

# Valley Forge Military College

*The Military College of Pennsylvania™*



**Course Catalog  
2018-2019**

## 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:

**Michael Pachella**

Coordinator of Student Services/Title IX Coordinator

Sorley House

610-989-1257

Inquiries concerning ADA and Section 504 may be directed to:

The Learning Assessment and Support Center

May H. Baker Memorial Library

610-989-1211

## 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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## Valley Forge Military College Profile

Status: Private

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

Founded: 1935

Co-Ed: 2006

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

Enrollment: 255 Full-Time students

Faculty: 15 Full-Time; 13 Adjunct

Student/Faculty Ratio: 17:1

Average Class Size: 16:8:1

Transfer Rate: 98%

Calendar: Fall and Spring, with winter and summer 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:

Dean, VFMC:

Maureen Malone

Interim Commandant:

William Leek

Associate Dean of Academic Services:

Frank Spano, JD, FRSA

Professor of Military Science:

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.

## **2.1 History of VFMAC**

Valley Forge Military Academy opened its doors to the first Corps of Cadets in 1928. Founder Lieutenant General Milton G. Baker created the military academy to fill what he perceived as a “crying need” for the education of young Americans. “Send us your boy and we will return to you a man,” was the Academy’s promise.

The Academy was so successful in its mission that in 1935 the institution expanded its curriculum to become Valley Forge Military Academy and Junior College, the new branch offering the first and second years of college to young men. In 1992, the Junior College was renamed Valley Forge Military College to more accurately reflect that the education offered was a full collegiate experience. 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 cadets 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 mandatory study hours, readily available instructors, as well as peer and professional tutors. VFMC cadets aspire to careers in the military, but for all, 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, promoted by the Honor Council and Honor System. 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.

**Personal Motivation:** At VFMC, faculty and staff provide an individual learning environment in which cadets 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. 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 appointments, the cadets 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.

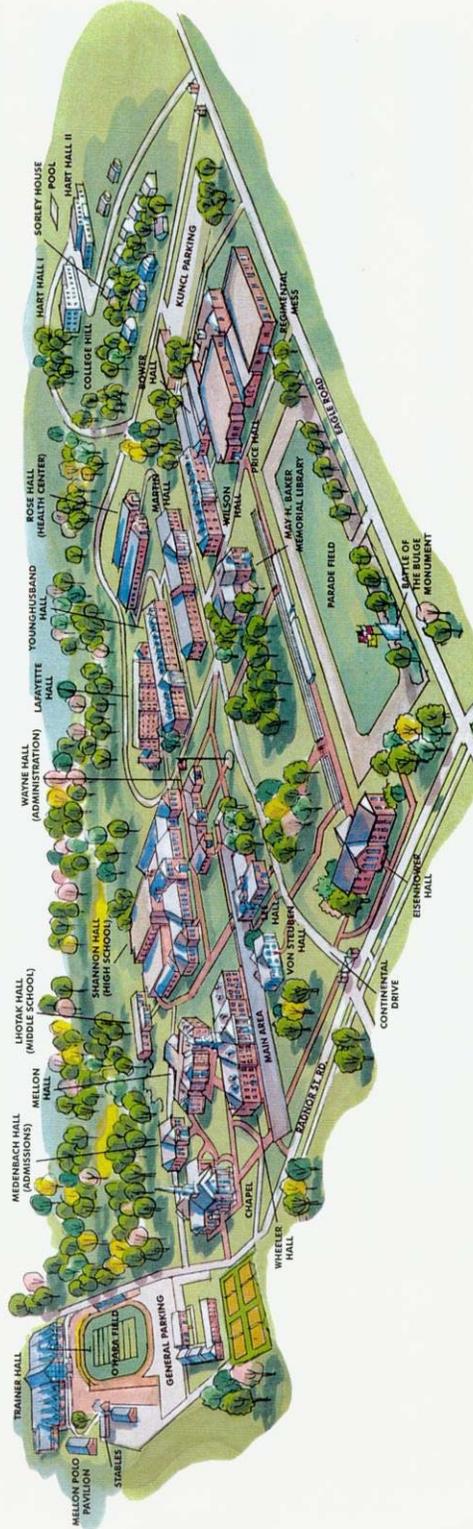
Both Active Duty and Retired Military officers and non-commissioned officers are assigned to the VFMC's Office of the Commandant of Cadets and the Department of Military Science to coach, mentor, and train cadets in successful leadership techniques.

## 2.6 VFMC Campus Map



# Valley Forge Military Academy & College

1001 Eagle Road  
Wayne, Pennsylvania 19087  
1 (610)-989-1200  
[www.vfmac.edu](http://www.vfmac.edu)



## **3.1 Campus Facilities**

### **Cadet Store/Bookstore**

The Cadet Store, located on the 1<sup>st</sup> floor of Bower Hall, is operated by Sodexo, a private commercial vendor. This is where students, faculty, and staff may purchase school supplies, convenience store items, VFMC apparel, and more.

The Cadet Store/Bookstore is located on the 1<sup>st</sup> floor of Bower Hall, and is open Monday through Thursday from 7:30 am to 7:30 pm and Friday from 7:30 am to 4:00 pm. The phone number is (610) 989- 1540.

### **Campus Post Office**

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

### **Counseling Center**

The Counseling Center is available to provide support for students. The Health Center located in Rose Hall at (610) 989-1517 or the Counseling Center located in the May H. Baker Memorial Library at (610) 989-1225.

### **Dining Services**

VFMC Dining is operated by Sodexo 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.

### **eTutoring – Online Tutoring**

Students at Valley Forge Military College also have access to an online tutoring platform. VFMC is part of a regional consortium that provides synchronous and asynchronous tutoring for many subjects, including writing, mathematics and the natural sciences. This service is free to all VFMC students and offered as a supplement to the in-person appointment and walk-in hours offered in the LASC each week.

### **Health Center Services**

Students with health or wellness needs receive treatment through the Department of Health Services 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.

### **Learning Assessment and Support Center**

The Learning Assessment and Support Center (LASC), located on the ground floor of the May H. Baker Memorial Library, is an important location for all student academic support services. The LASC helps a diverse population of students achieve academic success and provides opportunities for leadership, collaboration, and intellectual growth for all members of the VFMC community. The LASC facilitates a variety of student success initiatives including peer and professional tutoring services, testing services, educational workshops, and the provision of educational resources at no additional cost to students enrolled in the college. Additionally, the LASC works with students with diagnosed learning disabilities to provide academic services and accommodations to meet their individual needs and to ensure equal access within the institution.

### **May H. Baker Memorial Library**

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. Only through the understanding and synthesis of the past and present, the old and new, and the physical and the virtual, can students truly be prepared for the future.

Librarians interact with students, teachers, and professors in meeting information needs and achieving instructional goals. Faculty collaborates with the Library Staff to fulfill and support research-based curricula. Students become literate in the new ways in which information is accessed, evaluated, organized, and may be presented and utilized, especially concerning the navigation of online academic databases and the internet as a whole.

Librarians and library staff are available to assist with reference and research questions.

### **Printing**

Cadets can print in the library. The first 200 pages will be free, after that the charge is 10 cents per page.

## **Officer-in-Charge Department (OIC)**

The Officer-in-Charge Department at Valley Forge Military College is 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 OIC located in Lee Hall. 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 OIC 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 OIC for an officer to come and open it for you. The OIC 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: <http://www.vfmac.edu/college-cadet-right-to-know>.

## **Student Disability Services**

As part of Valley Forge Military College's commitment to diversity and to assuring equal access, all disability support services are centralized under the auspices of the Learning Assessment and Support Center (LASC), located on the ground floor of the May H. Baker Memorial Library. The Director of the LASC is the coordinator at the college for students with disabilities.

## **Tutoring Services**

Tutoring is available through the Learning Assessment and 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 and peer tutors and available in either one-on-one or group sessions.

### **3.2 Academic Accommodations for Students with Special Needs**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Valley Forge Military College desires to ensure that all students have equal access to the institution.

To accomplish this, the LASC 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 of the Learning Assessment and Support Center 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 LASC (610) 989-1211 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.

## 4.1 How to Apply

Anyone who would like to be consider for admission should go to [www.vfmac.edu](http://www.vfmac.edu) and fill out the online application for the college. Each prospective student will be assigned to an admissions counselor. The role of the admissions counselor is to help each prospective through the enrollment process including financial aid.

An application to the college requires official high school transcripts, SAT or ACT scores and an interview. 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 Senior Director of Admissions each Thursday. If a prospective student would like to be consider for financial aid, they must fill out the Free Application for Federal Aid at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

## 4.2 Fee Waiver Policy

All fee waivers must be approved by the Dean of the College, Director of Admissions or Associate Director of Admissions. Prospective students can inquiry for a fee waiver with their admissions counselor and provide a fee waiver paperwork from their guidance office.

Acceptable forms from the guidance office include:

1. College Board fee waiver
2. NACAC fee waiver.
3. ACT fee waiver.
4. Participation in the “free lunch program”

In addition, with the approval of the Dean fees can be waived at on campus college admissions events if the student applies while they are on campus during their visit.

## 5.1 Financial Aid

### Federal Direct Loans:

Freshman: \$3,500 Maximum Subsidized  
Sophomore: \$4,500 Maximum Subsidized  
Dependent Students: \$2000 Maximum Unsubsidized  
Independent Students: \$6000 Maximum Unsubsidized

All students' are quality 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. The Federal Direct Unsubsidized Loan has the same terms and a condition as the Direct Subsidized Loan program, except the interest accrues while the student is in school.

To complete the Direct Loan process, please go to the Website [www.studentloans.gov](http://www.studentloans.gov). Students sign in using their last name, social security number, date of birth, or FSA-ID and verified e-mail. Once logged in, you 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 Direct Loan program must complete Entrance Counseling which provides information on terms and conditions of the loan and the borrowers responsibilities.

#### *Exit Loan Counseling for Student Borrowers*

The College will provide loan counseling to borrowers of loan under the Federal Direct Loan Program when he student ceases to be enrolled at least half-time or graduates from school. This counseling provides information on repayment, deferment, debt management and other important information. It can be completed on [studentloans.gov](http://studentloans.gov), Exit Counseling

### Parent Plus Loan

If you qualify, your parent(s) can apply for a Parent Plus Loan at [www.studentloans.gov](http://www.studentloans.gov) by signing in with their last name, social security number, date of birth, or 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 90 days.

**Federal Pell Grant**

Up to \$5,920

This is a federal grant awarded to undergraduates with qualifying financial need. Qualifying financial need is based on the Expected Family Contribution (EFC) number derived from the need analysis formula used by the FAFSA.

**Federal Supplemental Educational Opportunity Grant (SEOG)**

Up to \$2,000

This is a Federal grant available for students enrolled at least half-time. Eligibility is based on exceptional financial need with 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:**

Valley Forge Military College (VFMC) participates in the following Federal aid programs that are subject to the refund policy: All Federal Pell Aid and Loans. Valley Forge Military College returns unearned funds received from the Federal student assistance programs to the proper program accounts in accordance with Federal Title IV regulations. For students who withdraw before completion of 60% of a semester a prorated schedule is used to determine the amount of Federal student aid funds a student has earned based on the last date of attendance. This could mean a portion of the Federal financial aid that was received for that semester would need to be paid back. For students who withdraw after completing 60% of the semester 100% of the aid is considered to have been earned and no proration of aid is needed. If the student fails to officially withdraw from classes and stops attending all classes a prorated portion of the Federal aid received will be used and is based on the last date of attendance. If the student is entitled to a post-withdrawal disbursement of loan funds the school will notify the student, in writing, within 30 days of when it was determined the student withdrew.

VFMC will use the Department of Education's online return of Title IV worksheets to determine the amount of any post-withdrawal disbursement or the amount to be returned to each program.

**STATE GRANTS AND OTHER SCHOLARSHIPS****Pennsylvania State Grant**

*Pennsylvania Higher Education Assistance Agency (PHEAA)*

Estimated \$4,318

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 defer payment 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.

### **Military Academy Foundations**

The following foundations sponsor students by providing scholarship funds for attendance at VFMC before they attend one of the three Military Academies. For details, please contact the VFMC Admissions Office at 610-989-1300.

- United States Naval Academy Foundation**
- United States Military Academy-Association of Graduates**

### **Withdrawal Policy**

Any student may withdrawal from a course after the end of the Add/Drop period until two weeks prior to final exams. Withdrawing from a course must be approved by the instructor of that course along with the student's Academic Advisor. 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 or advisors, will be accepted by the Office of the Registrar, nor will they be processed.

### **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 information or obtaining institutional aid**

*Financial Aid Office 610-989-1306*

*Email [financialaid@vfmac.edu](mailto:financialaid@vfmac.edu)*

### **Student loan, Entrance and Exit information from Department of Education:**

[https://studentloans.gov/myDirectLoan/index.action?\\_ga=2.234586142.1049068913.1505168575-1903564508.1504728230](https://studentloans.gov/myDirectLoan/index.action?_ga=2.234586142.1049068913.1505168575-1903564508.1504728230)

**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.

## 6.1 Academic Programs

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

1. Associate of Arts
2. Associate of Science
3. Associate of Business Administration

Programs currently included in the Associate of Arts degree include:

Liberal Arts

- Humanities
- Political Science
- History

Justice and Security Studies

- Criminal Justice
- Security Studies

Programs currently included in the Associate of Science degree include:

Health and Biological Sciences

Physical Sciences and Pre-Engineering

Programs currently included in the Associate of Business Administration degree include:

Business Administration

The Middle States Commission of Higher Education has granted to Valley Forge Military College the authority to offer and award a Certificate in Cybersecurity.

## **6.2 Certificate in Cybersecurity**

VFMC Cybersecurity studies focuses on the eleven (11) knowledge units (KU) required by National Centers of Academic Excellence in Information Assurance/Cyber Defense for Two-Year Education (CAE2Y).

1. Basic Data Analysis: provide basic abilities to manipulate data into meaningful information
2. Basic Scripting: provide ability to create simple scripts that automate & perform simple operations
3. Cyber Defense: provide basic awareness of options to mitigate threats
4. Cyber Threats: provide basic information about cyber threats
5. Fundamental Security Design Principles: provide basic security design fundamentals
6. IA Fundamentals: provide basic IA concepts
7. Intro to Cryptography: provide basic ability to understand where & how cryptography is used
8. IT Systems Components: provide understanding of basic components in IT system & roles in system operation
9. Networking Concepts: provide basic understanding of network components & how they interact
10. Policy, Legal, Ethics & Compliance: provide rules & guidelines controlling IA
11. System Administration: provide skills to perform basic operations

VFMC Cybersecurity studies places an additional emphasis on understanding Security Policy Development & Compliance covering Cybersecurity Planning & Management; IA Architectures; IA Compliance; IA Standards; Life-Cycle Security; Security Program Management; Security Risk Analysis; and Supply Chain Security.

## **6.3 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, Associate of Science Degree, or an Associate of Business Administration 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.

In addition, ECP students must complete a military history course.

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.

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.

## Associates of Science in Health and Biological Sciences Requirements

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
CH 103 or CH 107	Principles of Chemistry I * or General Chemistry **	MA 101 (C)	4
BI 101	Principles of Biology I	EN 103 (C)	4
BI 215	Anatomy and Physiology I	BI 101 (P)+MA 101 (C)	4
BI 216	Anatomy and Physiology II	BI 215 (P)	4
MA 101	College Algebra	MA 100 (P)	3
MA 113	Principles of Statistics	MA 100 (P)	4

*\*Recommended for Life Sciences*

*\*\* Recommended for Health Sciences*

### Program Electives (Any 3)

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
BI 102	Principles of Biology II *	BI 101 (P) + EN 105 (C)	4
BI 235	Microbiology **	BI 215 (P) + CH 107 (P)	4
CS 110	Introduction to Computer Information Systems **	-	3
CH 104	Principles of Chemistry II *	CH 103 (P)	4
EC 111	Principles of Macroeconomics **	-	3
MA 104	Calculus I *	MA 103 (P)	4
NU 210	Contemporary Nutrition **	BI 215 (P) + CH 107 (P)	3
PY 101	Introduction to Psychology **	-	3
SO 101	Introduction to Sociology **	-	3

*\*Recommended for Life Sciences*

*\*\* Recommended for Health Sciences*

	Credits	Comments
<b>Program Requirements</b>	23	
<b>Program Electives</b>	9-12	
<b>Free Electives</b>	15	Includes EN 103 which is a pre-requisite for EN 105
<b>Core Competencies not satisfied by Program Requirements</b>	15	<ul style="list-style-type: none"> <li>• Cultures (3)</li> <li>• Civic and Global Engagement (Domestic) (3)</li> <li>• Civic and Global Engagement (Global) (3)***</li> <li>• Oral and Written Communication (3)</li> <li>• Leadership (3)</li> </ul>
<b>Total</b>	<b>62-65</b>	

\*\*\* Satisfied if EC 111 or SO 101 is chosen as a program elective

## Associates of Science in Engineering and Physical Sciences

### Engineering and Physical Science Program Requirements

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
CH 103	Principles of Chemistry I	MA 103 (C)	4
CH 104	Principles of Chemistry II	CH 103 (P)	4
MA 104	Calculus I	MA 103 (P)	4
MA 201	Calculus II	MA 104 (P)	4
PH 201	Physics I	MA 104 (P)	4
PH 202	Physics II	PH 201 (P)	4

### Program Electives (Any 3)

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
ER 101	Introduction to Engineering	MA 100 (C)	3
ER 105	Engineering Graphics	MA 101 (C)	3
ER 201	Engineering Statics	PH 201 (P)	3
EV 101*	Environmental Science*	-	4
GL 201	Geology	MA 100 (P)	4
MA 113	Principles of Statistics	MA 100 (P)	4
MA 202	Calculus III	MA 201 (P)	4
MA 203	Differential Equations	MA 201 (P)	4
BI 101	Principles of Biology I	-	4
CS 120	Introduction to Programming	MA 101 (C)	3

\*Satisfies Core Competency of Civic and Global Engagement - International

	Credits	Comments
<b>Program Requirements</b>	24	
<b>Program Electives</b>	9 - 12	
<b>Free Electives</b>	12	Includes EN 103 which is a pre-requisite for EN 105
<b>Core Competencies not satisfied by Program Requirements</b>	15	<ul style="list-style-type: none"> <li>• Cultures (3)</li> <li>• Civic and Global Engagement (Domestic) (3)</li> <li>• Civic and Global Engagement (International) (3)</li> <li>• Oral and Written Communication (3)</li> <li>• Leadership (3)</li> </ul>
<b>Total</b>	<b>60 - 63</b>	

## Associates in Business Administration Requirements

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
EC 110	Principles of Microeconomics	-	3
EC 111	Principles of Macroeconomics	-	3
BU 110	Principles of Management	-	3
BU 202	Business Communications	EN 103 (P)	3
BU 204	Business Law and Ethics	-	3
AC 201	Financial Accounting	-	4
AC 202	Managerial Accounting	AC 201 (P)	3
FR 101 / SP 101	Introductory Language I	EN 103 (C)	3
FR 101 / SP 101	Introductory Language II	FR 101 / SP 101 (P)	3
MA 113	Principles of Statistics		4

### Program Electives

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
<i>Math Elective (Any 1)</i>			
MA 101	College Algebra		3
MA 103	Precalculus		4
MA 104	Calculus I	MA 103 (P)	4
MA 114	Business Precalculus	MA 100 (P)	3
MA 115	Business Calculus	MA 114 (P)	4
<i>Program Restricted Electives (Any 1)</i>			
BU 150	Introduction to Global Business	-	3
CS 110	Introduction to Computer Information Systems	-	3
AC 101	Personal Financial Planning	MA 101 (C)	3
CS 290	Information Systems Security	CS 110 (P)	3

	Credits	Comments
<b>Program Requirements</b>	32	
<b>Concentration Requirements and Electives</b>	6-7	
<b>Free Electives</b>	15	Includes EN 103 which is a pre-requisite for EN 105
<b>Core Competencies not satisfied by Program Requirements</b>	10	<ul style="list-style-type: none"> <li>• Scientific and Technological Applications (4)</li> <li>• Oral and Written Communication (3)</li> <li>• Leadership (3)</li> </ul>
<b>Total</b>	<b>63-64</b>	

## Associates of Arts in Liberal Arts (Humanities Concentration) Requirements

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
PL 101	Philosophy of Ethics	-	3
LT 100-200 *	Any Literature *	EN 103 (P)	3
HI 100-200 *	Any History *	EN 103(C)for 100-level EN 103(P)for 200-level	3
FR 101 / SP 101	Introductory Language I	EN 103 (C)	3
FR 102 / SP 102	Introductory Language II	FR 101 / SP 101 (P)	3
PY 101 / SO 101 / PS101* (Social Science)	Intro to Psychology/Intro to Sociology/ American Government *	- EN 103 (C)	3

\* Same Literature or History or Social Science course will not satisfy both Program and Concentration requirements.

### Humanities Concentration Requirements and Electives

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
<i>Arts, Cultures and Society (Any 2)</i>			
FA 105	Art History I	-	3
FA 106	Art History II	-	3
HU 110	Introduction to Film	EN 103 (P)	3
SO 120	Cultural Anthropology	-	3
PS 202	Comparative Politics	EN 103 (C)	3
FR 201 / SP 201	Intermediate Language I	FR 102 / SP 102 (P)	3
FR 202 / SP 202	Intermediate Language II	FR 201 / SP 201 (P)	3
LT 203	French Literature in Translation	EN 103 (P)	3
LT 205	Non-Western Literature	EN 103 (P)	3
LT 206	American Literature	EN 103 (P)	3
LT 210	World Literature and Empire	EN 103 (P)	3
<i>Concentration Restricted Electives (Any 3)</i>			
EC 111	Macroeconomics	-	3
SO 201	Multiculturalism	EN 103 (P)	3
CM 120	Public Speaking	-	3
PY 101	Introduction to Psychology	-	3
SO 101	Introduction to Sociology	-	3
PS 101	American Government	EN 103 (C)	3
EN 207	Creative Writing	EN 105 (P)	3
FA 102	Drawing I	-	3
PS 250	Research Methods	PS 101/PS 102/HI 103/HI 104/HI 105/HI106 (P)	3

	Credits	Comments
<b>Program Requirements</b>	18	
<b>Concentration Requirements and Electives</b>	15	
<b>Free Electives</b>	15	Includes EN 103 which is a pre-requisite for EN 105
<b>Core Competencies not satisfied by Program Requirements</b>	13	<ul style="list-style-type: none"> <li>• Quantitative Reasoning (3)</li> <li>• Scientific and Technological Applications (4)</li> <li>• Oral and Written Communication (3)</li> <li>• Leadership (3)</li> </ul>
<b>Total</b>	<b>61</b>	

## Associates of Arts in Liberal Arts (Political Science Concentration) Requirements

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
PL 101	Philosophy of Ethics	-	3
LT 100-200	Any Literature	EN 103 (P)	3
HI 100-200 *	Any History *	EN 103 (C) for 100-level EN 103 (P) for 200-level	3
FR 101 / SP 101	Introductory Language I	EN 103 (C)	3
FR 102 / SP 102	Introductory Language II	FR 101 / SP 101 (P)	3
PY 101 / SO 101	Intro to Psychology/Intro to Sociology	-	3

\* Same History course will not satisfy both Program and Concentration requirements.

### Political Science Concentration Requirements and Electives

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
PS 250	Research Methods	PS 101/PS 102/HI 103/HI 104/HI 105/HI106 (P)	3
PS 101	American Government	EN 103 (C)	3
PS 102	International Relations	EN 103 (C)	3
<i>Political Science Electives (Any 1)</i>			
PS 202	Comparative Politics	EN 103 (C)	3
PS 220	History of Political Thought	PS 101 or PS 102 (P)	3
<i>Concentration Restricted Electives (Any 1)</i>			
EC 111	Macroeconomics	-	3
CM 120	Public Speaking	-	3
FR 201 / SP 201	Intermediate Language I	FR 102 / SP 102 (P)	3
FR 202 / SP 202	Intermediate Language II	FR 201 / SP 201 (P)	3
HI 203	American Military History	EN 103(P)	3
HI 205	World War II	EN 103(P)	3
HI 206	Vietnam War	EN 103(P)	3

	Credits	Comments
<b>Program Requirements</b>	18	
<b>Concentration Requirements and Electives</b>	15	
<b>Free Electives</b>	15	Includes EN 103 which is a pre-requisite for EN 105
<b>Core Competencies not satisfied by Program Requirements</b>	13	<ul style="list-style-type: none"> <li>• Quantitative Reasoning (3)</li> <li>• Scientific and Technological Applications (4)</li> <li>• Oral and Written Communication (3)</li> <li>• Leadership (3)</li> </ul>
<b>Total</b>	<b>61</b>	

## Associates of Arts in Liberal Arts (History Concentration) Requirements

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
PL 101	Philosophy of Ethics		3
LT 100-200	Any Literature	EN 103 (P)	3
HI 100-200 *	Any History *	EN 103(C) for 100-level EN 103(P) for 200-level	3
FR 101 / SP 101	Introductory Language I	EN 103 (C)	3
FR 102 / SP 102	Introductory Language II	FR 101 / SP 101 (P)	3
PY 101 / SO 101 / PS101 (Social Science)	Intro to Psychology/Intro to Sociology/ American Government	- EN 103 (C)	3

\* Same History course will not satisfy both Program and Concentration requirements.

### History Concentration Requirements and Electives

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
PS 250	Research Methods	PS 101/PS 102/HI 103/HI 104/HI 105/HI106 (P)	3
<i>Program Elective: 100 - Level History (Any 1)</i>			
HI 103	American Experience I	EN 103 (C)	3
HI 104	American Experience II	EN 103 (C)	3
HI 105	World Civilization I	EN 103 (C)	3
HI 106	World Civilization II	EN 103 (C)	3
<i>Program Elective: 200 - Level History (Any 1)</i>			
HI 203	American Military History	EN 103(P)	3
HI 206	Vietnam War	EN 103(P)	3
HI 205	World War II	EN 103(P)	3
<i>Program Elective: Global Perspective (Any 1)</i>			
HI 208	History of the Middle East	EN 103(P)	3
SE 110	Global Conflict	EN 103 (C)	3
PS 102	International Relations	EN 103 (C)	3
<i>Program Elective: Concentration Restricted Electives (Any 1)</i>			
EC 111	Macroeconomics	-	3
CM 120	Public Speaking	-	3
FR 201 / SP 201	Intermediate Language I	FR 102 / SP 102 (P)	3
FR 202 / SP 202	Intermediate Language II	FR 201 / SP 201 (P)	3
FA 105	Art History I	-	3
FA 106	Art History II	-	3

	Credits	Comments
<b>Program Requirements</b>	18	
<b>Concentration Requirements and Electives</b>	15	
<b>Free Electives</b>	15	Includes EN 103 which is a pre-requisite for EN 105
<b>Core Competencies not satisfied by Program Requirements</b>	13	<ul style="list-style-type: none"> <li>• Quantitative Reasoning (3)</li> <li>• Scientific and Technological Applications (4)</li> <li>• Oral and Written Communication (3)</li> <li>• Leadership (3)</li> </ul>
<b>Total</b>	<b>61</b>	

Associates of Arts in Justice and Security Studies (Criminal Justice Concentration)  
Requirements

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
PS 101***	American Government***	EN 103 (C)	3
CJ 225	Incident Command	All Concentration Requirements	3
FR 101 / SP 101*	Introductory Language I *	EN 103 (C)	3
FR 102 / SP 102*	Introductory Language II*	FR 101 / SP 101 (P)	3

\*Satisfies both Program Requirement and Core Competency of Cultures

**Criminal Justice Concentration Requirements and Electives**

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
CJ 101	Introduction to Criminal Justice	-	3
CJ 204	Criminal Law and Procedure	CJ 101 (P)	3
CJ 205	Criminal Investigations	CJ 101 (P)	3
CJ 220	Criminology	CJ 101 or SO 101 (P)	3
SO 101**	Introduction to Sociology**	-	3
<i>Concentration Restricted Electives (Any 2)</i>			
PY 101	Introduction to Psychology	-	3
CJ 250	Research Methods in Criminal Justice	EN 105 (P)	3
SE 101***	Introduction to National Security***	-	3
SE 110**	Global Conflict**	EN 103 (C)	3
SE 210**	Terrorism and Counter-Terrorism**	-	3

\*\*Satisfies both Program Requirement and Core Competency of Civic and Global Engagement - Global

\*\*\*Satisfies both Program Requirement and Core Competency of Civic and Global Engagement - Domestic

	Credits	Comments
<b>Program Requirements</b>	12	
<b>Concentration Requirements and Electives</b>	21	
<b>Free Electives</b>	15	Includes EN 103 which is a pre-requisite for EN 105
<b>Core Competencies not satisfied by Program Requirements</b>	13	<ul style="list-style-type: none"> <li>• Quantitative Reasoning (3) (Statistics MA 112 recommended)</li> <li>• Scientific and Technological Applications (4)</li> <li>• Oral and Written Communication (3)</li> <li>• Leadership (3)</li> </ul>
<b>Total</b>	<b>61</b>	

## Associates of Arts in Justice and Security Studies (Security Studies Concentration)

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
PS 101	American Government	EN 103 (C)	3
CJ 225	Incident Command	All concentration requirements	3
FR 101 / SP 101	Introductory Language I	EN 103 (C)	3
FR 102 / SP 102	Introductory Language II	FR 101 / SP 101 (P)	3

### Security Studies Concentration Requirements and Electives

Course ID	Course Name	Pre-requisites (P) Co-requisites (C)	Credits
SE 101	Introduction to National Security	-	3
CS 110	Introduction to Computer Information Systems	-	3
HI 105/HI 106	World Civilization I or World Civilization II	-	3
<i>Concentration Restricted Electives (Any 4)</i>			
SE 110	Global Conflict	EN 103 (C)	3
SE 210	Terrorism and Counter-Terrorism	-	3
CJ 101	Introduction to Criminal Justice	-	3
HI203 or HI205 or HI206 HI208	American Military History World War II Vietnam War History of the Middle East	EN 103 (P)	3
EC 111	Macroeconomics	-	3
CS 220*	Data Management and Security	CS 110 (P)	3
CS 240*	Network Communications and Security	CS 110 (P)	3
CS 290*	Information Systems Security	CS 110 (P)	3

*\*Required for Cybersecurity Certification. Highly recommended for students interested in Cybersecurity*

	Credits	Comments
<b>Program Requirements</b>	12	
<b>Concentration Requirements and Electives</b>	21	
<b>Free Electives</b>	15	Includes EN 103 which is a pre-requisite for EN 105
<b>Core Competencies not satisfied by Program Requirements</b>	13	<ul style="list-style-type: none"> <li>• Scientific and Technological Applications (4)</li> <li>• Oral and Written Communication (3)</li> <li>• Leadership (3)</li> <li>• Quantitative Reasoning (3) (Statistics MA 112 recommended)</li> </ul>
<b>Total</b>	<b>61</b>	

## **6.4 Academic Policies**

The following are the academic policies for the college that every cadet is expected to adhere to.

### **Academic Honesty**

One of the five cornerstones of Valley Forge Military College is character development. Thus, all students 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.

Violations of the Academic Honesty policy will be referred initially to the College Academic Standards Committee for review. All confirmed violations will be forwarded to the Cadet Honor Council.

Students 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.

### **Add/Drop**

A student has the opportunity to add/drop courses during the first week of each semester. The courses that have been added and dropped do not get recorded on the student’s permanent record (transcript). An add/drop request is not considered official until the request has been processed by the Office of the Registrar.

The student is the only individual who can process the Add/Drop Form through the Office of the Registrar and must be present at the time of process. The Office of the Registrar will not accept any Add/Drop Forms from Academic Advisors or faculty members.

### **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 are granted in rare circumstances and only by approval from the Office of the Associate Dean of Academic Services.

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

### **Classroom Procedures for Beginning and Ending Class**

Classroom protocol at Valley Forge Military College incorporates the traditions and structure of the military system to create an atmosphere supportive of the educational process. Instructors should require that students comply with these traditional expectations to include politeness in the form of address and attentiveness and courtesy toward other students. However, nothing in these traditional procedures should be allowed to interfere with the educational process. Most importantly, the instructor must ensure that students understand that the classroom is a medium

for the free exchange of ideas between equals. To assist in creating this atmosphere, the procedure below will be followed:

Instructors will designate the highest-ranking cadet in each class to be the “section leader.” At the start of each class, when directed by the instructor, the section leader will command, “class rise,” “class attention,” and while rendering a salute to the instructor, states “Sir/Ma’am, class formed and ready for instruction.” The instructor will acknowledge the salute and states “class be seated.” At the conclusion of the class, the instructor will indicate to the section leader that the instruction is complete. The section leader will command, “class rise,” “class attention,” and while rendering a salute to the instructor, states “Sir/Ma’am, class formed and ready for dismissal.” The instructor will acknowledge the salute and states “class dismissed.” Classes will be dismissed at the scheduled dismissal time to permit students to be on time for their next scheduled class.

Guests in the classroom should be acknowledged with appropriate courtesies.

### **Course Repeat/Grade Replacement**

A student may repeat a course only once in which their original grade was a 1.7 “C-” 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 EN 103 after completing EN 105. Only the repeated grade will be calculated into the cumulative GPA and be reflected on the transcript with the annotation that the course has been repeated “R”.

At no time will a course from another institution be allowed to serve as a repeat course for a VFMC course. The only exception is coursework taken at institutions that have a current consortium agreement with VFMC.

### **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.

In accordance to Board Policy 4000.2, Electronic Communication, the District 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 District’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 District’s resources. The District 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.

## **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 Dean)

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.

3. 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.

4. 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))

### **Full-Time Student Status**

All students at VFMC are considered full-time students and must maintain full-time enrollment status. Full-time enrollment status is based on the credit course load a student 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.

**If a student’s course load changes from full-time to part-time status (below 12 credits), financial aid and state funding may be affected. The student should meet with a representative from Financial Aid to determine if a financial liability will be incurred upon changing from full-time to part-time status.**

For Visa purposes, all international students must maintain full-time enrollment status. If an international student drops below full-time status, the Office of the Registrar must inform the SEVIS representative at VFMC.

## Grading Scale

In order to establish and maintain standards of academic excellence, the following grading scale is used at VFMC:

Transcript entry/ Numerical grade	Corresponding letter grade	Percent equivalent
4.0	A	95-100
3.7	A-	91-94
3.3	B+	89-90
3.0	B	84-88
2.7	B-	81-83
2.3	C+	79-80
2.0	C	73-78
1.7	C-	71-72
1.3	D+	69-70
1.0	D	67-68
0.7	D-	65-66
0.0	F	0-64

\* **Note:** The credits earned in developmental courses do not count toward graduation requirements.

## Incomplete Policy

A student may apply for an incomplete grade, in emergency situations where successful completion of the course requirements, during the time frame of the academic year, is beyond the student's control.

In order to facilitate an incomplete grade, a student must discuss the circumstances with the instructor of the course. If the instructor who approves the incomplete must submit a form requesting the incomplete, to the Office of the Dean. The Office of the Dean has final approval in granting the incomplete grade.

If the incomplete is approved, the student has 15 days beyond the end of the semester to complete the course requirements.

If the student does not complete all the course requirements by the end of the 15 days, the "I" incomplete grade will automatically convert to a failing grade "F."

## Satisfactory Academic Progress

The Valley Forge Military College (VFMC) Academic Progression Policy monitors Satisfactory Academic Progress (SAP) at the end of each term. SAP will enable a student to progress toward the completion of their Associates degree. In order to earn an Associate of Arts, an Associate of Science, or an Associate in Business Administration, students are required to attain a cumulative grade point average of 2.0 and a minimum of 60 credits including completion of Core, program, and elective courses. Developmental course work in math and English does not fulfill graduation credit requirements.

### SAP Requirements

Students must meet the minimum standard for SAP to remain eligible for enrollment and financial aid.

A student during their first term of enrollment must earn a cumulative GPA of 1.75 or higher. For all subsequent terms a 2.0 cumulative GPA is required.

In addition, students are required to earn at least 67% of cumulative attempted credits.

Attempted credits include repeated, failed, incomplete and withdrawn courses. The pace at which a student progresses is measured by dividing the total number of credits successfully completed by the total number of credits attempted.

### Academic Progress

Students failing to maintain SAP at the end of their first semester must create an academic improvement plan coordinated by the student's Academic Advisor. Students who do not maintain SAP during their first term will return the subsequent term on a status of Academic Warning. If a student fails to meet satisfactory academic progress by the end of the next semester, they must submit a written appeal with supporting documentation for reinstatement, enrollment and financial aid eligibility. Students must specify mitigating circumstances that are out of their control.

### Appeal Process

Students returning after an appeal has been approved will be enrolled at VFMC on an Academic Probation status. All students are required to submit an appeal form to the Assistant Dean of Academics and Assessment prior to the start of the next term. Students will be notified if their appeal has been approved, and an academic improvement plan will be created. The plan must be accepted by the student prior to registration. Students will be required to meet with an Academic Advisor weekly for progress updates.

Any student who chooses to not submit a written appeal for reinstatement, or whose appeal is not approved, will not be able to re-enroll at VFMC for the following semester. If a student is considering reinstatement at a later date, they must attend another accredited college or university and enroll in at least six credits of college level course work. Students are required to complete the course work with a cumulative GPA of a 2.0 or better in order to be considered for reinstatement. Upon receipt of an official transcript indicating their progress, their reinstatement for enrollment will be reviewed and an academic improvement plan created. If a student's appeal is denied, that student can attend VFMC but without federal aid. Once they obtain a 2.0 cumulative GPA Federal aid will resume.

### Transfer students

Transfer students are required to submit all of their prior college transcripts for evaluation before acceptance to VFMC. If a transfer student does not meet Satisfactory Academic Progress (SAP) per federal regulations, an academic plan must be created to show ability to progress. Students will be admitted on **Probationary Status**. Financial Aid may be limited or may not be available for students who do not meet the criteria for Satisfactory Academic Performance.

## **Student Attendance Policy**

All students are required to attend every class meeting. Absences are excused only for the following circumstances: bed rest mandated by the Health Center, emergency medical leaves, official school activities and functions, and special leaves as approved by the Commandant's Office, Transfer Office, or Dean of Student Services. **All other absences are unexcused.** If, and when, a student accumulates four unexcused absences in a class, the student will receive a grade of F for the course.

## **Student Conduct in Classes**

Valley Forge Military College strictly prohibits disruptive behavior in the classroom. Faculty are permitted to set reasonable standards for their students' classroom behavior which will promote learning objectives. Students are expected to conduct themselves in a mature manner that does not distract from or disrupt the educational pursuits of others. Should a professor determine that a student's conduct is being distracting or disruptive; the professor may impose the student's immediate removal from the classroom until the student can conduct himself or herself in an appropriate manner. If the professor is unable to obtain the cooperation of the student, the student may be referred for disciplinary action.

## **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 Associate Dean of Academic Services for final approval. Students are not permitted to register for an overload until the overload status has been approved by the Associate Dean of Academic Services.

## **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, and collection agencies
- a person serving on the College Oversight Committee or the Board of Trustees
- 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

## **Withdrawal from a Course**

### **Withdrawal Policy**

A student may withdraw from a course after the end of the Add/Drop period until two weeks prior to final exams, the date of which is published in advance by the Office of the Registrar. Students must obtain the Withdrawal Form from the Registrar's Office. Students must obtain the all of the signatures on the form before returning it to the Registrar's Office. If the form does not have all the appropriate signatures, it will NOT be processed by the Registrar and will be deemed incomplete until all signatures are obtained. 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. Only the student withdrawing from the course can complete the withdrawal process. Students who have more than 2 weeks of unexcused absences can be withdrawn from the college by the College Registrar.

### **Transcript Notation for Withdrawn Courses**

Withdrawals processed from the end of the Add/Drop period until two weeks prior to final exams will be annotated on the student's official transcript with a "W" for the final grade in the course.

The withdrawal will not be calculated into the student's term or cumulative GPA.

A student who has earned a failing grade due to excessive unexcused absences (as determined by the Student Attendance policy), will not be allowed to withdraw from the course.

Withdrawing from a course is not permitted during the last two weeks prior to final exams.

## 7.1 2018 – 2019 Course Descriptions

### **AC 101 – Personal Financial Planning**

*Pre-requisite: VFMC Math placement*

This course prepares students with little or no experience in personal finance to make money management decisions. Students analyze the interrelationships of budgeting, banking, credit, taxation, investments, insurance, and estate planning as they apply to consumer decision-making.

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

### **AC 201 - Financial Accounting**

*Pre-requisites: None*

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 credit (Four hours per week)*

### **AC 202 - Managerial Accounting**

*Prerequisite: AC 201*

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 credit (Three hours per week)*

### **BI 101 - Principles of Biology I**

*Co-requisite: EN 103*

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.

*Credits: Four semester-hours credit (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 archea, 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.

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

### **BI 215– Human Anatomy and Physiology I**

*Pre-requisite BI 101 & CH 107/CH 103*

This course examines the human body with emphasis on structure and function of integumentary, skeletal, muscular, and nervous systems. Investigates each systems at chemical and cellular levels. Laboratory sessions are coordinated with lectures with emphasis on structure, function, interrelationship through use of models, dissections, animations, and histological slides.

*Credits: 4 semester-hours credit (lecture + laboratory)*

### **BI 216 - Human Anatomy & Physiology II & Lab**

*Pre- requisite BI 215*

This course is a continuation of BI 215, examines the structure and function of endocrine, cardiovascular, respiratory, immune and urinary systems. Emphasis on interrelationships and the maintenance of homeostasis. Laboratory sessions are coordinated with lectures with emphasis on structure, function, interrelationship through use of models, dissections, animations, and histological slides.

*Credits: 4 semester-hours credit (lecture + laboratory)*

### **BI 235 - Microbiology**

*Pre-requisite BI 215 & CH 107*

This course examines morphology, classification, function, and metabolisms of microorganisms including bacteria, viruses, fungi and parasites. It also emphasizes microorganisms responsible for human disease, mode of transmission, identification, treatment and prevention.

Laboratory component includes learning aseptic techniques, control of microbial growth using physical and chemical methods, classification of microorganisms using histological, staining, serological and immunological methods.

*Credits: 4 semester-hours credit (lecture + laboratory)*

### **BU 110 - Principles of Management**

*Pre-Requisite: EN 105 or LT 103*

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 man-ager.

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

### **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**

*Prerequisite: EN 105*

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 credit (Three hours per week)*

### **BU 204 - Business Law and Ethics**

*Prerequisite: AC 201 & EN 105*

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 credit (Three hours per week)*

### **CH 103 - Principles of Chemistry I**

*Co-requisite: MA 101*

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.

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

***Fulfills Scientific and Technological Applications Core Competency Requirement***

### **CH 104 - Principles of Chemistry II**

*Prerequisite: CH 103*

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.

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

### **CH 107 - General Chemistry**

*Pre-requisite: MA 101*

This course examines physical, chemical properties of chemistry. Topics included atomic structure, bonding, gases, solutions, acids and bases, oxidation – reduction reactions, classes of organic compounds from hydrocarbons to alcohols, amides, ketones. Emphasizes the importance of functional groups. Examples are relate allied health fields, nutrition and pharmacology as well as the environment.

Laboratory correlates with lecture with emphasis on scientific method, physical measurements, principles of chemical reactions and qualitative and quantitative techniques.

*Credits: Four semester-hours credit (lecture + laborator)*

***Fulfills Scientific and Technological Applications Core Competency Requirement***

### **CJ 101 - 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 credit (Three hours per week)*

### **CJ 204 - Criminal Law and Procedure**

*Prerequisite: CJ 101*

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.

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

### **CJ 205 - Criminal Investigation**

*Prerequisite: CJ 101.*

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.

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

## **CJ 200 – Special Topics**

*Prerequisite: EN 105*

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 credit (One to three hours per week), at the discretion of the instructor*

## **CJ 220 - Criminology**

*Prerequisite: CJ 101 or SO 101*

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.

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

## **CJ 225 –Incident Command**

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

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.

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

## **CJ 250 – Research Methods in CJ**

*Prerequisite: EN 105 or LT 103 and MA 112*

This course will expose students to contemporary research methods in the study of criminal justice. The emphasis is placed on data collection, evidence gathering techniques, survey research, sampling, data management and analysis.

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

## **CM 120 Essentials of 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 credit (Three hours per week)*

## **CS 110 - 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 credit (Three hours per week)*

***Fulfills Scientific and Technological Applications Core Competency Requirement***

### **CS 120—Introduction to Programming**

*Co-requisite: MA 101*

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

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

***Fulfills Scientific and Technological Applications Core Competency Requirement***

### **CS 220—Data Management and Security**

*Prerequisite: CS 110*

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.

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

## **CS 240—Network Communications and Security**

*Prerequisite: CS 110*

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.

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

## **CS 290—Information Systems Security**

*Prerequisite: CS 110*

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.

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

## **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 credit (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 credit (Three hours per week)*

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

**EN 100 – Writing Lab**

*Co-requisite: EN 103*

EN 100 provides students with necessary support to be successful in EN 103 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 103 for students identified as requiring remedial instruction, and may be considered an elective co-requisite for EN 103 for all other students.

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

**EN 103 – College Writing**

*Pre-requisite: College Placement*

EN 103 is the first half of the year-long freshman writing requirement; it is a prerequisite for EN 105 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.

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

### **EN 105 – Introduction to Professional Writing**

*Pre-requisite: EN 103*

EN 105 is one option to complete the second half of the year-long freshman writing requirement and to fulfill the Written Communication competency 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.

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

***Fulfills Written Communications Requirement***

### **EN 207-- Creative Writing**

*Pre-requisite: EN 105*

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.

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

### **ER 101—Introduction to Engineering**

*Co-requisite: MA 101*

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.

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

### **ER 105—Engineering Graphics**

*Co-requisite: MA 101*

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.

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

### **ER 201—Engineering Statics**

*Co-requisite: PH 201*

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.

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

### **ESL 103—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 credit (Twelve hours per week).*

### **ESL 105– 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.

### **ESL 106—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.

### **ESL 107 - Academic Support**

**This course is designed for students who 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.

### **EV 101 - Environmental Science**

Designed for the non-science major, this course covers topics associated with human interactions with the environment. Students will be introduced to basic concepts in biology and chemistry. Topics include the history of environmentalism and conservation; environmental ethics and philosophy; environmental racism/justice; material cycling; communities; biomes control and management; environmental resource economics and health and toxicity. In class topics are related to current environmental issues. Classroom discussions are reinforced with laboratory exercises.

*Credits: Four semester-hours credit (Three hours per week, one two hour lab per week)*

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

***Fulfills Scientific and Technological Applications Core Competency Requirement***

### **FA 102 - 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 credit (Three hours per week)*

***Fulfills Cultures Core Competency Requirement***

### **FA 105 - 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 credit (Three hours per week)*

***Fulfills Cultures Core Competency Requirement***

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

*Co-requisite for FR 101: EN 103*

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

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 credit (Three hours per week)*

***Fulfills Cultures Core Competency Requirement***

## **GL 101 - Geology**

*Co-requisite: MA 101*

Designed for the non-science major, this course introduces the student to the basics of physical and historical geology. Attention is paid to the identification of minerals, rocks and the processes that form them. Topics include: minerals, igneous rocks and processes, volcanoes, weathering and soil, sediments and sedimentary rocks, metamorphism and metamorphic rocks, plate tectonics, earth-quakes, seismic waves and streams and groundwater systems. In class topics are related to current events where possible. Classroom discussions are reinforced with laboratory exercises.

*Credits: Four semester-hours credit (Three hours per week, one two hour lab per week)*

***Fulfills Scientific and Technological Applications Core Competency Requirement***

## **HI 103— American Experience I**

*Co-requisite: EN 103.*

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 credit (Three hours per week)*

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

## **HI 104 - American Experience II**

*Co-requisite: EN 103.*

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 credit (Three hours per week)*

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

## **HI 105 - World Civilization I**

*Co-requisite: EN 103.*

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 credit (Three hours per week)*

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

## **HI 106-World Civilization II**

*Co-requisite: EN 103*

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 terrorism.

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

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

## **HI 200 Special Topics**

*Prerequisite: EN 105*

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 credit (One to three hours per week), at the discretion of the instructor*

## **HI 203 - American Military History**

*Prerequisite: EN 103*

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.

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

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

## **HI 205 - World War II**

*Prerequisite: EN 103*

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 credit (Three hours per week)*

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

## **HI 206 - The Vietnam War**

*Prerequisite: EN 103*

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 credit (Three hours per week)*

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

## **HI 208 - History of the Middle East**

*Prerequisite: EN 103*

This course surveys the history of the Middle East from Pre-Islamic times to present. Initially it will focus on the formation and expansion of the early Islamic empire, and its transition from a minor religious sect to one of the most formidable empires of all time. The end of the original Arab reign, the rise of the Ottoman Turks and their fall after the First World War, and the origins or post-World War II Middle Eastern conflicts will be examined. To gain a greater understanding of the people and culture of the Middle East, students will read contemporary writings of Muslim historians, theologians, philosophers, and students.

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

## **IN 106-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 credit (Three hours per week)*

***Fulfills Leadership Core Competency Requirement***

## **IN 200 – Research Methods**

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

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 credit (Three hours per week)*

### **LT 103 - Introduction to Literature**

*Pre-requisite: EN 103*

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)*

***Fulfills Written Communications Requirement***

### **LT 203 - French Literature in Translation**

*Pre-requisite: EN 103*

This survey of French literature offers students the opportunity to explore masterpieces of French literature in English translation. Through an examination of relevant historical, cultural, and philosophical contexts, students are provided with a framework for discussion that helps to enhance their appreciation of the literary texts. Authors include Marguerite de Navarre, Corneille, Molière, Émile Zola, Guy de Maupassant, Albert Camus, Jean-Paul Sartre, Monique Proulx, Birago Diop, and Antoine de Saint-Exupéry. All readings, discussions, lectures, and writing assignments are in English.

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

***Fulfills Cultures Core Competency Requirement***

### **LT 205 - Non-Western Literature**

*Pre-Requisite: EN 103*

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 Salmon Rushdie, Chinua Achebe, Ngugi wa Thiong'o, Trinh T. Minh-ha, Jose Saramago, Mahmoud Darwish, Yehuda Amichai, and Natsirah Gordimer.

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

***Fulfills Cultures Core Competency Requirement***

### **LT 206 - American Literature**

*Pre-requisite: EN 103*

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 credit (Three hours per week)*

***Fulfills Cultures Core Competency Requirement***

## **LT210 - World Literature and Empire: Colonial and Postcolonial Writings from Shakespeare to V.S. Naipul**

*Prerequisite: EN 103*

This is a survey of global literary traditions as seen through the lens of the rise and fall of empire. Using cultural and historical context, students trace universal themes in the four quadrants of empire – Roots of Empire, Rising Empire, High Empire, and Falling or Mature Empire -- that transcend geographic boundaries. We hope to explore the uniqueness of a number of literary traditions -- Asian, African, Native American and Caribbean as well as traditional western sources. Students have a wide variety of opportunities for oral and written expression with emphasis on literary analysis and criticism.

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

***Fulfills Cultures Core Competency Requirement***

## **MA 101 - College Algebra**

*Prerequisite: MA 075/ VFMC Placement*

This course is designed for Associate of Science and Associate of Business Administration majors.

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 credit (Three hours per week)*

***Fulfills Quantitative Reasoning Core Competency Requirement***

## **MA 103 - Pre-Calculus**

*Prerequisite: MA 101/ VFMC Placement*

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)*

***Fulfills Quantitative Reasoning Core Competency Requirement***

## **MA 104 - Calculus I**

*Prerequisite: MA 101/ VFMC Placement*

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)*

***Fulfills Quantitative Reasoning Core Competency Requirement***

### **MA 110 - Foundations of Math**

*Prerequisite: VFMC Placement*

This course is designed for non-science majors.

This course will provide students with an appreciation of and experience in using the concepts, logical reasoning, and problem-solving techniques involved in various fields of mathematics.

Upon successful completion of the course, students will be able to: use inductive and deductive reasoning to draw logical conclusions from a given set of information, use the notation and operations of set theory, add, subtract, multiply and divide in systems of numeration other than base 10, and analyze the real number system.

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

***Fulfills Quantitative Reasoning Core Competency Requirement***

### **MA 113 - Principles of Statistics**

*Prerequisite: VFMC Placement*

This course is designed for students pursuing a degree in Business Administration, Health and Biological Sciences and Physical Sciences. Topics include descriptive statistics, probability distributions, random sampling, sampling distributions, hypothesis testing, linear correlation and regression, cross tabulation (two-way tables), continuous and discrete distributions, and chi-square.

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

***Fulfills Quantitative Reasoning Core Competency Requirement***

### **MA 201-Calculus II**

*Pre-requisite: MA 104*

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 credit (Four hours per week)*

### **MS 101 - Introduction to the Army and Critical Thinking**

*Prerequisite: Must be U.S. Citizen or have green card.*

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 credit (Two hours per week)*

***Fulfills Leadership Core Competency Requirement***

### **MS 102 - Introduction to the Profession of Arms**

*Prerequisite: MS 101.*

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 credit (Two hours per week)*

***Fulfills Leadership Core Competency Requirement***

### **MS 201 - Foundations of Leadership**

*Prerequisite: Successful completion of MS 101 and 102.*

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 credit (Two hours per week)*

***Fulfills Leadership Core Competency Requirement***

### **MS 202 Foundations of Tactical Leadership**

*Prerequisite: MS 201*

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)*

***Fulfills Leadership Core Competency Requirement***

### **MS 301 - Adaptive Team Leadership**

*Prerequisite: Acceptance by the Military Science Department. Military Science and 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 credit (Eight – Ten hours per week)*

***Fulfills Leadership Core Competency Requirement***

### **MS 302 - Applied Team Leadership**

Prerequisite: Successful completion of MSL 301.

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 credit (Eight – Ten hours per week)*

***Fulfills Leadership Core Competency Requirement***

### **MS 401 - Developing Adaptive Leaders**

Prerequisite: Successful completion of MSL 301 and 302.

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 credit (Eight – Ten hours per week)*

***Fulfills Leadership Core Competency Requirement***

### **MS 402 - Leadership in a Complex World**

Prerequisite: Successful completion of MSL 401.

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 fitness training. Staff meetings with peers. Participation in weekend exercises is also required.

*Credits: Four semester-hours credit (Eight – Ten hours per week)*

***Fulfills Leadership Core Competency Requirement***

## **NU 210 – Nutrition**

*Pre-requisite BI 215*

This course provides the foundations of understanding the science of nutrition, chemistry and physiology of proteins, carbohydrates, lipids, vitamins, and minerals. It also includes application of nutrition principles in daily dietary practice, energy balance, weight control, and nutrition relating to health and disease.

*Credits: 3 semester-hours credit (lecture)*

## **PH 120 - General Physics I**

*Prerequisite: MA 101*

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 credit (Three hours per week, one three hour lab per week)*

***Fulfills Scientific and Technological Applications Core Competency Requirement***

## **PH 201 - Physics I**

*Prerequisite: MA 104*

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 credit (Three hours per week, one three hour lab per week)*

## **PH 202 - Physics II**

*Prerequisite: PH 201.*

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 credit (Three hours per week, one three hour lab per week)*

## **PL 101-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 credit (Three hours per week)*

### **PS 101 - American Government**

*Co-Requisite: EN 103*

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 credit (Three hours per week)*

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

### **PS 102 - International Relations**

*Co-Requisite: EN 103*

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 credit (Three hours per week)*

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

### **PS 200 Special Topics**

*Prerequisite: EN 105*

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 credit (One to three hours per week), at the discretion of the instructor*

### **PS 202 - Comparative Politics**

*Co-Requisite: EN 103*

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 credit (Three hours per week)*

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

### **PS 220 – History of Political Thought**

*Pre-Requisite: PS 101 or PS 102*

In this course, students are challenged to learn the history and formation of political thought throughout the world through this advanced study of the concepts of political science. The aims of this course include analyzing the consistencies as well as the social divisions that inform the history of political philosophy and thought, so that students can explore questions of a political nature from several different ideological and theoretical perspectives. Topics will include war, poverty, race, sex, class, and the purpose of the state.

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

**PY 101 - 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 credit (Three hours per week)*

**SE 101– 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 credit (Three hours per week)*

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

**SE 110 - Global Conflict**

*Co-Requisite: EN 103*

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 credit (Three hours per week)*

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

**SE 200 Special Topics**

*Prerequisite: EN 105*

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 credit (One to three hours per week), at the discretion of the instructor*

### **SE 210 - 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 credit (Three hours per week)*

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

### **SE 215 – Intelligence Studies**

*Prerequisite: EN 105*

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 practice 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)*

### **SO 101 - 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 credit (Three hours per week)*

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

### **SO 120 - 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 credit (Three hours per week)*

***Fulfills Cultures Core Competency Requirement***

### **SO 201 - Multiculturalism/Cultural Diversity**

*Pre-Requisite: EN 103*

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)*

## **SP 101-102 - Introduction to Spanish I and Introduction to Spanish II**

*Co-requisite for SP 101: EN 103*

*Pre-requisite for SP 102: SP101 or satisfactory performance on placement exam.*

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 credit (Three hours per week)*

***Fulfills Cultures Core Competency Requirement***

## **VF 101 – First-Year Seminar**

*Pre-requisites: None*

First-Year Seminar is a 1-credit course required for graduation. The seminar, designed for first-year students new to Valley Forge Military College, teaches students the necessary skills to succeed at VFMC. Along with orienting students to campus services and culture, the course facilitates the academic transition to college.

*Credits: One semester-hours credit (One hour per week)*

# **College Personnel**

## **6.1 Full-Time Faculty**

Diane M. Amlin, Assistant Professor of Mathematics

Sukalpa Basu, Ph.D., Associate Professor of Mathematics

SFC Hannah Beck, Military Science Instructor

Earl J. Catagnus Jr., Ph.D., Founding Director, Center for the Advancement of Security Studies and Assistant Professor of History and Security Studies

Sean Chambers, English

Martin Clemis, Ph.D., History

Randy Davis, Jr., Assistant Professor of Criminal Justice

Meghan Hanley, Director of ESL

Cynthia Hanscom, Business

Dr. Serena Kurumety, Professor of Health and Biological Sciences

Lucy Manley, English

James McCloskey, Business

G.E. Patrick Murray, Ph.D., Professor Emeritus of History

Arlene Noble, Ph.D., Professor of World Languages

Mohammed Rabbi, Ph.D., Professor of Life Sciences and Environmental Sciences

Deepa Ramakrishnan, Ph.D., Mathematics

Claire Satlof, English

## **6.2 College Administration – located in Sorley House on College Hill**

Dean of the College

Maureen Malone

Associate Dean of Academic Services

Frank Spano

Coordinator of Student Services/Title IX Coordinator

Mike Pachella

College Registrar

Dylan Hileman

Academic Success Advisor

Marney Vandemark