof refers to who has the responsibility of showing a violation has occurred. It is the responsibility of VFMAC to satisfy the burden of proof. The parties do not have the burden to prove that a violation did or did not occur. The investigator will review all evidence discovered and/or presented. VFMAC prohibits knowingly making a false statement or knowingly submitting false information.

Parties have the opportunity to raise the issue of a potential conflict of interest or bias within two business days of being advised of the identity of the investigator. The Title IX Coordinator will determine whether a conflict of interest or bias exists. If conflict of interest or bias is determined to exist, the case will be assigned to a new investigator.

The investigator will request individual interviews with the Complainant, the Respondent, and other witnesses, as appropriate. Written notification will be provided of the date, time, location, participants,

and purpose of the interview. Parties have the right to be accompanied by an Advisor and an Advocate of their choosing. Throughout the investigation an Advisor and Advocate may confer quietly with their advisee, exchange notes, and suggest questions to their advisee.

The Advisor and Advocate may not make a presentation or otherwise represent either party during the interview. The initial interviews with the Complainant and the Respondent should be in person, when possible. The purpose of the interviews is to gather and assess information about the incident(s) at issue in the complaint, not to solicit general evidence about either party's character. The investigator may wait to hold the initial interview with the Respondent until after the first meeting with the Complainant. The investigator will interview witnesses provided by both the Complainant and Respondent. Witnesses may be individuals identified by the Complainant, Respondent, a VFMAC representative, other witnesses, and any other persons the investigator considers it beneficial to interview. During the course of the investigation, the Complainant, Respondent, and witnesses can provide supporting evidence, including but not limited to emails, social media posts, direct messages, photographs, and voicemails.

VFMAC cannot access, consider, disclose or use any privileged communication or document (i.e., medical records and mental health records) unless the party voluntarily provides such evidence.

After the collection of additional evidence is complete but prior to the conclusion of the investigation, the investigator may request individual follow-up interviews with the Complainant and Respondent to give each the opportunity to respond to the additional evidence.

In the event an individual has voluntarily or involuntarily consumed drugs or alcohol near the time the alleged sexual misconduct occurred, that individual may be hesitant to report due to fear of potential consequences for their own conduct. When an individual discloses any incident of sexual misconduct to VFMAC or law enforcement, they will not receive VFMAC sanctions for violations of alcohol and/or drug use policies occurring at or near the time of the incident(s).

Amnesty does not preclude or prevent action by police or other legal authorities pursuant to relevant state or federal criminal statutes. In the case where a law enforcement agency is in the process of gathering evidence and at the request of law enforcement or VFMAC general counsel, VFMAC will temporarily suspend the fact-finding aspect of VFMAC investigation. Investigation will proceed again upon notification of the Title IX Coordinator or Investigator by VFMAC general counsel.

After each party has had the opportunity to share evidence with the investigator and to identify witnesses and other potential evidence, the investigator will prepare a preliminary report. The investigator will make the preliminary report available to the parties, which will include an interview summary from each party and witnesses, and supplemental evidence collected. The parties will have ten (10) business days to review the preliminary report and provide a response.

Responses can include comments, feedback, additional evidence, request for additional investigation, new witnesses to interview, or any other evidence they deem relevant. Parties can also pose relevant questions for the other party and witness. The parties' responses will be attached to the final investigative report.

After receiving responses submitted by either party, or after the ten (10) business days have lapsed without comment, the investigator will address any relevant issues identified by the parties. If the investigator anticipates follow up will exceed five (5) business days, the investigator will notify the parties.

The investigator will issue a final investigative report. The investigator's final written report will contain all evidence from the preliminary report, any additional evidence gathered (both relevant and irrelevant), and an analysis of evidence. The investigator's report must be reviewed and approved by the Title IX Coordinator before it is issued. The investigator will provide a notification of the final investigative report to the parties simultaneously. The parties will have a minimum of ten (10) business days to review prior to a hearing date.

Hearing for Prohibited Behavior Defined by Title IX Regardless of Geography

The following Hearing Process applies to the adjudication of all behaviors prohibited by Title IX as well as those occurring outside of the geographic limitations imposed by Title IX but still meeting the Title IX definition of sexual harassment.

Hearings are a live process to seek clarifying information in order to make determinations of responsibilities and sanctions, if appropriate. Parties are notified in writing of the date, time and location of the hearing concurrent to notification of the final investigative report. Separate spaces can be requested by either party. In that event, VFMAC will ensure the hearing occurs in a manner that all parties are able to see and hear the information simultaneously with the use of appropriate synchronous technology. The hearing will be audio or video recorded. The recording will remain the property of VFMAC. After the hearing, parties can request to view or listen to the recording but will not be provided a copy of the media file.

Prior to a hearing, parties are invited to participate in a pre-hearing meeting. A pre-hearing is a separate meeting to learn of hearing expectations, to have questions answered, and to learn the identity of the Hearing Officer. Parties will be notified simultaneously to schedule a pre-hearing which should occur at least three (3) business days prior to the hearing. Pre-hearings are not required. If any party does not attend a pre-hearing, that party will receive expectations and the Hearing Officer in writing. Parties have the opportunity to raise the issue, through written communication, of a potential conflict of interest within two (2) days of being advised of the identity of the Hearing Officer. The Title IX Coordinator will determine whether a conflict of interest exists. A Hearing Officer with a conflict of interest will not make determinations in a case and will be replaced by another individual that meets the qualifications to serve.

Hearing attendance is limited to only those individuals playing a role in the process including: Respondents, Complainants, Advisors, Advocates, witnesses, Hearing Officer. Throughout the hearing an Advisor and Advocate may confer quietly with their advisee, exchange notes, and suggest questions to their advisee. The Advisor and Advocate may not make a presentation or otherwise represent either party during the hearing. The Advisor has an active role in seeking clarifying information and questioning the other party and witnesses. If a party has not obtained an Advisor, one will be provided by VFMAC at no cost to the party.

During the hearing, the Hearing Officer opens with comments and instructions. Each party, if they so choose, has an opportunity to make opening remarks. Ideal content for opening remarks includes a brief summary of the incident, highlighting support or disagreement with the final investigative report. The Complainant and the Respondent do not hold a burden of proof that a violation did or did not occur. Following each opening remark, the Hearing Officer has an opportunity to ask questions of Complainant and Respondent. The parties' Advisors will have an opportunity to ask questions of the other party. The Complainant and the Respondent are prohibited from directly questioning the other party. Witnesses will then be permitted to join the hearing, allowing the Hearing Officer, Advisor of the Complainant and Advisor of the Respondent to ask questions. Once all information has been presented and questions asked, the Complainant and the Respondent will have an opportunity to make a closing statement. Ideal information for a closing statement includes the impact of the incident and, in the event of a responsible finding, sanction and remedy requests.

All parties, including witnesses, are required to participate in order to have their evidence considered in determination of responsibility. Questioning during a hearing is conducted directly, orally, and in real time. All questions must be relevant to the incident. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. The Hearing Officer cannot access, consider, disclose or use any privileged

communication or document (i.e. medical records and mental health records) unless the party voluntarily provides such evidence.

Before the Complainant, the Respondent or a witness answers any question, the Hearing Officer must first determine if the question is relevant. If a question is determined to be irrelevant or must be reworded, the rationale for such determination will be recorded by the Hearing Officer. If a party, including Complainant, Respondent, or witness, is not available or does not participate in questioning, the Hearing Officer cannot rely on any statement presented by that individual to make a determination of responsibility.

The Hearing Officer cannot draw inference about responsibility based solely on a party's or witnesses' absence from the hearing or refusal to answer questions. The Hearing Officer will make findings of fact, applying a preponderance of the evidence standard (i.e., more likely than not), and will determine based on those findings of fact whether a violation of this policy occurred. If the Hearing Officer determines that a violation has occurred, the Hearing Officer shall review a written confidential report regarding the background of the Respondent, any prior incidents of misconduct in which the Respondent has been involved, and a report of sanctions/supportive measures previously applied for offenses of a nature similar to the current case.

The Hearing Officer has five (5) business days from the date of the hearing to issue a written letter to the Title IX Coordinator with the following:

- Summary of allegation;
- Identification of prohibited behavior;
- Procedural steps from receipt of Formal Complaint to hearing;
- Findings of fact;
- Conclusion summarizing how the behavior is applied to the policy;
- Determination of responsibility for each allegation including a rationale;
- Disciplinary sanctions including a rationale;
- Restorative remedies including a rationale; and
- Appeal procedures.

If the report of a violation of the Sexual Misconduct Policy also implicates other potential violations of VFMAC's Code of Student Conduct (in the case of students) or potential violations of other VFMAC policies and the decision has been made to address them as one case (see Intake and Assessment), and the Respondent is found to be not in violation of the Sexual Misconduct Policy, but that violations of other VFMAC policies may have occurred, the Hearing Officer will make determinations of responsibility and sanctions for the remaining policies.

If the Respondent is found to be responsible for both the Sexual Misconduct Policy and violations of other VFMAC policies, the Hearing Officer will make determinations for sanctions. The Title IX Coordinator will then relay the information simultaneously to the Complainant and to the Respondent, along with the procedures to appeal the decisions.

Hearings For All Other Sexual Misconduct

Hearings are a live process to seek clarifying information in order to make determinations of responsibilities and sanctions, if appropriate. Parties are notified in writing of the date, time and location of hearing concurrent to notification of the final investigative report. Separate spaces can be requested by either party. In that event, VFMAC will ensure the hearing occurs in a manner that all parties to see and hear the information simultaneously with the use of appropriate synchronous technology. The hearing will be audio or video recorded. The recording will remain the property of VFMAC. After the hearing, parties can request to view or listen to the recording but will not be provided a copy of the media file.

Prior to a hearing, parties are invited to participate in a pre-hearing meeting. A pre-hearing is a separate meeting to learn of hearing expectations, to have questions answered and to learn the identity of the Hearing Officer. Initial cross-examination questions of the other party and witnesses must be submitted during the pre-hearing. Parties will be notified simultaneously to schedule a pre-hearing which must occur at least three (3) business days prior to the hearing. Parties have the opportunity to raise the issue, through written communication, of a potential conflict of interest within two (2) days of being advised of the identity of the Hearing Officer.

The Title IX Coordinator will determine whether a conflict of interest exists. A Hearing Officer with a conflict of interest will not make determinations in a case and will be replaced by another individual that meets the qualifications to serve.

Hearing attendance is limited to only those individuals playing a role in the process including: Respondents, Complainants, Advisors, Advocates, witnesses, Hearing Officer.

Throughout the hearing an Advisor and Advocate may confer quietly with their advisee, exchange notes, and suggest questions to their advisee. The Advisor and Advocate may not make a presentation or otherwise represent either party during the hearing. During the hearing, the Hearing Officer opens with comments and instructions. Each party, if they so choose, has an opportunity to make an opening remark. Ideal information for opening remarks includes a brief summary of the incident highlighting support or disagreement with the final investigative report. Parties do not hold a burden of proof that a violation did or did not occur.

Following each opening remark, the Hearing Officer has an opportunity to ask questions of Complainant and Respondent. The parties' will have an opportunity to ask follow-up cross examination questions of the other party or witnesses, not initially submitted during pre-hearing. All follow-up cross examination questions by the parties must be in writing and are submitted to the Hearing Officer to ask. Witnesses will then be permitted to join the hearing allowing the Hearing Officer, Advisor of the Complainant and Advisor of the Respondent to ask questions.

Once all information has been presented and questions asked, the Complainant and Respondent will have an opportunity to make a closing statement. Ideal information for a closing statement includes, the impact of the incident, and in the event of a responsible finding, sanction and remedy recommendations.

Questioning during a hearing is conducted directly, orally and in real time by the Hearing Officer. All questions must be relevant to the incident. Before the Complainant, Respondent or witness answer any question, the Hearing Officer must first determine if the question is relevant. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

The Hearing Officer cannot access, consider, disclose or use any privileged communication or document (i.e. medical records and mental health records) unless the party voluntarily provides such evidence. If a question is determined to be irrelevant or must be reworded, the rationale for such determination will be recorded by the Hearing Officer. The Hearing Officer cannot draw inference about responsibility based solely on a party's or witnesses' absence from the hearing or refusal to answer questions.

The Hearing Officer will make findings of fact, applying a preponderance of the evidence standard (i.e., more likely than not), and will determine based on those findings of fact whether a violation of this policy occurred. If the Hearing Officer determines that a violation has occurred, the Hearing Officer shall review a written confidential report regarding the background of the Respondent, any prior incidents of misconduct in which the Respondent has been involved, and a report of sanctions/supportive measures previously applied for offenses of a nature similar to the current case.

The Hearing Officer has five (5) business days from the date of the hearing to issue a written letter to the Title IX Coordinator with the following:

- Summary of allegation;
- Identification of prohibited behavior;
- Procedural steps from receipt of Formal Complaint to hearing;
- Findings of fact;
- Conclusion summarizing how the behavior is applied to the policy;
- Determination of responsibility for each allegation including a rationale;
- Disciplinary sanctions including a rationale;
- Restorative remedies including a rationale; and
- Appeal procedures.

If the report of a violation of the Sexual Misconduct Policy also implicates other potential violations of VFMAC's Code of Student Conduct (in the case of students) or potential violations of other VFMAC policies, and the decision has been made address them as one case (see Intake and Assessment), and the Respondent is found to be not in violation of the Sexual Misconduct Policy, but violations of other VFMAC policies may have occurred, the Hearing Officer will make determinations of responsibility and sanctions for the remaining policies. If the Respondent is found to be responsible for both the Sexual Misconduct Policy and violations of VFMAC policies, the Hearing Officer will make determinations for sanctions.

The Title IX Coordinator will then relay the information simultaneously to the Complainant and to the Respondent, along with the procedures to appeal the decisions.

Appeals

Following the dismissal of a case or at the conclusion of a hearing, an appeal may be made by any party based only on the following criteria:

- A substantive violation of the procedures set forth in this policy has occurred which, in the context of the case, is likely to have the effect of changing the outcome; or
- The appellant has substantive and relevant new information that was not available at the time of the dismissal or hearing that may change the outcome; or
- Any person in the resolution of the incident had a conflict of interest or bias that affected the outcome; or
- The appellant believes the sanctions are not commensurate with the violation.

An appeal will be accepted by the Title IX Coordinator in writing for five (5) business days following the notification of dismissal or Hearing Officer's findings. Upon receipt of an appeal, the Title IX Coordinator will notify the other parties in writing. Upon request, all parties may review appeals submitted by any party.

The Title IX Coordinator, having received the appeal, will convene an Administrative Panel for Appeals, a 3-person panel of appropriately trained faculty and staff, for review of the appeal. Parties have the opportunity to raise the issue of a potential conflict of interest or bias within two (2) days of being advised of the identity of the Administrative Panel. The Title IX Coordinator will determine whether a conflict of interest or bias exists. The Administrative Panel member will not make determinations in a case in which they have a conflict of interest or bias.

The Title IX Coordinator will forward the final investigative report, any evidence submitted during the hearing, and the hearing letter to the Appeals Panel. The Appeal Panel will have access to the documents a minimum of five (5) business days prior to issuing a finding on the appeal. The Administrative Panel must make a determination regarding the appeal within fifteen (15) days of

notification of dismissal or notification of hearing outcome.

The Appeals Panel may request clarification on the facts from the Hearing Officer, investigator, Title IX Coordinator or any party. The Appeals Panel will first make a determination of merit for the appeal.

If no merit is found, the Appeals Panel will notify the Title IX Coordinator that the appeal will not move forward.

If merit is found for the appeal, the Appeals Panel will make a determination on the next course of action:

- Modify the outcome;
- Remand for rehearing;
- Affirm the original findings and sanctions imposed.

Upon determination by the Appeals Panel, the Title IX Coordinator will immediately be notified. Both parties will simultaneously be sent written notification of the appeal decision including a rationale for the decision. Any change made by the Administrative Panel for Appeals as a result of a hearing is final, and not subject to further appeal. If appeal is as a result of a dismissal and the Administrative Panel for Appeals modifies the outcome, the parties maintain the right to appeal at the conclusion of a hearing. Findings and/or sanctions of this Policy cannot be grieved through the applicable Grievance Policy.

All materials including supportive measures, investigative report, audio recording, appeals and official correspondence will be maintained for a period of seven (7) years.

V. SANCTIONS

Student Sanctions

Detailed descriptions are available in the Student Handbook under the Student Conduct Policy.

- Written reprimand
- Completion of educational program(s)/workshop(s)
- Participation in psychological, physical, or substance abuse evaluations and/or counseling
- Conduct probation: Loss of ability to participate in co-curricular activities
- Educational reflection paper
- Fines and restitution
- Housing Probation
- Housing Reassignment
- Housing Suspension (deferred)
- Housing Suspension
- Housing Termination
- Loss of Privileges
- Parental Notification
- Revocation of admission and/or degree
- Service requirement
- VFMAC Suspension (deferred)
- VFMAC Suspension (up to two years)
- Expulsion.

Employee Sanctions

Detailed descriptions are available in the Employee Progressive Discipline Policy. In addition to the Sanctions identified in the Employee Progressive Discipline Policy, the following may also apply:

- Required participation in non-credit educational programs
- Required participation in psychological, physical, or substance abuse evaluations

- Restitution.

VI. RELATED DOCUMENTS

- Annual Security and Fire Safety Report
- Employee Handbook
- Faculty Service Information
- Formal Complaint Form
- Mandatory Training Policy/Matrix
- Notification of Complainant's Rights
- Notification of Respondent's Rights
- Student Handbook
- Employee Progressive Discipline Policy
- Administrative Leave Policy.

Policy Evaluation

This policy will be evaluated by the Title IX coordinator each year to ensure compliance with federal regulations and guidelines. Also, the policy will be reviewed each year by the VFMAC Policy Committee to measure institutional effectiveness. Any changes or updates will be implemented as needed by the Title IX Coordinator.

APPENDIX A – List of Title IX Team
APPENDIX B – List of Confidential Employees
APPENDIX C– List of Mandatory Reporters
APPENDIX D – Rights & Responsibilities
APPENDIX E – Resources
APPENDIX F – Third Party Vendors

VII. SIGNATURE OF APPROVAL

VFMC Provost: Dr. Robert Smith
Approval Date: August 1, 2022 (Revised Policy)

APPENDIX A

TITLE IX TEAM

Title IX Coordinator for VFMAC:

Dr. Jesse Phillips

Dean of College Services, Medenbach Hall

Phone: (610) 989-1467; Email: jphillips@vfmac.edu

Title IX Deputy Coordinator for VFMAC:

Mr. Aaron Barkley

Associate Dean of the Academy

Shannon Hall

Phone: (610) 989-1382

Email: abarkley@vfmac.edu

Title IX Deputy Coordinator for VFMAC:

Mr. Eric Saul

Chief Finance Officer

Mellon Hall

Phone: (610) 989-1325

Email: esaul@vfmac.edu

APPENDIX B

CONFIDENTIAL RESOURCES

Resource	Responsible Employee	Contact Number
Student Health Center (Nursing Staff)	Ms. Debbie Hammer	610-989-1518
Student Counseling Staff	Dr. Dorothy Lowery	610-971-9959

APPENDIX C

MANDATORY REPORTERS

Department Position

All Academic Deans
Associate Deans
Assistant Directors
Dean of Students
Human Resources Director
Senior Managers
International & Non-Traditional Students -All
President
Provost
Campus Safety - All
Commandant
TAC Officers - All
Student Conduct & Grievances - All
Student Life - All
Chief Financial Officer
Chief Operating Officer

APPENDIX D

RIGHTS AND RESPONSIBILITIES

PRIVACY AND CONFIDENTIALITY - VFMAC is committed to protecting the privacy of all individuals involved in the resolution of a report under this policy. VFMAC also is committed to providing assistance to help students, employees and third parties make informed choices. With respect to any report under this policy, VFMAC will make reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate prohibited conduct, prevent its recurrence, and remedy its effects. Information related to a report of prohibited conduct will be shared with a limited circle of VFMAC employees who “need to know” in order to assist in the assessment, investigation and resolution of the report.

ADVISORS - Both the Complainant and Respondent have the opportunity to be advised by an advisor of their choice (including legal counsel, at their expense) at any stage of the process. The advisor can accompany the parties at any meeting or hearing in which the parties are requested to be present. VFMAC will communicate directly with the parties, and will not engage with an advisor. An advisor may not speak for either party but may advise in private. Any information or communication shared with an advisor will come from the parties and not VFMAC.

RETALIATION - VFMAC prohibits any form of retaliation. Retaliation is any adverse action taken against a person for making a good faith report of prohibited conduct or participating in any proceeding under this Policy. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in activity protected under this policy. Retaliation may be present even where there is a finding of “no responsibility” on the allegations of prohibited conduct. Retaliation does not include good faith actions lawfully pursued in response to a report of prohibited conduct. Information about any incident of retaliation should be reported to the Title IX Coordinator (Dr. Jesse Phillips or titleix@VFMAC.edu)

CRIMINAL REPORTS - Conduct may be reported to law enforcement, separate and apart from any report made to VFMAC. VFMAC’s investigation and resolution process is independent of any criminal investigation or proceeding. Conduct may violate VFMAC’s Sexual Misconduct Policy even if it does not violate the law. A respondent who is found to be in violation of the Sexual Misconduct Policy may also be subject to criminal charges.

APPEAL - Parties will be informed of their appeal rights under VFMAC’s investigation and complaint resolution process.

OPTIONS - The Complainant is not required to decide how to proceed at the time a report is made.

Possible options include:

- Receive resources both on campus and in the community.
 - Counseling services
 - Victim Advocacy
 - Medical
 - Legal

- Report the incident to law enforcement at any time.
 - Upon request, VFMAC will assist in doing so.
 - If the incident occurred on or near the main part of campus, the Radnor Township Police Department can be reached at 911 for emergencies or 610-688-0503 for non-emergencies.

- If the incident occurring on VFMAC property near the apartment buildings, General Parking Lot, Equitation Center, Motor Pool, athletic fields or Athletic Field House, the Tredyffrin Township Police Department can be reached at 911 for emergencies and 610-64-3221 for non-emergencies.
- Report the incident to the Title IX Coordinator or any responsible employee.
- Investigate and adjudicate the incident using VFMAC's Sexual Misconduct Policy, including an informal adjudication (i.e. mediation or restorative justice).
- VFMAC may need to investigate and take action even if the Complainant does not wish to proceed with the investigation and adjudicative process.
- Receive interim or supportive measures. Interim measures include but are not limited to:
- Adjustment of course schedules;
 - Adjustments for assignment or tests;
 - Change of living or working arrangements;
 - No-contact orders; and
 - Campus Safety Officer escort
- Complainant may withdraw a complaint prior to the conclusion of an investigation.
- None of the above listed options

APPENDIX E

ON CAMPUS RESOURCES

OFFICE/DEPARTMENT	CONTACT	PHONE
College Administration	Dr. Robert Smith Provost	610-989-1458
	Dr. Jesse Phillips Dean of College Services/ Title IX Coordinator	610-989-1467
Commandant's Department	GSM William Mott Commandant of students	610-989-1471
	COL Kenneth Seitz, VFMAC Quartermaster	610-989-1254
	LtCol Tracey Hartley, USMC (ret) Lead College TAC Officer	610-989-1450
Student Health Center	Ms. Deborah Hammer Director of the Health Center	610-989-1519
Safety & Security	Mr. Anthony Felicetti Chief Campus Safety Officer	610-989-1258
Student Counseling Staff	Dr. Dorothy Lowery	610-971-9959
Human Resources	Ms. Penny Vander Whalen	610-989-1244
Academy Associate Dean	Mr. Aaron Barkley Title IX Co-Coordinator	610-989-1382

OFF CAMPUS RESOURCES

Emergency Response 911

LOCATION	CONTACT	PHONE
Radnor Police Department 301 Iven Avenue Wayne, PA 19087	Business Emergency	610-688-0503 911
Pennsylvania State Police 342 W. Baltimore Pike Media, PA 19063		484-840-1000
Bryn Mawr Hospital		484-337-3000
Delaware County District Attorney's Office		610-891-4225
Delaware County Women Against Rape	Business HOTLINE	610-566-5866 610-566-4342
Domestic Abuse Project of Delaware County		610-565-6272
National Sexual Assault Hotline		1-800-656-4673
Pennsylvania Coalition Against Rape		610-566-4342
Men's Resource Center		215-564-0488

APPENDIX F

Third Party Vendors

Sexual Misconduct can impact the entire VFMAC community and therefore is also applicable to third party vendors and their employees. A third party vendor is contracted to provide a service for VFMAC. Third party employees are the individuals employed by the third party vendor and provide that service for VFMAC. For additional information regarding applicable behavior, review the Sexual Misconduct Policy including the “Entities Affected by the Policy” section. An incident may be addressed by a third party vendor’s policy as well as VFMAC’s Sexual Misconduct Policy. All third party employees should be familiar with the applicable policies of VFMAC and their employer.

Reporting

Any member of the VFMAC community, including third party employees, who is aware of an incident of sexual misconduct can report to the Title IX Coordinator. Instructions on how to submit a report, including an option to report anonymously, are available at www.VFMAC.edu/titleix.

Rights & Procedures

When the Complainant or Respondent is a third party, VFMAC will uphold the “Rights and Responsibilities” identified in Appendix D. VFMAC will follow procedures as outlined in the Sexual Misconduct Policy. The Title IX Coordinator or a member of the Title IX Team will notify the point of contact with the third party vendor upon receipt of a Formal Complaint. The Title IX Coordinator or a member of the Title IX Team may seek the assistance of the third party vendor to implement supportive measures, case resolution, and sanctions. In the event, a Complainant does not file a Formal Complaint or requests limited action, VFMAC may disclose relevant information with the third party vendor regarding the Complainant and Respondent, using the following criteria:

- The seriousness of the behavior;
- The respective ages and roles of the involved parties;
- Whether VFMAC has received multiple reports of prohibited behavior under this policy involving the Respondent;
- Whether the circumstances suggest there is a risk of the Respondent committing additional acts of prohibited behavior;
- Whether the Respondent has a history of arrests or records indicating a history of violence;
- Whether the Respondent threatened further violence against the Complainant and other individuals involved;
- Whether the reported behavior was committed by multiple individuals;
- Whether the reported behavior was perpetrated with a weapon; and
- Whether VFMAC possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence).

The Sexual Misconduct Policy does not negate a third party vendor’s policies and procedures and can be implemented concurrently.

10: Course Descriptions

Accounting – AC

AC 201 - Financial Accounting

This course is an introduction to the basic concepts and standards underlying financial accounting systems. Several important concepts will be studied in detail, including: revenue recognition, inventory, long-lived assets, and long term liabilities. The course emphasizes the construction of the basic financial accounting statements – the income statement, balance sheet, and cash flow statement – as well as their interpretation.

- *Credits: Four semester-hours (Four hours per week)*
- *Pre-requisites: None*

AC 202 - Managerial Accounting

The course presents alternative methods of preparing managerial accounting information, and examines how these methods are used by companies. Managerial accounting is a company's internal language, and is used for decision-making, production management, product design and pricing and for motivating and evaluating employees. Managerial accounting will help the student have a thorough understanding of a company's internal operations. What the student learns in this course will help them understand the operations of companies encountered in the role of employee, competitor, consultant, or investor.

- *Credits: Three semester-hours (Three hours per week)*
- *Prerequisite: AC 201*

Arabic -- AR

AR101 & 102 - Introduction to Arabic I and Introduction to Arabic II

This two-semester introductory sequence provides instruction and practice in the four skill areas of listening, speaking, reading, and writing. These courses focus on the development of communicative skills in oral and written expression. In-class practice and independent oral and written exercises support these objectives. Cultural readings foster an awareness and appreciation of the values, practices, and perspectives of the Arabic-speaking world.

- *Co-requisite for AR101: EN 101*
- *Pre-requisite for AR102: AR 101 or satisfactory performance on placement exam.*
- *Credits: Three semester-hours (Three hours per week)*
- *Fulfills Cultures Core Competency Requirement*

Biology – BI

BI 101 - Principles of Biology I

This course is the first in a two-semester sequence and is specifically designed for students who are pursuing programs in the Life and Health Sciences. Topics in this course include scientific methods, chemical basis of life, photosynthesis, cell structure and function, cell division, cell communication and evolution. Laboratory component includes techniques such as microscopy, measurements, dissection, physiological experimentation, and use of the scientific method.

- *Pre-requisite: EN101*

- Credits: Four semester-hours (lecture + laboratory)
- **Fulfills Scientific and Technological Applications Core Competency Requirement**

BI 102 - Principles of Biology II

Co-requisite: EN 105 or LT 103

Pre-requisite: BI 101

This course is a continuation of the introductory level course in biology (BI 101) in a two semester sequence that provides the students with strong foundations to relate biological concepts and interactions with diversity of life, evolution and natural selections; DNA replication, RNA transcription and protein biosynthesis; RNA splicing; the diversity and evolution of life through studies of bacteria and archaea, protists, fungi and plants; plant structure, growth and development. Other topics include the study of animal form and function with emphasis on animal nutrition, digestion and absorption; circulatory and respiratory system; ecosystem and the biosphere, population ecology and community ecology.

- *Pre-requisite: BI101*
- Credits: Four semester-hours (Three hours per week, one three hour lab per week)

Business – BU

BU 110 - Principles of Management

This course uses the knowledge gained in introductory courses to identify and propose solutions to real-world problems business leaders face. Students are exposed to many of the tasks a manager faces in a typical business situation by focusing on the principles of management functions of planning, organizing, leading or directing, and controlling. Class activity involves data collection and analysis, report writing and business presentation skills that will help the student develop the leadership skills necessary to be a good manager.

- Credits: Three semester-hours (Three hours per week)
- *Pre-Requisite: EN 102 or LT 103*

BU 150 - Introduction to Global Business

The globalization of business is bringing both new prosperity and new challenges to business leaders across the globe. In recognition of the changing face of business, VFMC offers an introductory course in international issues of culture, language, law, ethics and business practices. As a class project, students will produce a nation study, and draw conclusions as to investment in a foreign country.

Credits: Three semester-hours credit (Three hours per week)

Fulfills Civic and Global Engagement (Global) Core Competency Requirement

BU 202 - Business Communications

This course is designed to develop students' skills in professional communication, both written and oral. These skills will help students communicate effectively in the business environment. Topics include writing memoranda, letters, business proposals, resumes, workplace correspondence, and oral presentations. Students will be able to use these skills to analyze various communication situations and create and present information to meet the needs of different readers.

- Credits: Three semester-hours (Three hours per week)
- *Prerequisite: EN 102*

BU 204 - Business Law and Ethics

This course provides an overview of the legal and ethical issues that confront business executives in both starting and operating an existing business. It provides an analytical framework to identify legal and ethical issues and discusses topics in contracts, sales, torts, crimes, securities law and Sarbanes-Oxley, business organizations, employment and discrimination and E-commerce. Interweaves ethical issues into the topics covered.

- *Credits: Three semester-hours (Three hours per week)*
- *Prerequisite: AC 201 & EN 102*

Chemistry -- CH

CH103 - Principles of Chemistry I

The first half of a two-semester sequence for science and pre-engineering students, this course is an introduction to chemistry which will provide a firm foundation in the concepts and principles of chemistry. Principles studied in this course include physical measurements, the study of the structure of the atom, the Periodic Table of elements, the behavior of gases, chemical bonding theory, molecular structure, chemical reactions, stoichiometric calculations, thermochemistry and quantum theory of the atom. Laboratory classes serve as an introduction to laboratory procedures. The experiments are intended to support and verify the theoretical concepts presented in the lectures.

- *Co-requisite: MA 101*
- *Credits: Four semester-hours (Three hours per week, one three hour lab per week)*
- *Fulfills Scientific and Technological Applications Core Competency Requirement*

CH 104 - Principles of Chemistry II

Topics covered in this second semester course include intermolecular solutions, colligative properties, rates of reactions, chemical equilibrium, acids and bases, solubility, complex ion equilibria, thermodynamics, electrochemistry, nuclear chemistry, and an introduction to organic chemistry. As in CH 103, laboratory exercises support and verify the theoretical concepts presented in lectures.

- *Prerequisite: CH 103*
- *Credits: Four semester-hours (Three hours per week, one three hour lab per week)*

Criminal Justice -- CJ

CJ101 - Introduction to Criminal Justice

This course is a survey of the philosophy and history of law enforcement. Students gain knowledge of the basic organization and jurisdiction of local, state, and federal law enforcement agencies. The course explores the duties, guidelines, and ethical principles followed by the law enforcement officer, including the legal basis on which his/her authority rests. An examination of the United States court system and the complete procedure from arrest to sentencing is covered.

- *Credits: Three semester-hours (Three hours per week)*

CJ104 – Introduction to Constitutional Law

The “Introduction to Constitutional Law” course focuses on the basics of the US Constitution and the Bill of Rights. The course is designed to be a first semester, first year pre-requisite for each of the three Justice and Securities Studies courses of instruction: Criminal Justice, Cyber Security, and Security Studies. Students will be exposed to the first three articles of the US

Constitution; the roles, authorities, and responsibilities of the three branches of the federal government; the Bill of Rights (first ten Amendments); and the inter-relationships between the federal and state governments and the citizens of the nation.

- Credits: Three semester-hours (Three hours per week)

CJ106 – Digital Forensics

Provides an introduction to Digital Forensics from a theoretical and practical perspective and an introduction to investigative tools and techniques used in the field. Provides practical applications in legal and technical report writing in the area of Digital Forensics. Provides students with an introduction to the laws of search and seizure and the civil and criminal laws pertaining to computers and the seizure of computer evidence. Students will examine cases and statutes from appropriate sources including the United States Constitution and Federal and State laws pertaining to Internet and email records, ECPA, search warrants and probable cause. Students will also examine data mapping in civil discovery, the use of reports in evaluating an investigation, the importance of e-discovery rules and the process of conducting a search. Other topics include the importance of digital evidence controls, the method of processing crime and incident scenes, the details of data acquisition, and the requirements of an expert witness. The course provides a range of laboratory and hands-on activities and assignments that emphasize both the theory and the practical application of computer forensic investigations.

- Prerequisite: CS110 and CJ104

- Credits: Three semester-hours (Three hours per week)

CJ204 - Criminal Law and Procedure

Designed to provide an overview of the common law foundation for substantive and procedural criminal law in the United States and how it has affected the evolution and application of present-day law and procedures, this course reviews statutory, constitutional, common, executive and regulatory law, including computer crime and statutes. Course objectives include advancing the understanding of the relationship between law enforcement and the justice system; understanding the concepts related to legal, legislative, moral, ethical and social processes; and consideration of the balance required between the rights of the victim and the rights of the perpetrator.

- Prerequisite: CJ 101

- Credits: Three semester-hours (Three hours per week)

CJ205 - Criminal Investigation

This course familiarizes the student with scientific investigation, and the practices and capabilities of a crime laboratory. The ethical identification, locating, gathering, and preservation of physical evidence and the forensic processing techniques of evidence are examined, including DNA and computer crime, as well as the strengths and vulnerabilities of physical evidence at trial.

- Prerequisite: CJ 101.

- Credits: Three semester-hours (Three hours per week)

CJ200 – Special Topics

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest

- Prerequisite: EN 102

- Credits: One, two or three semester-hours (One to three hours per week), at the discretion of the instructor

CJ220 - Criminology

Criminology is an interdisciplinary profession built around the scientific study of crime and criminal behavior, including their forms, causes, legal aspects and control. Criminology consists of six theoretical developments: Classical School, Biological Theories, Psychological and Psychiatric Theories, Social Structure Approaches, Social Process Theories and Social Conflict Theories. Specific attention is given to various forms of crime in our society, including white collar crime, delinquency, organized crime, and violent crime. Study of crime and delinquency patterns, their causes and remedial measures, emphasizing social, economic, and psychological forces involved, including the role and treatment of enforcement.

- *Prerequisite: CJ 101 or SO 101*

- *Credits: Three semester-hours (Three hours per week)*

CJ225 –Incident Command

The Incident Command System (ICS) course focuses on the problems posed for the management of large scale incidents or natural disasters including particular problems associated with multi-agency responses involving multiple jurisdictions and agencies. These types of incidents impose significant demands on management, including the necessity for pre-planning, the development of communication and information and data-retrieval systems, and the attention leadership and decision making approaches appropriate for crisis situations.

- *Prerequisite: CJ 204, CJ 205 and CJ 220*

- *Credits: Three semester-hours (Three hours per week)*

Communications -- CM

CM120 - Public Speaking

This course is an introduction to several forms of public communication. Emphasis is placed on the development and practice of public speaking about significant political, cultural, and social issues. Students are taught an audience-sensitive approach to the development, arrangement, and delivery of public messages.

- *Credits: Three semester-hours (Three hours per week)*

Computer Science -- CS

CS110 - Introduction to Computer Information Systems

This course is an introduction to computer information systems concepts, hardware, software applications, network communications, and the security and privacy issues surrounding computers and information systems. The course is centered on the use and integration of computer technology and software applications to improve human task completion efficiency. Coverage includes an overview of current hardware and software technologies and issues, networks and communications, and information systems basics and trends. The objective of the course is to understand the process of digital information manipulation and to develop critical information management and computer technology skills required by an “information age” workplace and society. Social, cultural, and ethical aspects of security and privacy and related issues surrounding digital information and computer technology are discussed.

- *Credits: Three semester-hours (Three hours per week)*

- *Fulfills Scientific and Technological Applications Core Competency Requirement*

CS120—Introduction to Programming

This course introduces students to programming constructs and techniques using high level programming languages including Java emphasizing fundamental techniques, concepts and terminology including procedural and object-oriented programming reinforced by programming assignments targeted towards solving problems. Course fundamentals cover variables, input and output, expressions, assignment statements, conditionals and branching, subprograms, parameter passing, repetition through iteration and recursion, arrays and pointers. Students learn good programming style, documentation, debugging, and testing practices. The course also emphasizes secure programming practices that provide students an understanding of secure program characteristics and the ability to develop software without vulnerabilities

- *Co-requisite: MA 101*
- *Credits: Three semester-hours (Three hours per week)*
- ***Fulfills Scientific and Technological Applications Core Competency Requirement***

CS200 – Introduction to Programming II

Introduces more advanced sets of problems, programming, and discrete math concepts than are introduced in CS120 and applies them to the development, analysis and implementation of advanced I/O features, advanced pointer and array concepts, data structure and efficiency and portability, the standard library, and debugging techniques. The course also covers more advance features of C++, and an Object-Oriented Approach, including the use of fundamental concepts in advanced data structures and algorithms. Specific advanced topics in data structures/algorithms include (in addition to interface and inheritance, Polymorphism, Exceptions, Collections) sorting, queues, stacks, hashing, complexity analysis, relations, trees, and graphs.

- *Pre-requisite: CS120*
- *Credits: Three semester-hours (Three hours per week)*

CS220—Data Management and Security

This course covers database terms & concepts, ethics & privacy, data security and security metadata, and organizational data management strategies. This course focuses on Intro to Cryptography; IA Fundamentals for Data Security –at rest & in processing; Databases; Database Management Systems; Structured Query Language (SQL) Scripting; and Database System Administration knowledge units required for Academic Excellence in Information Assurance/Cyber Defense for Two-Year Education (CAE2Y). Major emphasis is placed on understanding the various data management functions needed by organizations and Basic Data Analysis providing basic abilities to manipulate data into meaningful information. Topics include types of data models and database management systems, data definition and manipulation, database system administration and management including database security covering availability, integrity & confidentiality. Data management fundamentals and technologies that support database security, error recovery, concurrency control, and distributed database systems are also studied. Students become prepared to recommend data management technologies and security solutions, and also analyze organizational data management needs.

- *Prerequisite: CS 110*
- *Credits: Three semester-hours (Three hours per week)*

CS230 -- Data Structures

Covers the design, analysis, and implementation of data structures and algorithms to solve engineering problems using an object-oriented programming language. Topics include elementary data structures, (including arrays, stacks, queues, and lists), advanced data structures (including trees and graphs), the algorithms used to manipulate these structures, and their application (involve the use of data structures such as stacks, queues, linked lists and binary trees. Recursion, searching and sorting algorithms) to solve practical engineering problems.

- *Co-Requisites or Pre-requisites:* CS110: Introduction to Programming I and MA112: Statistics or MA101: College Algebra

- *Credits:* Three semester-hours (Three hours per week)

CS240—Network Communications and Security

This course focuses on fundamental principles of computer and communication networking with a specific emphasis on network security. This course focuses on IA Fundamentals for Data Security –in transit; Network & Security IT Systems Components; Networking Concepts; Basic Scripting; and System Administration knowledge units required for Academic Excellence in Information Assurance/Cyber Defense for Two-Year Education (CAE2Y). Fundamental network concepts and current networking technologies provides basic understanding of network components and how they interact, and enables students to understand communication protocol principles and usage in network design; understand network design issues addressing performance considerations and risk management in security cost-benefit tradeoff analysis. Students develop understanding on how the Internet works, how to securely integrate and manage distributed data services across networks, and how to design, specify, and justify secure networking solutions.

- *Prerequisite:* CS 110

- *Credits:* Three semester-hours (Three hours per week)

CS290—Information Systems Security

This course covers planning, development, and implementation of a comprehensive information security program in an organization covering authentication and access control, integrity and confidentiality of information, and risk management and business continuity planning. This course focuses on Cyber Threats; Fundamental Security Design Principles; Cyber Defense (CD); and Information Assurance (IA) knowledge units (KUs) required for Academic Excellence in IA/CD for Two-Year Education (CAE2Y). These KUs provide information about cyber threats, basic security design fundamentals, IA concepts, and awareness of options to mitigate threats. Additional KUs provide focus on Security Policy Development & Compliance covering Cybersecurity Planning & Security Program Management; IA Architectures, Standards & Compliance; Life-Cycle Security; Security Risk Analysis; and Supply Chain Security. Topics examine information systems security from program management and systems development perspectives by investigating security models and frameworks using National Institute of Standards and Technology (NIST) security publications and risk assessment framework to establish security processes, recommend organizational security policies and practices, and develop business continuity plans. The business continuity planning will be integrated in with college VFMC emergency response plans to test and recommend improvements to the business continuity plan developed in the course.

- *Prerequisite:* CS 110

- *Credits:* Three semester-hours (Three hours per week)

Economics – EC

EC 110 - Principles of Microeconomics

Microeconomics introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, in-come distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to achieve economic objectives efficiently.

- Credits: Three semester-hours (Three hours per week)
- ***Fulfills Civic and Global Engagement (Domestic) Core Competency Requirement***

EC 111 - Principles of Macroeconomics

Macroeconomics introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

- Credits: Three semester-hours (Three hours per week)
- ***Fulfills Civic and Global Engagement (Global) Core Competency Requirement***

English -- EN

EN100 – Writing Lab

EN 100 provides students with necessary support to be successful in EN 101 by helping them understand assignments, develop writing skills (such as thesis statements, organization, and paragraph development), improve writing mechanics (such as grammar and punctuation), and use appropriate citation methods. This course is a required co-requisite for EN 101 for students identified as requiring remedial instruction, and may be considered an elective co-requisite for EN 101 for all other students.

- Co-requisite: EN 101
- Credits: Three semester-hours (Three hours per week)

EN101 – Composition & Rhetoric

EN 101 is the first half of the year-long freshman English requirement; it is a prerequisite for EN 102 or LT 103. The class explains, illustrates, and practices a variety of rhetorical methods and expository patterns, which are central to academic and professional communication. Students learn to develop and defend a thesis backed by scholarly sources in essays employing an MLA documentation format. Through selected readings and writings, students are challenged to identify and compare opposing viewpoints in order to define and understand the elements of controversy surrounding the issues being investigated. Concurrently, students are introduced to methods of analyzing and synthesizing source material, the elements and structure of argument and the process of practical academic research.

- Pre-requisite: College Placement
- Credits: Three semester-hours (Three hours per week)

EN102 – Composition and Literature

EN 102 is the second half of the year-long freshman writing requirement and is required for graduation. The class introduces best practices in writing and communication in professional genres by emphasizing the assessment of rhetorical situations and crafting informative and persuasive arguments for diverse audiences.

- *Pre-requisite: EN 101*

- *Credits: Three semester-hours (Three hours per week)*

- ***Fulfills Written Communications Requirement***

EN207-- Creative Writing

This course is for students interested in creative or imaginative writing. Taught in a workshop format that allows students to develop their own styles, this course involves close readings of examples drawn from the genres of poetry, the short story, creative non-fiction, and scriptwriting. A focus on character, plot, and theme lead to student-produced original writing in poetry, short stories and either a one-act play, short screenplay or a magazine-length piece of literary journalism.

- *Pre-requisite: EN102*

- *Credits: Three semester-hours (Three hours per week)*

Engineering -- ER

ER101—Introduction to Engineering

This course provides an introduction to the technical and non-technical concepts of engineering. Students will engage in projects which will integrate technical problem solving and design with ethical decision making, teamwork and communication.

- *Co-requisite: MA 101*

- *Credits: Three semester-hours (Three hours per week)*

ER105—Engineering Graphics

This course provides an introduction to engineering drawing using Computer- Aided Design (CAD) tools and free-hand sketching fundamentals. Topics include geometric constructions, orthographic and isometric drawings, dimensioning, auxiliary views, sectioning and geometric tolerancing.

- *Co-requisite: MA 101*

- *Credits: Three semester-hours (Three hours per week)*

ER201—Engineering Statics

A one semester course in rigid-body mechanics, emphasizing the principles of equilibrium condition. Also included are the vector treatment of force systems, friction and engineering applications.

- *Co-requisite: PH 201*

- *Credits: Three semester-hours credit (Three hours per week)*

ER280 – Dynamics

This course introduces students to the fundamentals of engineering dynamics, including rectilinear and curvilinear motion, translation, rotation, and plane motion; work, energy and power; and impulse and momentum. The basic principles of dynamics are applied to engineering problems. Vector methods are covered.

- *Credits: Four semester hours (four hours per week).*

- *Co-Requisites or Pre-requisites: ER201: Engineering Statics, MA104: Calculus, and MA201: Calculus II are all required to take this class.*

ER290 – Mechanics of Solids

This course covers internal forces and the deformation of solids. Students are introduced to such topics as: the analysis of deformable bodies: stress, strain, material behavior, deformation in axially loaded bars; biaxial and tri-axial deformation; torsion of elastic circular members, design of shafts; axial force, shear force and bending moment in beams; design, deflection, and stresses in beams, including flexure and shear stress formulae; transformation equations for plane state of stress and strain, principal planes and stresses, Mohr's circle; compound stresses: combined axial, flexural and shear; loads and eccentric loading; and buckling including Euler's theory and Rankine's formula for columns.

- *Credits: Four semester hours (four hours per week).*
- *Pre-requisite: Engineering Statics*

English as a Second Language -- ESL

ESL103—Intensive ESL

The Intensive English Program at VFMC helps to build practical and academic English skills. Students concentrate on developing fundamental English skills in an interactive classroom setting. Course work emphasizes those skills necessary for effective oral and written communication. Instruction covers all areas of language development: practical vocabulary, basic language structures, and the essentials of reading, writing, listening and speaking.

- *Credits: Twelve semester-hours (Twelve hours per week).*

ESL105– Reading, Writing, Listening & Speaking for Academic Purposes I

This course is designed for students who are at a high-beginner to low-intermediate of English. This course provides students with intensive instruction in the areas of reading, writing, listening and speaking skills in the English language. While working on these developmental language skills, this course also prepares students with the foundational skills need-ed for college-level courses. Language lessons are taught in thematic units and U.S. acculturation lessons and trips are an important part of the course as well.

- *Credits: Six semester-hours (Six hours per week).*

ESL106—Reading, Writing, Listening & Speaking for Academic Purposes II

This course is designed for students who are at an intermediate to high-intermediate level of English. This course provides students with instruction to improve reading and writing skills in the English language at the collegiate level. It also prepares students with the foundational skills needed for college-level courses. Special attention will be paid to developing college level reading skills such as skimming, scanning, fluency, comprehension, making inferences, using context clues, identifying the main idea, and scanning for details. We will also focus on elements of writing such as thesis statement, topic sentence, supporting details, paragraph structure, 5 paragraph essay outline & structure, and expanding vocabulary for writing.

- *Credits: Six semester-hours (Six hours per week).*

ESL107 - Academic Support

This course is designed for students who are at a low-mid advanced level, and are almost prepared to exit the ESL program, but need support with the transition. This course

continues to work on reading, writing, listening and speaking for academic purposes, but also provides support in areas such as TOEFL preparation and support with other courses.

- *Credits: Three semester-hours credit (Three hours per week).*

Fine Arts

FA102 - Discovering Drawing Fundamentals

This is an introduction to the concepts and techniques of drawing. Drawing techniques will be developed through the exploration of materials such as pencil, charcoal, ink, and pastels. This course focuses on developing basic drawing skills that will develop, disciplined observations and memory. Students will learn to analyze and interpret through drawing techniques studying portraiture, architecture, landscapes and still life. This course will be a journey through visual history exploring great Old Master's work as Leonardo da Vinci's scientific drawings to the contemporary combat artist for the United States Marine Corps Staff Sergeant Michael D. Fay, USMCR .

- *Credits: Three semester-hours (Three hours per week)*

- *Fulfills Cultures Core Competency Requirement*

FA105 - Art History I: Prehistory to the Middle Ages

This survey course covers painting, sculpture, and/or architecture from the Paleolithic period through the age of Gothic cathedrals. Students gain a formal understanding of ancient, classical, and medieval art. They interpret selected examples of Western art using a variety of analytic methodologies, including cultural, religious, social, political, and/or economic context. This course includes an assignment to an important museum or gallery.

-*Credits: Three semester-hours (Three hours per week)*

- *Fulfills Cultures Core Competency Requirement*

FA110: Introduction to Film

This course is an introductory course designed for those who have little or no background in film study. The class will cover the essentials of filmmaking, including cinematography, editing, music and sound acting, directing, and writing. Students will learn the history of cinema, examine narrative structure, and interpret meaning in film. The overall goal will be to better understand and appreciate film form and style with a focus on individual films seen within their literary, artistic, and cultural contexts.

- *Credits: Three semester-hours (Three hours per week)*

French – FR

FR 101-102 - Introduction to French I and Introduction to French II

This two-semester introductory sequence provides instruction and practice in the four skill areas of listening, speaking, reading, and writing. These courses focus on the development of communicative skills in oral and written expression. In-class practice and independent oral and written exercises support these objectives. Cultural readings foster an awareness and appreciation of the values, practices, and perspectives of the French-speaking world.

- *Credits: Three semester-hours (Three hours per week)*

- *Co-requisite for FR 101: EN 101*

- *Pre-requisite for FR 102: FR 101 or satisfactory performance on placement exam.*

- *Fulfills Cultures Core Competency Requirement*

FR 201-202 - Intermediate French I and Intermediate French II

This two-semester intermediate sequence is designed to enable students to attain a functional level of proficiency in both oral and writ-ten contexts. These courses focus on the strengthening of communicative skills through practical vocabulary development and a review of basic grammatical structures. Emphasis is placed on the examination of cultural readings that explore issues from historical and contemporary perspectives, highlight Francophone practices, personalities, and achievements, and help students to develop an appreciation for the diversity of French-speaking cultures.

- *Credits: Three semester-hours (Three hours per week)*
- *Pre-requisite for FR 201: FR 101-102 or advanced placement by testing*
- *Pre-requisite for FR 202: FR 201 or advanced placement by testing*
- *Fulfills Cultures Core Competency Requirement*

History -- HI

HI103— American Experience I

A history of the United States through the Civil War using a critical-thinking approach. Social, religious, ethnic, and economic components of major events and movements in American history will be examined. Countervailing essays on select critical issues will help cadets hone their analytical skills. Highlights of American Experience I will include studies of Native Americans, the colonial and early slave experience, the founding of our nation, the growth of a national economy, 19th century reform movements, and the rise of sectional-ism and the Civil War.

- *Credits: Three semester-hours (Three hours per week)*
- *Co-requisite: EN 101*
- *Fulfills Civic and Global Engagement (Domestic) Core Competency*

HI104 - American Experience II

Highlights in American Experience II will include the rise of “Jim Crow” and segregation; the urbanization and industrialization of America, and the impact of immigration; America becoming a colonial empire and joining the international world balance of power; the effects of major war and Depression on American society; the New Deal; the transformation of America into a national security state due to World War II and the Cold War; the transformation of American society from Civil Rights to Black Power, from Women’s Rights to Women’s Liberation; and the anti-war movement during the Vietnam era.

- *Credits: Three semester-hours (Three hours per week)*
- *Co-requisite: EN 101*
- *Fulfills Civic and Global Engagement (Domestic) Core Competency*

HI105 - World Civilization I

This course begins with the ancestors of the earliest humans in Africa and the domestication of crops and animals in the earliest river societies of Babylonia, India, and China. The course compares the development of agricultural surplus, government, cities, mythology and religion, and writing, the ancient civilizations of Sumeria and Egypt, India, China, Africa and Mesoamerica. While stressing the monotheism of the Hebrews on Christianity and Islam, the course also covers Hinduism, Buddhism, the great age of Confucius, the earliest Chinese empires, and the process of East-West trade via the Silk Road. The course outlines the Greek, Roman and Han civilizations and their empires. Also mentioned are the early Maya, Aztec, and Inca civilizations as well as the Kush, Arab states of Africa, Great Zimbabwe, slavery and the impact of the slave trade. The Mongol conquest of China, the spread of Chinese culture to

Korea and Japan, and the Ming dynasty receive mention. The course compares the impact of western and eastern feudalism, the significance of the knight in Europe and the *samurai* in Japan. The rise and spread of Islam, the great Arab empires, and the contribution of Indian, Chinese, and Arab science and philosophy are noted. The course ends with the fall of Constantinople and the search for alternative sources for spices leading to the spread of western thought, militarism, and diseases.

- Credits: Three semester-hours (Three hours per week)

- Co-requisite: EN 101

- **Fulfills Civic and Global Engagement (Global) Core Competency**

HI106-World Civilization II

This course begins with the religious transformation of Europe with the Reformation. The Mughals conquest of India and their contributions to art and architecture are stressed. The Qing dynasty and population explosion in China, the rise of Tokugawa Japan, and medieval Korea and Vietnam receive attention. The Scientific Revolution and its advances in astronomy, mathematics, and physics are recalled along with the Enlightenment of Voltaire, Montesquieu, and Rousseau. The course outlines revolutions in North and South America, France, and the impact of Napoleon. Coverage of the Industrial Revolution includes its impact on population, standard of living, as well as its economic and political impact on Africa, South East Asia, China, and eventually Japan. Nationalism, colonialism, imperialism, and competing alliances coalesced into World War I and the collapse of the Ottoman, Austro-Hungarian, Russian, and German empires. The failure of the Versailles Treaty and the League of Nations gave way to the rise of dictatorships, the Second World War, the Holocaust, and atomic weapons. Colonialism's collapse followed as well as the Cold War; its proxy wars in Korea and Vietnam are covered. The course ends with the uncertain future of globalization and the rise of Asia amidst the threat of Islamic terror-ism.

- Credits: Three semester-hours (Three hours per week)

- Co-requisite: EN 101

- **Fulfills Civic and Global Engagement (Global) Core Competency**

HI200 Special Topics

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest

- Credits: One, two or three semester-hours (One to three hours per week), at the discretion of the instructor

- Prerequisite: EN 102

HI203 - American Military History

American Military History, 1607-2003. A one semester course in the military history of the United States from 1607-2004. Coverage includes the Jamestown colony of 1607, colonial militia systems, the wars of annihilation against Indians and the struggle for Empire among the Europeans, culminating in the American Revolution. The War of 1812, Mexican War and Spanish American Wars are discussed. Emphasis is placed on the Civil War, World Wars I and II, Korean, Vietnam, Gulf War and Iraq. Topics include the civil- military relationship; the unique impact of American geography, weak neighbors, and dual military traditions; the Root reforms; the National Defense Act of 1947, and the Goldwater-Nichols Act of 1986. Major exams, frequent quizzes on assigned reading and a critical book review are assigned.

- Prerequisite: EN 101

- Credits: Three semester-hours (Three hours per week)

- **Fulfills Civic and Global Engagement (Domestic) Core Competency**

HI205 - World War II

History 205 examines World War II as the central event of the twentieth century and seeks to study the war as a phenomenon in the history of the century. The course begins in 1919 and ends in 1949 with the culmination of the Chinese revolution, the Soviet atomic bomb, the Stalinization of Eastern Europe and the construction of the American Cold War consensus following the Berlin blockade and airlift. The forces, ideologies, and events which destroyed Europe's hold on its colonies are also covered with the collapse of European colonialism predicted by the Japanese onslaught in the Pacific. The military aspects covered are: war in the air, on the land, on the sea and under it. Historiography and the historical controversies are also enumerated.

- Credits: Three semester-hours (Three hours per week)

- Prerequisite: EN 101

- **Fulfills Civic and Global Engagement (Domestic) Core Competency**

HI206 - The Vietnam War

A political, diplomatic, and military history of the Vietnam War from 1945 to 1975. The student will study Vietnam in its Asian and colonial context, including struggles with China, occupation by the French, the history of Indochina, the revolution of Ho Chi Minh, the battle of Dien Bien Phu, the Geneva Accords, and the division of Indochina at the 17th Parallel. Study of the American intervention centers on actions taken in the context of the Cold War under the administrations of Truman, Eisenhower, Kennedy, Johnson, and Nixon. The assassination of Diem, the Tonkin Gulf Affair, the bombing of North Vietnam, the war protest movement, the draft, and the Americanization of the war are covered. The various strategies of the French, US, and Vietnamese are compared. Nixon, Watergate, the Paris Peace talks, prisoners of war, and victory of the North over the South conclude the course. Major exams, frequent quizzes on assigned reading, a critical book review, and several small papers are assigned.

- Credits: Three semester-hours (Three hours per week)

- Prerequisite: EN 101

- **Fulfills Civic and Global Engagement (Domestic) Core Competency**

Interdisciplinary Studies – IN

IN106-Leadership Theory and Practice

This class is an academic survey of leadership philosophies that are illustrated through historical and biographical case studies. Classroom presentations are strengthened by group dynamic exercises, small group leadership, interpersonal interactions and problem solving.

- Credits: Three semester-hours (Three hours per week)

- **Fulfills Leadership Core Competency Requirement**

IN200 – Research Methods

This course provides a foundational understanding of the concepts and methods for researching and writing in the academic disciplines of history and political science. Combining techniques from two similar areas allows students to develop a greater ability to analyze problems and propose well-reasoned and researched solutions. By the end of the course students will be able to take the skills taught and apply them to solving problems analytically across any organizational dilemma whether in government, industry or academia.

- Credits: Three semester-hours (Three hours per week)

- Pre-Requisite: Any 100-level Political Science (PS) or History (HI) course

IN202 -- Special Topics in Interdisciplinary Studies

This is a formal, but infrequently offered, professor designed course based on a set of common learning outcomes that provides a customized study of two or more of the college's disciplines. It is offered to allow students to explore areas of interest, their interactions, and their contexts in order for the student to develop new areas of knowledge and understanding. The parameters of the disciplines studied and the areas investigated should be stated clearly on the class syllabus and filed with the Provost.

- *Prerequisite: EN 102*

- *Credits: One, two or three semester-hours (One to three hours per week), at the discretion of the instructor*

Literature – LT

LT103 - Introduction to Literature

This survey course introduces students to close readings of fiction, non-fiction, poetry, and drama. Students master interpretive approaches to literature and learn to use literary vocabulary. Goals of the course include familiarization with literary elements, understanding historical and social contexts, improving reading and comprehension, and encouraging appreciation and love of life-long reading. Satisfies CORE Literature requirement.

- *Credits: Three semester-hours credit (Three hours per week)*

- *Pre-requisite: EN 101*

LT205 - Non-Western Literature

This survey of non-Western literary traditions examines issues of cultural diversity from the perspective of writers from the Middle East, Africa, Asia, Latin America, and the Caribbean. Using the lens of cultural and historical context, students explore the uniqueness of each literary tradition as well as trace universal themes that transcend geographic boundaries. Students have a variety of opportunities for oral and written expression with emphasis on literary analysis and criticism. Authors include Salman Rushdie, Chinua Achebe, Ngugi wa Thiong'o, Trinh T. Minh-ha, Jose Saramago, Mahmoud Darwish, Yehuda Amichai, and Nasdine Gordimer.

- *Credits: Three semester-hours (Three hours per week)*

- *Pre-Requisite: EN101*

- *Fulfills Cultures Core Competency Requirement*

LT206 - American Literature

This study, that includes American fiction, creative non-fiction, poetry, and drama, examines themes, texts, movements, and authors who are central to development of an American literature and of evolving definitions of what it means to be "American." The course offers students opportunities for oral and written expression through a variety of assignments that incorporate literary analysis and criticism. Writers may include Anne Bradstreet, Benjamin Franklin, Phyllis Wheatley, Henry David Thoreau, Walt Whitman, Langston Hughes, Richard Wright, Amy Tan, and Sandra Cisneros.

- *Credits: Three semester-hours (Three hours per week)*

- *Pre-requisite: EN 101*

- *Fulfills Cultures Core Competency Requirement*

Math – MA

MA101 - College Algebra

Topics of the College Algebra course with applications, include: real and complex numbers, algebraic, exponential and logarithmic functions, graphing, and solving various types of equations including polynomial, radical and absolute value. Functions, inverse functions, graphs and transformations.

- *Credits: Three semester-hours (Three hours per week)*
- *Prerequisite: MA 075/ VFMC Placement*
- *Fulfills Quantitative Reasoning Core Competency Requirement*

MA103 - Pre-Calculus

Reviews topics from algebra, geometry, and trigonometry (including identities) essential for the study of calculus. Topics include analysis and graphs of polynomial, rational, exponential, logarithmic, inverse, algebraic and trigonometric functions.

- *Credits: Four semester-hours credit (Four hours per week)*
- *Prerequisite: MA 101/ VFMC Placement*
- *Fulfills Quantitative Reasoning Core Competency Requirement*

MA104 - Calculus I

This one semester course opens with a review of pre-calculus functions and graphs. It progresses to a treatment of limit theory as the foundation for a fundamental understanding of differentiation. The rules of differentiation are thoroughly explored as the cornerstone of the numerous applications of the derivative in the real world. With an understanding of the derivative's role, discussion shifts to the anti-derivative, where fundamental anti-derivative (integration) concepts and techniques are investigated.

- *Credits: Four semester-hours credit (Four hours per week)*
- *Prerequisite: MA101/ VFMC Placement*
- *Fulfills Quantitative Reasoning Core Competency Requirement*

MA112 - Statistics

Topics include descriptive statistics, probability distributions, random sampling, sampling distributions, and continuous and discrete distributions.

- *Credits: Three semester-hours (Three hours per week)*
- *Prerequisite: MA098 / VFMC Placement*
- *Fulfills Quantitative Reasoning Core Competency Requirement*

MA201-Calculus II

This one-semester course commences with an in-depth review of the fundamental rules of differentiation and integration. Applications of the integral are covered to include: the volume and surface area of solids of revolution, arc length of curves, work, fluid pressure, and moments and centroids. The course then transitions to an in-depth study of advanced integration techniques and the techniques used to evaluate limits of indeterminate form and the evaluation of improper integrals. The course concludes with an introduction to sequences and infinite series.

- *Credits: Four semester-hours (Four hours per week)*
- *Pre-requisite: MA104*

MA 202 - Calculus III

This one-semester course commences with the study of conics, parametric equations and polar coordinates followed by an examination of vectors and the geometry of space. Vector-valued

functions are studied next and then functions of several variables to include the topics of partial derivatives and multiple integration.

- *Credits: Four semester-hours (Four hours per week)*
- *Prerequisite: MA201*

Military Science – MS

MS101 - Introduction to the Army and Critical Thinking

MSL 101 an academically challenging course where cadets study and analyze basic competencies that are critical for effective leadership and mission accomplishment in the Army. Cadets learn how the personal development of life-long skills such as self-discipline, learning, time management, respect for others, goal setting and comprehensive fitness relate to officership and the Army profession. Cadets learn the structure and purpose of the Army SROTC program consisting of courses MSL 100, 200, 300, 400; the Leadership Labs and the Army SROTC Cadet Leader Course. The course consists of required readings, in-class discussions, in-class small group exercises, videos, essays, a mid-term exam and a final exam. Cadets receive feedback on their performance during this class. Successful completion of this course provides cadets the foundation for future learning and personal growth in the SROTC Program and in the **Army**.

- *Credits: Two semester-hours (Two hours per week)*
- *Prerequisite: Must be U.S. Citizen or have green card*
- *Fulfills one-half of the Leadership Core Competency Requirement*

MS102 - Introduction to the Profession of Arms

MSL 102 overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills and actions in the context of practical, hands-on and interactive exercises. Cadre role models and the building of stronger relationships among the cadets through common experience and practical interaction are critical aspects of the MSL 102 experience.

- *Credits: Two semester-hours (Two hours per week)*
- *Prerequisite: MS 101*
- *Fulfills one-half of the Leadership Core Competency Requirement*

MS201 - Foundations of Leadership

MSL 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment (COE).

- *Credits: Two semester-hours (Two hours per week)*
- *Prerequisite: Successful completion of MS101 and 102.*
- *Fulfills one-half of the Leadership Core Competency Requirement*

MS202 Foundations of Tactical Leadership

This course highlights dimensions of terrain analysis, patrolling and operation orders. Further study of the theoretical basis of Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give in-sight into the importance of teamwork and tactics in real world scenarios.

- *Credits: Two semester-hours credit (Two hours per week)*
- *Prerequisite: MS201*
- *Fulfills Leadership Core Competency Requirement*

MS301 - Adaptive Team Leadership

MSL 301 challenges cadets to study, practice and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Leadership Development and Assessment Course (LDAC).

- *Credits: Four semester-hours (Eight – Ten hours per week)*
- *Prerequisite: Acceptance by the Military Science Dept. Military Science and Leadership*
- *Fulfills Leadership Core Competency Requirement*

MS302 - Applied Team Leadership

MSL 302 uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the Leader Development and Assessment Course (LDAC). Cadets are expected to apply basic principles of the Law of Land Warfare, Army training and motivation to troop leading procedures. Emphasis is also placed on conducting military briefings and developing proficiency in garrison operation orders. MSL 302 cadets are evaluated on what they know and do as leaders.

- *Credits: Four semester-hours (Eight – Ten hours per week)*
- *Prerequisite: Successful completion of MSL 301.*
- *Fulfills Leadership Core Competency Requirement*

MS401 - Developing Adaptive Leaders

MSL 401 develops cadet proficiency in planning, executing and assessing complex operations, functioning as a member of a staff providing performance feedback to subordinates. Cadets assess risk, make ethical decisions and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. MSL IV cadets analyze, evaluate and instruct cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare MSL 401 cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles and use situational opportunities to teach, train and develop subordinates.

Three hours and a required two-hour leadership lab, plus required participation in three to five one-hour sessions of physical fitness training. Staff meetings with peers. Participation in weekend exercises is also required.

- *Credits: Four semester-hours (Eight – Ten hours per week)*
- *Prerequisite: Successful completion of MSL 301 and 302.*
- *Fulfills Leadership Core Competency Requirement*

MS402 - Leadership in a Complex World

MSL 402 explores the dynamics of leading in the complex situations of current military operations in the COE. Cadets examine differences in customs and courtesies, military law, principles of war and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and “What Now, Lieutenant?” exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

Four lecture hours and a required 2.5-hour leadership lab, plus required participation in three to five one-hour sessions of physical fit-ness training. Staff meetings with peers. Participation in weekend exercises is also required.

- *Credits: Four semester-hours (Eight – Ten hours per week)*
- *Prerequisite: Successful completion of MSL 401*
- *Fulfills Leadership Core Competency Requirement*

Physical Development -- PD

PD120 – Defensive Arts I

An introduction to various martial art systems and techniques to assist in escaping and debilitating an attacker. Students will learn to be proficient in escaping joint locks from standing and ground, transitioning between standing and ground, and basic chokes. Students will learn to become comfortable in high stressful and threatening situations. This is an entry level martial arts course meant to lay a strong skills foundation in which the students can start to build martial intelligence.

- *Credits: One to four semester-hours (One to four hours per week depending on extent of content offered)*
- *Prerequisites: None*

Physics -- PH

PH120 - General Physics I

First of a two course, algebra based sequence that introduces students to the basic principles of Physics. Topics include kinematics, dynamics, work, energy, momentum, static equilibrium, fluids, vibrations, waves, sound, temperature, kinetic theory, heat, and the laws of thermodynamics. This course is not intended for preparation in advanced courses in Physics.

- *Credits: Four semester-hours (Three hours per week, one three hour lab per week)*
- *Prerequisite: MA 101*
- *Fulfills Scientific and Technological Applications Core Competency Requirement*

PH201 - Physics I

First of a two-semester Calculus based sequence teaching fundamental Physics to engineering and science majors. Topics include translational and rotational motion, vectors, circular motion, Newton’s three laws, gravitation, kinetic energy,

potential energy, conservation of momentum and energy, impulse, statics and oscillations.

- Credits: Four semester-hours (Three hours per week, one three hour lab per week)

- Prerequisite: MA 104

PH202 - Physics II

Second semester of a two-semester Calculus based sequence teaching fundamental physics to engineering and science majors. The course covers a wide range of topics in electricity and magnetism. Topics include electric charge, electric fields, electric potential, capacitance, current, resistance, DC and AC circuits, magnetic fields, induction, oscillations and waves (electromagnetic waves).

- Credits: Four semester-hours (Three hours per week, one three hour lab per week)

- Prerequisite: PH 201

Philosophy – PL

PL101-Introduction to Ethics

The subject of ethics applies to numerous fields of study, including business, medicine, the environment, social justice, and much more. This course will focus on the history of ethics from Socrates, Aquinas, and Kant to Nietzsche. The contributions of scholars and philosophers from eastern cultures will also be explored. This foundation will lead to discussions on current issues relating to freedom, equality and individual rights. Modern case studies of ethical dilemmas will be examined and debated.

- Credits: Three semester-hours (Three hours per week)

Political Science – PS

PS101 - American Government

The course provides a survey of the basic concepts of political science, political theory, public policy and American politics. The functions, processes and organization of government and public policy are discussed. Students will develop the ability to evaluate politics and the public policy process.

- Credits: Three semester-hours (Three hours per week)

- Co-Requisite: EN 101

- **Fulfills Civic and Global Engagement (Domestic) Core Competency Requirement**

PS102 - International Relations

The course is designed as an introduction to the diplomatic, economic, psychological, military, and cultural relations between states and the international order. Global issues like war, terrorism, population control, climate change, food scarcity, nuclear proliferation, immigrant migrations, resource competition and inter-civilization conflict are analyzed and discussed. Employing an interdisciplinary focus, the course examines the impact of globalization on nation state, regional, ecological, economic, military, and food security in the 21st century.

- Credits: Three semester-hours (Three hours per week)

- Co-Requisite: EN 101

- **Fulfills Civic and Global Engagement (Global) Core Competency Requirement**

PS200 Special Topics

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest

- *Credits: One, two or three semester-hours (One to three hours per week), at the discretion of the instructor*
- *Prerequisite: EN 102*

PS202 - Comparative Politics

This course examines the major conceptual explanations of state behavior through the comparison of the politics of Latin America, Middle East, Asia, Europe and Africa. Emphasis will be placed on discovering why and how countries can be compared and on the development of testable hypotheses. The concepts of political modernization, civil war, genocide, terrorism and development will be introduced.

- *Credits: Three semester-hours (Three hours per week)*
- *Co-Requisite: EN 101*
- *Fulfills Civic and Global Engagement (Global) Core Competency Requirement*

Psychology -- PY

PY101 - Introduction to Psychology

This one semester course serves as an introduction to the study of behaviors and mental processes. It covers the major contributors, theories, and concepts significant to the development of the field, both historical and contemporary. Major areas of investigation include heredity and environment, sensation and perception, motivation, learning and social behavior.

- *Credits: Three semester-hours (Three hours per week)*
- *Co-Requisite: EN 101*

National Security -- SE

SE101– Introduction to National Security

This course surveys the current problems confronting American national interests throughout the world. General themes of terrorism, hybrid warfare, cyber warfare, and weapons of mass destruction will be discussed within the framework of specific global regions. The course is broken up into five units corresponding to the Department of Defense's Unified Combatant Command structure. The security concerns, issues, and threats within Southern, European, African, Central, and Pacific command regions will be assessed and confronted by the students. Using open source information in the form of domestic, regional, and international news media as well as historical and cultural considerations, students will be responsible for producing a policy recommendation brief. By the end of the course, a general understanding of the American national security establishment, its management of threats, and its decision-making process will be developed.

- *Credits: Three semester-hours (Three hours per week)*
- *Fulfills Civic and Global Engagement (Domestic) Core Competency Requirement*

SE110 - Global Conflict

This course surveys the history of global conflict to provide students with the foundation of knowledge necessary for engagement in current national security conversations. In a world where the nation-state remains the dominant power broker, it is crucial for students of history,

political science and security studies to place current conflicts within a much larger historical context. Beginning at the American Revolution, the course demonstrates that perpetual conflict can be seen as the echoes of past practices of Western nation-states' attempts at gaining and maintaining hegemony. The course will discuss imperialism, nationalism, communism, religion, and how they can simultaneously be both the sources of conflict and its resolution.

- *Credits: Three semester-hours (Three hours per week)*

- *Co-Requisite: EN 101*

- ***Fulfills Civic and Global Engagement (Global) Core Competency Requirement***

SE200 Special Topic

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest

- *Credits: One, two or three semester-hours (One to three hours per week), at the discretion of the instructor*

- *Prerequisite: EN 102*

SE210 - Terrorism and Counter-Terrorism

This course will provide a comprehensive and interdisciplinary survey of the history, theory, and modern-day political manifestations of terrorism and counterterrorism. It will also delve into some of the key areas relating to strategic and tactical responses. These will include planning, prevention, detection, disruption, and interdiction, as well as emergency response, dealing with the aftermath.

- *Credits: Three semester-hours (Three hours per week)*

- ***Fulfills Civic and Global Engagement (Global) Core Competency Requirement***

SE215 – Intelligence Studies

This course will provide students with an overview of the complexities of the intelligence field. It will include theoretical discussions of intelligence as an academic discipline as well as practical aspects such as the intelligence cycle, the intelligence community, intelligence policy, collection methods, and analytical policies. Specific emphasis will be placed on the United States with other national intelligence communities being discussed for comparative purposes.

- *Credits: Three semester-hours credit (Three hours per week)*

- *Prerequisite: EN 102*

Sociology -- SO

SO101 - Introduction to Sociology

This one semester course is a study of sociology as a science of social organization and interaction with contemporary reality. The course includes analysis of certain conditions of our social environment that we often ignore, neglect, or take for granted; development of a sociological consciousness, emphasizing ethics and human dignity, thorough scrutiny of group dynamics; social stratification; causes of inequalities of race, ethnicity and gender; political and economic power; education from the functionalist, conflict, and bureaucratic perspectives; concluding with examination of social change and process in the world.

- *Credits: Three semester-hours (Three hours per week)*

- ***Fulfills Civic and Global Engagement (Global) Core Competency Requirement***

SO120 - Cultural Anthropology

This course examines human culture and its role in shaping behavior. Relationships of kinship, gender, economics and technology within various cultures in various eras will be reviewed.

- *Credits: Three semester-hours (Three hours per week)*

- ***Fulfills Cultures Core Competency Requirement***

SO 201 - Multiculturalism

The United States is a cultural work of art: a mosaic of cultural diversity. Despite many successes in the area of equal rights and equal protection under the law, many struggle with the challenges brought on by the cultural differences that exist within many American communities. This course will focus on the many issues, problems and conflicts related to race, ethnicity, class, gender, religion and sexual orientation. Intervention and solution strategies will be discussed.

- *Credits: Three semester-hours credit (Three hours per week)*

- *Pre-Requisite: EN 101*

Spanish -- SP

SP 101-102 - Introduction to Spanish I and Introduction to Spanish II

This two-semester introductory sequence provides instruction and practice in the four skill areas of listening, speaking, reading, and writing. These courses focus on the development of communicative skills in oral and written expression. In-class practice and independent oral and written exercises support these objectives. Cultural readings foster an awareness and appreciation of the values, practices, and perspectives of the Hispanic world.

- *Credits: Three semester-hours (Three hours per week)*

- *Co-requisite for SP 101: EN 101*

- *Pre-requisite for SP 102: SP101 or satisfactory performance on placement exam.*

- ***Fulfills Cultures Core Competency Requirement***

SP201 – 202 -- Intermediate Spanish I

This two-semester intermediate sequence is designed to enable students to attain a functional level of proficiency in both oral and written contexts. These courses focus on the strengthening of communicative skills through practical vocabulary development and a review of basic grammatical structures. Emphasis is placed on the examination of cultural readings that explore issues from historical and contemporary perspectives, highlight Hispanic practices, personalities, and achievements, and help students to develop an appreciation for the diversity of Spanish-speaking cultures.

- *Credits: Three semester-hours (Three hours per week)*

- *Pre-requisite for SP 201: SP 101-102 or advanced placement by testing.*

- *Pre-requisite for SP 202: SP 201 or advanced placement by testing.*

- ***Fulfills Cultures Core Competency Requirement***

11: College Personnel

11.1 Full-Time Faculty

Farhan Al Farhan, PhD Associate Professor of Engineering and Technology
Coordinator of the Engineering and Technology Program
Office: Baker Library

Sean Chambers Assistant Professor of English
Coordinator of the Humanities Program
Office: Mellon Hall

Randy Davis, Jr. Assistant Professor of Criminal Justice
Coordinator of the Criminal Justice Program
Office: McMaster Center

Berchard Suber Visiting Assistant Professor of Security Studies

Leo Kennedy Assistant Professor of Cybersecurity
Coordinator of the Cyber Security Program
Office: Baker Library

11.2 College Administration (Office locations listed individually)

President of the College Stuart Helgeson, COL, USMCR, Ret. – Wayne Hall

Provost Dr. Robert Smith, Ph.D – Medenbach Hall

Dean of College Services
and Title IX Coordinator Dr. Jesse Phillips, Ed.D – Medenbach Hall

Registrar Lt. Col. Tracey Hartley, USMC (Ret.) -- Medenbach Hall

Director of the Library
and Academic Support
Center Dana Kerrigan, MLIS – Baker Library

11.3 Continental Line Battalion (Lhotak Hall)

Professor of Military Science LTC Joshua Meyers, USA

Assistant Professor of Military Science
& Executive Officer CPT Eric S. Groleau

Assistant Professor of Military Science CPT Hugh D. Pearce

Assistant Professor of Military Science & Operations Officer	CPT Andrew R. Schrantz
Military Science Instructor	SFC Stephen C. Douglass
Recruiting Operations Officer	Karen Fluck
Human Resources Assistant	Jay Courtney, SGM, USA Ret.
Human Resources Assistant	Michael Pachella
Assistant Professor of Military Science	Joshua West, PAANG, Ret.
Assistant Professor of Military Science	Harry Gobora, PAANG, Ret.

11.4 Part-time Faculty and Staff

Adjunct Professor: Music	Kathleen Dougherty
Adjunct Professor: French	Aleda deLone
Adjunct Professor: Math	Susan Dremann
Adjunct Professor: Math	Frances Furia
Adjunct Professor: Spanish	Ingrid Gonzalez
Adjunct Professor: Health Sciences	Fred McLaren
Adjunct Professor: Defensive Arts	Emmy Shea

11.5 Emeritus Faculty and Staff

Colonel William Carne	Dean Emeritus	1964
LTG Milton Medenbach	Superintendent Emeritus	1972
Colonel Vic Infortuna*	Professor Emeritus	2003
Dr. Robert Compton	Professor Emeritus	2003
Dr. Patrick Murray	Professor Emeritus	2004
BG Alfred Sanelli	Dean Emeritus	2006
Dr. Arlene Noble	Professor Emeritus	2020

* Deceased

12: Contact Information: Where to do and who to see!

12.1 Academic Information

Academic Advising	Faculty locations listed in Section 11
Adding/Dropping a Course	Registrar, Medenbach Hall, 610-989-1450
Class Absences	See your Instructor(s)
Graduation Information	Registrar, Medenbach Hall, 610-989-1450
Auditing a Class	Registrar, Medenbach Hall, 610-989-1450
Change Program of Study	See your Academic Advisor
International Student Services	Primary DSO, 610-989-1458
Library	May H. Baker Memorial Library, 610-989-1364
Music Program	Shannon Hall, 610-989-1252
Study Abroad	Dean of College Services, 610-989-1467
Testing Center	May H. Baker Memorial Library, 610-989-1211
Transcripts	www.getmytranscript.com
Transfer Credits	Registrar, Medenbach Hall, 610-989-1450
Withdrawal	Registrar, Medenbach, Hall 610-989-1450

12.2 Academic Assistance

Academic Skills	May H. Baker Memorial Library, 610-989-1211
Disability Services	Director of Academic Support Center, Baker Library, 610-989-1211
IT Help Desk	2 nd Floor, Mellon Hall, 610-989-1348
Tutoring	May H. Baker Memorial Library, 610-989-1211

12.3 Admissions/Financial Aid

Admissions/Re-Admissions Medenbach Hall, 610-989-1450

Financial Aid
(and Veterans Educational
Benefits) Medenbach Hall, 610-989-1306

12.4 ROTC/Reserves

Military Science Department
(ROTC) Lhotak Hall, 610-989-1443

PA Army National Guard Lhotak Hall, 610-989-1443

12.5 Student Affairs

Student Activities Dean of College Services, Medenbach Hall

Corps of Cadets Commandant of Cadets, Wayne Hall, 610-989-1276

Counseling Center 610-989-1464. Email: dlowery@vfmac.edu

Commuter Concerns Dean of College Services, Medenbach Hall
610-989-1467

Health Concerns Health Center, Rose Hall, 610-989-1517

12.6 Housing Information

Corps of Cadets Wayne Hall, 610-989-1276

Lost and Found Campus Security Office, Facilities, 610-989-1258

Laundry Dyroff Hall, 610-989-1435

Press/Tailor Shop Dyroff Hall, 610-989-1436

12.7 Student Conduct

Corps of Cadets Commandant of Cadets, Wayne Hall, 610-989-1276

Student Government Association Dean of College Services, Medenbach Hall
610-989-1469

Community Service Dean of College Services, Medenbach Hall
610-989-1467

12.8 Student Resources

Supplies	Cadet Store, Bower Hall, 610-989-1540
Business Office (all fee payments)	Mellon Hall, 610-989-1230
Campus Security	Campus Security Office, Facilities, 610-989-1258
Chaplain	Chapel, 610-989-1506

12.9 Parking Permits/Vehicle Registration

Corps of Cadets	Campus Security Office, Franklin House 610-989-1258
Parking Ticket Appeals	Adjutant, Bower Hall, 610-989-1254
Post Office	Bower Hall, 610-989-1538
Printing and Copies	May H. Baker Memorial Library, 610-989-1364
Title IX Complaints	Title IX Coordinator, Medenbach Hall 610-989-1467

14: AY 2022-2023 Academic Calendar

The following key dates for the academic 2022-2023 year and could change:

Aug 29	First day of fall classes
Aug 30	Opening Day ceremony
Sep 2	STAR Ceremony
Sep 5	Labor Day (no classes)
Sep 9	Last day to drop a class
Oct 14-15	Parents Weekend
Oct 17-20	Midterms
Oct 20-23	ROTC FTX
Oct 26-30	Ranger Challenge
Nov 18	Last day to withdraw from a class
Nov 22-27	Thanksgiving Leave (school closed)
Dec 2	Reading Day
Dec 5-9	Finals
Dec 9	Begin Winter Leave
Jan 16	First day of spring classes
Jan 20	STAR Ceremony
Mar 6-9	Midterms
Mar 10-19	Spring Break
Mar 20-Apr 2	ROTC MEGA Lab
Apr 14-16	Spring FTX
Apr 21	ROTC Dining In
Apr 25	College Awards
Apr 27	ROTC picnic
Apr 28	Reading Day
May 1-5	Finals
May 11	Parents Day and Sophomore Awards
May 12	Graduation and Commissioning