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# WELCOME

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## **Welcome to the QVCC college catalog!**

It is the responsibility of the student to become familiar with the contents of this catalog, including the rules, regulations, and requirements presented herein. Students are eligible for an associate's degree who meet all requirements as stated either in 1) the catalog at the time of their acceptance or re-admission to the college into a degree program (to the extent possible within the current roster of course offerings), or 2) the catalog in effect at the time of their graduation.

The College reserves the right to change course offerings or to modify or change information and regulations printed in this catalog. This catalog should not be construed as a contract between the student and the College.

***Material current and accurate as of August 25, 2016.***

## 4 STEPS TO BECOMING A QVCC STUDENT

### 1. Apply for Admission

- Complete the online Application for Admission. A paper application is available to submit with your \$20 application fee by check, cash, or money order. New, readmit, and transfer students must complete an official application to the college. To apply online you need an email address and a credit card (Visa, Mastercard of Discover) to pay the application fee of \$20.

Admissions correspondence will be via the email you provide to the college. Future correspondence will be to your community college email address.

- Submit final high school transcript, diploma or GED. Homeschooled students should submit a Homeschool Completion Form.
- Submit immunization records for measles, mumps, and rubella if you were born after 1956. You will also need to submit immunization records for varicella (chicken pox) if you were born after 1979 (waived for students who are both non-degree and part-time). **You must submit your immunization records before you will be allowed to register for the semester.** For further information and forms, refer to [www.qvcc.edu/admissions/immunization](http://www.qvcc.edu/admissions/immunization)

### 2. Apply for Financial Aid

- Applying for financial aid is made easier by having the following materials:
  - 2015 Student Federal income tax forms
  - 2015 Parent Federal income tax forms (dependent student)
  - 2015 W-2s
  - School codes - QVCC is 010530
  - Student and parents' Social Security Numbers
- Register for your PIN - Get your key to online financial aid at [www.pin.ed.gov](http://www.pin.ed.gov)
- Apply for aid - Fill out a FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

### 3. Take the Basic Skills Assessment

You need to schedule an appointment for the computerized Basic Skills Assessment (BSA), which is approximately two hours. If you meet the following criteria you are not required to take the BSA:

- Students who have completed an associate, bachelor's or higher college degree.
- Transfer students who submit official transcripts showing proof of successful completion of both an English composition and college level mathematics course.
- Non-degree students seeking to enroll in an occasional course for personal enrichment, or for no more than six (6) credits.
- Students who have taken the SAT or ACT and scored at a level that makes them exempt:

Eligible SAT scores:

Critical Reading or Writing = 450 or higher  
Math = 500 or higher

Eligible ACT scores:

English = 21 or higher  
English and Reading = 47 or higher  
Math = 18-21

Exemption form needs to be submitted to the Student Success Center along with required documentation.

### 4. Advising and Registration

- New students are highly encouraged to meet with an advisor to select the courses appropriate for your degree and/or certificate.
- **Danielson Campus:** Advisors are available in the Student Success Center C129 across from the cafeteria. Stop by or call 860-932-4008.
- **Willimantic Center:** If you only plan on attending our Willimantic Center, advisors are available on a walk-in or appointment basis by calling 860-336-0900.
- You must pay your college fees at the time of registration or be approved for financial aid.
- For further information, students can call the Admissions Office at 860-932-4002.

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## QVCC: AN OVERVIEW

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### President's Welcome



*The mind once enlightened cannot again become dark.*  
--Thomas Paine

From its origins more than four decades ago, Quinebaug Valley Community College has been the portal for thousands of students to begin or continue their college or career studies. Educating people of all ages from all walks of life, QVCC focuses on improving the quality of life for everyone who enters its doors.

At QVCC's two locations in Danielson and Willimantic, you'll find an amazing energy. In our corridors you can feel the pulse of learning, as students and faculty alike engage in lively conversation and debate. Here women and men puzzle out the issues that shape our world – from terrorism to technology, religious persecution to social justice.

You'll also discover that QVCC offers a robust campus life brimming with student clubs, organizations, and cultural activities. The College's LiR program offers amazing courses for its members aged 50 and over who embrace the value of lifelong learning – and the QVCC Foundation works tirelessly to provide financial support to students. (In fact, in the past four years, no QVCC student has graduated with any federal debt.)

As you peruse the pages of this catalog, you'll discover for yourself the rich array of opportunities that QVCC provides – from allied health, business, human services, and technologies to visual arts, advanced manufacturing, education, and accounting. Whatever your career goal, you'll be taught by first-rate faculty who demonstrate a passion for teaching and active learning.

I look forward to seeing you on campus!

Carlee Drummer, Ph.D.  
*President*

## About the College



Quinebaug Valley Community College (QVCC) is a public two-year college, supported by the State of Connecticut and governed by the Board of Regents for Higher Education. Accredited by the New England Association of Schools and Colleges, QVCC is one of 17 institutions in the Connecticut State Colleges & Universities (CSCU) system and serves Windham County in the northeast corner of the state.

QVCC offers first-rate academic programs in accounting, allied health, art, business, computer science, education, engineering, general studies, human services, liberal arts and sciences, manufacturing, science, and technology studies. Graduates transfer easily to top-notch four-year colleges and universities or enter the workforce to begin or continue a career. QVCC also provides robust opportunities for continuing and professional education and custom training programs for business and industry. The College takes pride in being a community center, opening its library and many events to the general public. Lectures, art exhibitions, concerts, and dramatic productions attract many residents to the campus each semester. In short, QVCC is a viable and significant resource in and for the communities served.

### Mission Statement

Quinebaug Valley Community College provides opportunities for northeast Connecticut residents to learn in an affordable, challenging, and supportive environment that enables students to become fully engaged citizens in an ever-changing global community.

*Adopted: June 2016*

## History of QVCC

As early as 1946, a group of area citizens sought to establish a two-year junior college in northeastern Connecticut to meet the educational needs of returning World War II veterans. Their vision finally became a reality in 1965 when the state organized the community college system. In 1969, Connecticut legislators authorized the establishment of a community college in Danielson.

Between 1969 and 1971, strong pressures at the state level mounted to postpone the opening of further colleges for an indefinite period. However, the efforts of the local Citizens Planning Committee and the support of thousands of local citizens who wrote letters to Hartford resulted in the state approving funds for classes to begin in fall 1971.

Under the leadership of Founding President Dr. Robert E. Miller, the College opened with 215 students, eight full-time professional employees, and a few office support personnel. Classes met at Harvard H. Ellis Regional Vocational Technical School and Killingly High School.

Even before the College opened, a Citizens Planning Committee had developed criteria for a campus and had visited several possible sites. By the fall of 1978, however, operating from four "temporary" locations in and around Danielson, QVCC faced the most difficult period in its history. The then Board of Education cut \$1 million from the requested appropriation for the new campus and voted to delay beginning of construction. Many speculated QVCC would be merged with another community college.

An outpouring of citizens' concern persuaded the Board of Higher Education to rescind its delay order and to restore \$500,000 in funding. Within a few years, the state acquired 68 acres of land on Upper Maple Street, and Quinebaug Valley Community College welcomed students to its new campus in 1983.

The College took its name from a small tribe of Native Americans who inhabited the region. According to some sources, Quinebaug literally means "crazy river" - signifying the meandering course of the river that flows through south-central Massachusetts, eastern Connecticut, and western Rhode Island.

In 1986, QVCC opened a satellite location in Willimantic to better serve residents in southern Windham County. During the summer of 1992, the legislature authorized the merger of the community and technical colleges, enabling the College to expand its mission by offering career and technical education. In May 1992, after the retirement of Dr. Miller, Dianne E. Williams became the second president, and the following January, QVCC became a comprehensive community college.

After Ms. Williams retired, Dr. Ross Tomlin became the third president, serving from March 2010 to November 2012. Dr. Miller returned as interim president from December 2012 through July 2013, and Dr. Carmen Cid served as interim president through June 2014. Dr. Carlee R. Drummer began her tenure as the fourth president on July 1, 2014.



## Campus and Facilities

QVCC conducts its educational and service programs from two locations: a 68-acre campus on the outskirts of Danielson and a Center in downtown Willimantic.

### Danielson Campus

On the main campus is a large two-story structure consisting of three wings and a central core. There are also several modular office buildings.

#### East Wing

Classrooms  
Dean of Academic Affairs and Student Services  
Faculty offices  
IT Department  
Science, computer, and medical assisting laboratories

#### North wing:

Advanced Manufacturing Technology Center  
Art studios

#### Central core:

Admissions  
Advising  
Allied Health Lab  
Business Office  
Cafeteria  
Citizens National Bank Corporate Seminar Room  
Dean of Administrative Services  
Facilities Department  
Faculty Offices  
Financial Aid  
Fireside Lounge  
Human Resources  
Learning Center  
Library  
Records  
Robert E. Miller Auditorium  
Student Affairs  
Student Success Center

#### West wing:

Atrium  
Bookstore  
Classrooms  
Community and Professional Education  
Community room  
Faculty offices  
Institutional Research  
Marketing & Communications  
President's Office  
QVCC Foundation  
Reading room  
Spirol Art Gallery

#### Modular Buildings:

Faculty offices  
STRIDE Program  
Veterans' OASIS



### Quinebaug Middle College Wing

In January of 2014, construction was completed on a 38,000 square foot addition on the east end of the building to house the Quinebaug Middle College magnet high school, which has been embedded in QVCC since 2008. The new wing is used by the Middle College during the day and available for college use in the evenings. During the same construction project, QVCC's cafeteria and library were expanded by approximately 2500 square feet each. The new facilities will allow the Middle College to grow to 180 students. The new wing includes:

- 3 regular classrooms
- 2 science labs
- 3 computer classrooms
- Art classroom
- Music room plus 2 recording studios
- Half gym and fitness room
- 3 collaborative classrooms
- Administrative and faculty offices

### QVCC Advanced Manufacturing Technology Center

The new Advanced Manufacturing Technology Center is currently on schedule to open for classes in the fall of 2016. This 10,000 square foot facility will be equipped with the latest technologies available in today's machining world, including a lab exclusively for Mechatronics and another lab for Metrology. Complete with geo-thermal heating and cooling, the surrounding property will be fitted with rain gardens complementing the outside area. The facility will offer both credit certificate courses and noncredit short-term training in both day and evening sessions. The building includes:

- Machine lab
- Metrology lab
- Mechatronics lab
- Conference room
- Adjunct and faculty office
- Classroom and computer lab
- Tool crib

### Student Affairs Office

The Student Affairs Office (C151), located next to the Fireside Lounge, houses:

- Director of Student Services
- College Career Pathways
- Developmental Education
- Disability Services
- Records Office/Registrar
- Transition Services
- Veterans' Services

### Student Success Center

The Student Success Center (C129)

- Admissions
- Advising Services
- Career Services
- Financial Aid
- Transfer Services

Staff members assist students with applications, financial aid, registration, changing majors, and questions pertaining to admissions, transfer in, and transfer out. Students can also access an up-to-date job posting board, computers, and a fax service.

### Library

The QVCC Library provides a range of information resources and services to the college community. The library's physical collection contains approximately 30,000 print books, 100 print periodicals, and more than 2,000 DVDs. The online library contains more than 250,000 ebooks; 50 article databases containing more than a half million articles from journals, magazines, and newspapers; and a streaming video collection with more than 20,000 documentary videos. Information literacy instruction is provided to individuals and classes in both Danielson and Willimantic. The Danielson library provides ample meeting space for both individuals and groups, including quiet study space, a quiet computer lab, and two student study rooms. In Willimantic, the library learning center provides research help via scheduled reference services, individual appointments, and class instruction sessions. The library's media department maintains the library webpages and provides comprehensive media support for college programs and classes.

### Learning Center

The Learning Center provides extensive learning support services to individual students and classes at the College, including exam proctoring, workshops in specialty subjects, and individual and small group academic assistance. Professional and trained peer tutors provide assistance by appointment and on a walk-in basis. Extended Learning Center hours make it available for both day and evening students. Similar services are provided at the Willimantic Center Library Learning Center. Online tutoring services are also available.

### Bookstore

Follett operates a bookstore in Danielson as well as a smaller store at the Willimantic Center that is open during the first few weeks of each semester. The main Danielson Bookstore is

located just off the atrium in the west wing. In addition to textbooks, the Bookstore carries all necessary art and school supplies, as well as clothing, backpacks, and gift items.

### Quinebaug Middle College

This regional magnet high school, which opened its doors in 2008, offers an innovative educational experience to non-traditional learners in grades 10-12 who are capable students, but in danger of dropping out of school. Located on the Danielson campus, QMC provides students with the individual support they need to succeed while they complete their high school education, attend college classes and earn college credits. Community service, internships and student engagement are essential educational components of this unique high school/college experience. QMC is run by EASTCONN, a public, non-profit agency that serves the educational needs of schools, organizations, communities, and individuals of all ages in northeastern Connecticut. After the construction of a new building is completed in 2013, QMC will enroll approximately 225 students.

### Steppingstones

A licensed child-care center, Steppingstones, is located on the Danielson campus. Steppingstones is open to the public, but preference is given to QVCC staff and students. The center provides a quality program for preschool-aged children ages 3 to 5. In addition, the center offers an after school program for children up to 10 years of age and serves as an observation opportunity for students in child development classes. For more information, contact Steppingstones at 860-774-2548.

### STRIDE Program

STRIDE is a unique, state-funded transitional support workforce development program operating within the Quinebaug Valley Community College's Community Engagement Department. The STRIDE Program serves a targeted group of incarcerated men and women both pre-and post-release from York Correctional Institute in Niantic, Niantic Annex Correctional Institution in Niantic, Bridgeport Correctional Center in Bridgeport, Corrigan-Radgowski Correctional Center in Uncasville, and Willard-Cybulski Correctional Institution and Cybulski Community Reintegration Center in Enfield. The class curriculum and post-release services are collaboratively designed to assist the men and women in successfully re-entering the workforce upon release and to resume their parental roles. Eligibility of criteria is as follows: must be currently incarcerated at one of the participating STRIDE correctional facilities; must be a non-custodial parent of a child under the age of 25; is or has been a recipient of any CT state assistance program such as TFA, SAGA/LIA, HUSKY, SNAP; must be committed to becoming employed and plan to remain in the state of CT; must be able to make and keep scheduled appointments with STRIDE staff, both on a pre- and post-release basis.

STRIDE is designed to provide participants with job readiness, job search, job placement, and job retention skills and support that will promote access to higher paying, personally relevant jobs. Participants receive one-on-one counseling and group support as well as pre and post-release case management

services. In addition, community transition plans address barriers and needs regarding housing, transportation, clothing and family reunification.

STRIDE participants have an 8%\* recidivism rate compared to 47%\* with no reentry program in place. The STRIDE Program is co-founder of the Windham County Reentry Council. Awards and accomplishments include: 2012 Bellwether Award Winner in Workforce Development Category, 2009 CT Alliance for Basic Human Needs (CABHN) Award for STRIDE's tireless work on shaping the 2010-2011 state budget, Workforce development national finalist at Community College Futures Assembly 2007 Bellwether Awards, and Bronze Telly Award winner in 2007 for STRIDE video.

For additional information, contact Julie Scrapchansky, STRIDE program director, at 860-932-4146.

*\*Based on the 2011 Annual Recidivism Report from the State of Connecticut, Office of Policy & Management Criminal Justice Policy and Planning Division. \*\*STRIDE recidivism rate based on all participating clients.*

### Willimantic Center

The Willimantic Center was established in 1986 in an effort to facilitate access to educational offerings to residents of the southwestern corner of QVCC's service area, and was expanded in 2005. The Center houses classrooms, state-of-the-art computer labs, library, learning center, lounge, and offices. Located in downtown Willimantic, the Center offers credit and non-credit courses, English as a Second Language courses, job-focused training, customized training programs for local employers, learning support services, and career services.

In April 2000, the Board of Governors for Higher Education gave approval to offer more than 50 percent of coursework in four programs at the Willimantic Center: Liberal Arts and Sciences, General Studies, Business Administration, Business Office Technology.

For more information on Willimantic Center offerings, call 860-336-0900.

## Programs of Study

### Associate Degree Programs

The associate degree represents college-level work requiring a minimum of 60 and a maximum of 68 semester hours of credit. Quinebaug Valley Community College grants the degrees of Associate in Arts and Associate in Science. These degrees are conferred by program as follows:

#### Associate in Arts (A.A.)

Liberal Arts and Sciences  
Pathway to Teaching Careers  
Visual Arts

#### Associate in Science (A.S.)

Accounting  
Business Administration  
Business Administration: Business Information Systems  
Business Administration: Health Care Management  
Business Administration: Management  
Computer Networking  
Computer Services: IT Support Specialist  
Computer Services: Web Development  
Early Childhood Education  
Engineering Science  
General Studies  
Human Services  
Medical Laboratory Technician (*pending approval from BOR*)  
Medical Assisting  
Technology Studies

- Biomolecular Science Option
- Computer Aided Design Option
- Engineering Technology Option
- Environmental Science Option
- Lean Manufacturing & Supply Chain Management Option
- Plastics Option

*Some programs have additional entrance requirements. Selection of a program should be made in consultation with a college advisor.*

### Certificate Programs

The College also awards a certificate to a matriculated student who has completed a planned program of study not leading to a degree.

#### QVCC awards certificates in the following fields:

Accounting

- Applied
- Advanced

Administrative Medical Office Skills  
Associate Network Specialist  
Computer Aided Design  
Early Childhood Education  
Graphic Arts  
Health Career Pathways  
Health Information Management Technician: Coding Specialist  
Management

- Applied
- Advanced

Manufacturing

- Advanced Manufacturing Machine Technology
- Lean

Microcomputer Software

- Applications
- Fundamentals

Patient Care Technician  
Phlebotomy  
Photography  
Plastics Technology  
Senior Network Specialist  
Studio Art  
Supply Chain Management  
Web Design



# ASSOCIATE DEGREE PROGRAMS

## Accounting

Associate in Science Degree  
(60 semester hours minimum)

The accounting degree combines theory and practice and gives the student an opportunity to gain a thorough background in each area. A career in accounting can bring great rewards and solid job opportunities.

In addition to General Education Outcomes, learners who complete the Accounting degree will:

- Understand accounting system designs, and be able to set up a specific accounting system, including statements of income and retained earnings, balance sheets, and statements of cash flow
- Understand the basic principles of financial analysis and be able to apply these and other basic mathematical calculations to the business world
- Demonstrate an understanding of tax law as it applies to the individual and business world
- Be able to apply computer skills to business
- Understand the principles of problem solving including creative and critical thinking, and apply these to both business and personal situations so as to be intelligent decision makers, individually and in groups
- Understand individual business disciplines and their relationship to the world of business
- Realize the importance of and understand the U.S. economic system
- Understand the U.S. legal system and those facets of law applicable to the world of business
- Demonstrate elementary proficiency in a foreign language
- Appreciate the liberal arts and their relation to the business world

*While students entering the program are not required to have successfully completed the Basic Skills Assessment requirement to enroll in Program Core courses without prerequisites, practice has shown that for success, students should first complete the BSA courses or be taking them concurrently with Program Core courses. Students are also recommended to have basic keyboarding skills.*

*For more information, contact Program Coordinator Jennifer Oliver.*

### General Education Core

Dept. & No.	Title of Course	Credits
<i>Communication Skills 6 Credits</i>		
ENG* 101	Composition	3
	Communication Elective	3
<i>Humanities 6 Credits</i>		
	Humanities Elective <sup>1</sup>	3
	Humanities Elective <sup>1</sup>	3
<i>Math/Science 6 - 8 Credits</i>		
MAT* 137	Intermediate Algebra	
or	or	
Higher	Higher Level Mathematics	3/4
	Science Elective	3/4
<i>Social Sciences 9 Credits</i>		
ANT* 105	Introduction to Cultural Anthropology	
or	or	
HSE* 213	Conflict Resolution	
or	or	
PSY* 111	General Psychology I	
or	or	
PSY* 112	General Psychology II	
or	or	
SOC* 101	Principles of Sociology	3
	Economics Elective	3
	History Elective <sup>2</sup>	3

### Program Core

ACC* 113	Principles of Financial Accounting	3
ACC* 117	Principles of Managerial Accounting	3
ACC* 123	Accounting Software Applications <sup>3</sup>	3
ACC* 241	Federal Taxes I	3
ACC* 271	Intermediate Accounting I	3
ACC* 272	Intermediate Accounting II	
	or	
	Business Directed Elective <sup>4</sup>	3
BMG* 210	Organizational Behavior	3
BBG* 280	Problem Solving & Decision-Making	3
BBG* 294	Business Internship	3
BFN* 201	Principles of Finance	3
CSA* 135	Spreadsheet Applications <sup>4</sup>	
or	or	
BBG* 115	Business Software Applications	3
<b>Total Program Credits</b>		<b>60</b>

<sup>1</sup> The humanities elective is to be chosen for all Humanities, excluding writing and communication courses, with a preference for Art courses.

<sup>2</sup> A survey of History course is recommended.

<sup>3</sup> Students without computer experience should take CSA\* 105 first.

<sup>4</sup> Please see the program coordinator for guidance.

## Business Administration

### Associate in Science Degree (60 semester hours minimum)

The business administration degree program seeks to provide the information and understanding necessary for effective leadership and intelligent decision-making. Students completing the degree should be ready to enter a supervisory position in business or industry.

In addition to General Education Outcomes, learners who complete the Business Administration degree will:

- Understand individual business disciplines and their relationship to the world of business
- Realize the importance of and understand the U.S. economic system
- Understand the importance of synergy in and functions of management
- Know the importance of satisfying consumer needs and the central role of marketing in the business process
- Know how to utilize people as an effective resource for management
- Understand the U.S. legal system and those facets of law applicable to the world of business
- Be able to apply computer skills to business
- Understand, create and analyze basic financial statements
- Understand the basic principles of financial analysis and be able to apply these and other basic mathematical calculations to the business world
- Understand the principles of problem solving including creative and critical thinking, and apply these to both business and personal situations so as to be intelligent decision makers, individually and in groups
- Demonstrate elementary proficiency in a foreign language and understand the importance of business globalization
- Appreciate the liberal arts and their relation to the business world.

While students entering the program are not required to have successfully completed the Basic Skills Assessment requirement to enroll in Program Core courses without prerequisites, practice has shown that for success students should first complete the BSA courses or be taking them concurrently with Program Core courses. Students are also recommended to have basic keyboarding skills.

For more information, contact Program Coordinator Jennifer Oliver.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 6 Credits			
ENG*	101	Composition	3
		Communication Elective (BMG* 204 recommended)	3
Humanities 6 Credits			
		Humanities Elective <sup>1</sup>	3
		Humanities Elective	3
Math/Science 6 or 8 Credits			
MAT*	137	Intermediate Algebra	
or		or	
higher		Higher level Math	3/4
		Science Elective	3/4
Social Sciences 9 Credits			
ECN*	102	Principles of Microeconomics	3
Choose one course from the list below:			
ANT*	105	Introduction to Cultural Anthropology	
or		or	
HSE*	213	Conflict Resolution	
or		or	
PSY*	101	General Psychology I	
or		or	
PSY*	111	General Psychology II	
or		or	
SOC*	112	Principles of Sociology (PSY* 111 recommended)	3
		History Elective <sup>2</sup>	3
Program Core			
ACC*	113	Principles of Financial Accounting	3
ECN*	101	Principles of Macroeconomics	3
Program Core/Directed Electives 15 Credits			15
BUS/ACC Electives <sup>3</sup> 12 Credits			
ACC*	117	Principles of Managerial Accounting	
and/or		and/or	
BFN*	201	Business Finance	
			12
Total Program Credits			60

<sup>1</sup> The humanities elective is to be chosen from all humanities, excluding writing and communication courses, with a preference for Art courses.

<sup>2</sup> A survey of History course is recommended.

<sup>3</sup> Students must take 12 credits for this requirement from the following after discussion with advisor: ACC\* 117, ACC\* 123, ACC\* 241, ACC\* 271, ACC\* 272, BBG\* 101, BBG\* 115, BBG\* 230, BBG\* 280, BBG\* 294, BFN\* 201, BMG\* 202, BMG\* 220, BMK\* 201, CSA\* 135

## Business Administration - Business Information Systems Option

Associate in Science Degree  
(60 semester hours minimum)

Incorporating selected courses beyond those required in the Business Administration core, the Business Information Systems (BIS) option allows for a focus on the creation and administration of information systems to improve the performance of organizations. Students enrolled in the option will also identify and apply strategies to integrate the fundamentals of organizational management with information technology. According to the CT Department of Labor, job growth in Computer and Information Systems Managers is expected to grow much faster than average. Although much of the growth in this area is expected to require a bachelor's degree or higher, the BIS program prepares students to go on to either entry level jobs in the field of information technology management and/or transfer to the CSU's through the TAP articulation.

In addition to General Education Outcomes, learners who complete the Business Administration: Business Information Systems degree will:

- Identify information technology solutions available in business decision making scenarios (students will be assessed through individual research papers, group presentations and tests);
- Apply various information technology solutions to decision making scenarios (students will be assessed via papers as well as individual and group case studies);
- Demonstrate an ability to facilitate communication between and integration of decision makers and technology resources (content area individual assessments (i.e. tests) and case studies).

While students entering the program are not required to have successfully completed the Basic Skills Assessment requirement to enroll in Program Core courses without prerequisites, practice has shown that for success students should first complete the BSA courses or be taking them concurrently with Program Core courses. Students are also recommended to have basic keyboarding skills.

For more information, contact Program Coordinator Jennifer Oliver.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 6 Credits			
ENG*	101	Composition	3
BMG*	204	Managerial Communication	3
Humanities 6 Credits			
ENG*	102	Literature and Composition	
or		or	
ENG*	110	Introduction to Literature	3
		Hum Elective (Aesthetic Dimension Elec.)	3
Math/Science 9 Credits			
MAT*	137	Intermediate Algebra	
or		or	
higher		Higher level Math	3/4
		Science Elective (PSY* 111 recommended)	3
		Science Elective	3
Social Sciences 6 Credits			
ECN*	102	Principles of Microeconomics	3
		History Elective <sup>1</sup>	3
Program Core 21 Credits			
ACC*	113	Principles of Financial Accounting	3
ECN*	101	Principles of Macroeconomics	3
BFN*	201	Principles of Finance	3
BMG*	202	Principles of Management	3
BMK*	201	Marketing	3
BBG*	115	Business Software Applications	3
		Business Directed Elective	3
Option Core 12 Credits			
CSC*	106	Structured Programming	3
CST*	150	Web Design and Development	3
CST*	130	Network Essentials	3
CST*	170	Intro to Local Area Networks	3
Total Program Credits			60

<sup>1</sup> A survey of History course is recommended.

\* Students are encouraged to take a physical science with a lab.

## Business Administration: Health Care Management Option

Associate in Science Degree  
(60 semester hours minimum)

The Health Care Management degree consists of a combination of health care and business courses that will allow students to gain the skills to meet the challenges of today's health care system. Graduates of this program will be prepared for entry level management positions in various health care facilities. This degree offers a career pathway for graduates from certificates in medical office skills, HIMT: medical coding, phlebotomy, advanced accounting, applied management, and/or advanced management, looking to continue their education.

In addition to General Education Outcomes, learners who complete the Business Administration: Health Care Management degree will:

- Integrate knowledge and acquired skills to function as a competent manager in a health care setting
- Use medical terminology and general business vocabulary specific to the field of health care management
- Identify and address the needs of both the patient and employees in a medical facility
- Utilize his/her attained knowledge of various administrative medical facility procedures, practices, and technologies to complete simulated "real-world" tasks
- Effectively apply relevant management skills in a health care office setting
- Appropriately identify and effectively apply legal and ethical standards of practice
- Understand the principles of problem solving, including creative and critical thinking, and apply them to both business and person situations

For more information, contact Program Coordinators Cheri Goretti or Jennifer Oliver.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 3 Credits			
ENG*	101	Composition	3
Liberal Arts and Sciences 3 Credits			
PSY*	111	General Psychology I	
or	or	or	
SOC*	101	Principles of Sociology	3
Humanities 3 Credits			
Humanities Elective			3
Math/Science 6 or 7 Credits			
MAT*	137	Intermediate Algebra (or higher)	3/4
BIO*	110	Principles of Human Biology	3
Social Sciences 9 Credits			
ECN*	101	Principles of Macroeconomics	3
ECN*	102	Principles of Microeconomics	3
History Elective			3
Program Core			
ACC*	113	Principles of Financial Accounting	3
BBG*	101	Introduction to Business	3
BMG*	202	Principles of Management	3
BMG*	210	Organizational Behavior	3
BMG*	220	Human Resource Management	3
HIM*	102	Introduction to Health Care Systems	3
HLT*	170	Law & Ethics for the Health Care Professional	3
MED*	111	Administrative Medical Assisting	3
MED*	112	Medical Insurance and Billing	3
MED*	125	Medical Terminology	3
MED*	131	Clinical Medical Assisting	3
MED*	216	Electronic Medical Records Management	3
Total Program Credits			60

## Business Administration: Management Option

Associate in Science Degree  
(60 semester hours minimum)

Beyond the core Business Administration courses, the Management option will focus on the importance of synergy in and the functions of management in the business world. The dynamics of organizational behavior and the importance of effective human resource management will also be explored. The cores of any organization, managers often are called upon to provide stability and focus to accomplish operational initiatives. According to the CT Department of Labor, job growth in Management Analysts and First Line Supervisors/Managers (in all sectors) is expected to grow about as fast as average. Although some of the jobs in this field may require a bachelor's degree or higher, the Management option will prepare students to go on to either entry level jobs in the field and/or transfer to the CSU's through the TAP articulation.

In addition to General Education Outcomes, learners who complete the Business Administration: Management degree will:

- Demonstrate an understanding of the importance of financial statements and financial analysis to interpret operating results (students will be assessed via case study, written papers and/or presentations);
- Demonstrate the ability to apply the various principles of problem solving to business situations so as to become an intelligent decision maker (students will be assessed through individual and group case studies and papers);
- Understand the impact the U.S. legal system has on making business decisions (students will be assessed through case study analysis and tests).

While students entering the program are not required to have successfully completed the Basic Skills Assessment requirement to enroll in Program Core courses without prerequisites, practice has shown that for success students should first complete the BSA courses or be taking them concurrently with Program Core courses. Students are also recommended to have basic keyboarding skills.

For more information, contact Program Coordinator Jennifer Oliver.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 6 Credits			
ENG*	101	Composition	3
BMG*	204	Managerial Communication	3
Humanities 6 Credits			
ENG*	102	Literature and Composition	
or		or	
ENG*	110	Introduction to Literature	3
		Hum Elective (Aesthetic Dimension Elec.)	3
Math/Science 9 Credits			
MAT*	137	Intermediate Algebra	
or		or	
higher		Higher level Math	3/4
		Science Elective (PSY* 111 recommended)	3/4
		Science Elective	3
Social Sciences 6 Credits			
ECN*	102	Principles of Microeconomics	3
		History Elective <sup>1</sup>	3
Program Core 21 Credits			
ACC*	113	Principles of Financial Accounting	3
ECN*	101	Principles of Macroeconomics	3
BFN*	201	Principles of Finance	3
BMG*	202	Principles of Management	3
BMK*	201	Marketing	3
BBG*	115	Business Software Applications	3
		Business Directed Elective	3
Option Core 12 Credits			
ACC*	117	Managerial Accounting	3
BBG*	230	Business Law Elective	
or		or	
BBG*	234	Legal Environment of Business	3
BMG*	210	Organizational Behavior	3
BMG *	220	Human Resource Management	3
Total Program Credits			60

<sup>1</sup> A survey of History course is recommended.

Note: Students are encouraged to take a physical science with a lab.

## Computer Networking

### Associate in Science Degree (60 semester hours minimum)

This vocational program is designed to prepare successful students for immediate employment in the networking area of computer services occupations. The College believes that this program is consistent with its mission to be an active partner in local economic development by providing skilled entry level workers.

In addition to General Education Outcomes, learners who complete the Computer Networking degree will:

- Demonstrate introductory knowledge of a programming language and of operating systems
- Identify the different types of hardware and software that are required in networking
- Distinguish between computer processes, services and protocols
- Describe how protocols are used to transmit information across a network
- Identify the flow of information between two communicating computers
- Describe current technologies used in local area networks (LANs)
- Describe current technologies used in wide area networks (WANs)
- Identify when to use a switch, hub or router
- Identify TCP/IP layers, components and functions and the services these applications provide
- Identify the need for Virtual LANs
- Describe common application servers used for Internet access
- Retrieve Internet information through a wide variety of applications
- Discuss routing methodologies and routing protocols
- Be able to list the common WAN protocols, and understand the specific functions of the Network Layer in terms of network addressing
- Determine the root cause of a technical problem
- List ways to measure networking traffic
- Evaluate networking equipment to solve a performance problem

For more information, contact Program Coordinator Chris Parden.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 9 Credits			
ENG*	101	Composition	3
ENG*	202	Technical Writing	3
COM*	173	Public Speaking	3
Humanities 6 Credits			
		Fine Arts Elective <sup>5</sup>	3
		Humanities Elective <sup>1</sup>	3
Math/Science 6 or 7 Credits			
MAT*	137	Intermediate Algebra	
or		or	
higher		Higher Level Mathematics <sup>2</sup>	3
		Science Elective <sup>3</sup>	3/4
Social Sciences 3 Credits			
		Social Science Elective <sup>4</sup>	3
Program Core			
CSC*	106	Structured Programming	3
CST*	120	Introduction to Operating Systems	3
CST*	130	Network Essentials I	3
CST*	140	Introduction to Computer Hardware	3
CST*	170	Introduction to Local Area Networks	3
CST*	196	Protocol Analysis	3
CST*	229	Network Routers and Switches	3
CST*	234	Network +	3
CST*	260	System Architecture	3
CST*	261	Network Design	3
CST*	270	Network Security Fundamentals	3
		Technical Elective <sup>6</sup>	3
Total Program Credits			60

<sup>1</sup> Course to be selected from the following areas: American sign language, art history, humanities, foreign languages, literature, theater, or philosophy. PHL\* 111 Ethics, or HUM\* 101 Introduction to Humanities are recommended for students transferring to a four-year computer science curriculum.

<sup>2</sup> Students transferring to a four-year computer science curriculum should take MAT\* 186 and/or MAT\* 254.

<sup>3</sup> PHY\* 121 General Physics I or PHY\* 221 Calculus-Based Physics I is recommended for students transferring to a four-year computer science curriculum.

<sup>4</sup> HSE\* 213 or ANT\* 105 is recommended.

<sup>5</sup> DGA\* or GRA\* is recommended.

<sup>6</sup> Courses to be selected from the following areas: CSA\*, CSC\*, and/or CST\*.



## Computer Services: Web Development Option

Associate in Science Degree  
(62/63 semester hours minimum)

The Computer Services Web Development Option provides learners with a solid background in server side integration and webmaster tasks that are needed to develop and maintain web sites. This technology focused degree includes topics such as web page development, server side programming, data backup and information security practices. Business and industry continue to use the Internet to tap into new markets that become available not just in Connecticut, but worldwide as traditional boundaries are transcended by broadband speeds. Consequently, the need for qualified computer technologists to create and maintain the web servers, web pages, and transactions that comprise a modern e-commerce venture will only continue to expand.

In addition to General Education Outcomes, learners who complete the Computer Services: Web Development Option degree will:

- Use the core technologies of current markup languages such as HTML, XHTML and CSS for web development and design
- Demonstrate an understanding of and familiarity with web site development requirements, skills and techniques, and web site design principles
- Design and implement accessibility-compliant user interfaces. Students will demonstrate this skill by creating web sites that meet web accessibility standards as described by the World Wide Web Consortium (W3C) guidelines;
- Design and produce dynamic web content that interacts with the user. Students will demonstrate this skill by creating web sites that employ the fundamental client side interactive Internet technologies, such as Javascript, Dynamic HTML, and Macromedia Flash
- Design and build web sites that incorporate the graphical elements required of business web sites. Students will demonstrate this skill by creating web sites that employ all of the major industry standard graphical file formats and graphical compression techniques
- Demonstrate familiarity with the principles of good design and use computer graphic programs to produce individual design projects
- Demonstrate fluency in two and three dimensional design concepts such as drawing, line, space, color, texture, composition and how to convey these in a digital format for web based users

For more information, contact Program Coordinator Chris Parden.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 9 Credits			
ENG*	101	Composition	3
ENG*	202	Technical Writing	3
COM*	171	Fundamentals of Human Communication	
or		or	
COM*	176	Business & Professional Communication	3
Humanities 3 Credits			
		Humanities Elective <sup>1</sup>	3
Math/Science 6 or 7 Credits			
MAT*	137	Intermediate Algebra	
or		or	
higher <sup>2</sup>		Higher Level Mathematics	3
		Science Elective <sup>3</sup>	3/4
Social Sciences 3 Credits			
HSE*	213	Conflict Resolution	
or		or	
ANT*	105	Introduction to Cultural Anthropology	3
Interdisciplinary Studies 3 Credits			
IS	135	Principles of Problem Solving	3
Program Core: Software Applications Option			
CST**	150	Web Design and Development I	3
CST*	250	Web Design and Development II	3
CST*	130	Network Essentials	3
CST*	170	Introduction to Local Area Networks	3
CSC*	106	Structured Programming	3
CSC*	226	Object Oriented Programming in JAVA	4
DGA*	111	Introduction to Computer Graphics	3
CST*	270	Network Security Fundamentals	3
CST*	258	Fundamentals of Internet Programming	4
CSC*	230	Database Concepts with Web Apps	3
CSC*	295	Cooperative Education/Work Experience I	3
Technical Elective			
Total Program Credits			62/63

<sup>1</sup> Course to be selected from the following areas: art history, humanities, foreign languages, sign language, literature, theater, or philosophy. PHIL\* 113 Ethics, or HUM\* 101 Introduction to Humanities are recommended for students transferring to a four year computer science curriculum.

<sup>2</sup> Students transferring to a four-year computer science curriculum should take MAT\* 186 and/or MAT\* 254.

<sup>3</sup> PHY\* 121 General Physics I or PHY\* 221 Calculus-Based Physics I is recommended for students transferring to a four-year computer science curriculum.

## Computer Services: IT Support Services Option

Associate in Science Degree  
(61 semester hours minimum)

The Computer Services IT Support Services option provides students with a broad combination of knowledge and skills needed to become a computer technician. This includes knowledge of computer hardware setup and configuration. Coursework in the degree also covers operating system installation, local area networking, and software applications including basic web page development. Troubleshooting and problem solving strategies are emphasized throughout the various covered topics. A hands-on internship is included to provide practical experience in an IT organization as a computer technician or help desk specialist.

In addition to General Education Outcomes, learners who complete the Computer Services: IT Support Services Option degree will:

- Describe the features and functions of the major categories of applications software (word packaging, database, spreadsheet, presentation, e-mail, browsers, etc.);
- Identify computer hardware components and perform basic hardware installation and configuration suitable for passing industry certification exams. This includes basic computer networking components and the ability to configure and maintain a local area network;
- Describe the features of current computer operating systems and perform installation and maintenance tasks such as installing and configuring software, uninstalling operating system software, configuring software for accessibility by disabled individuals, installing and configuring applications software upgrades, and modifying an operating system
- Demonstrate competency in programming concepts such as variable declaration/use, decision structures, loops, and functions;
- Demonstrate a working knowledge of the Internet that includes effective strategies for online research and correct citation of Internet based resources as well as a basic knowledge of web page development including the ability to read and troubleshoot html code;
- Understand problem solving techniques that require collaborative and cooperative efforts;
- Demonstrate competency in the development of effective verbal and written workplace communication

For more information, contact Program Coordinator Chris Parden.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 9 Credits			
ENG*	101	Composition	3
ENG*	202	Technical Writing	3
COM*	173	Public Speaking	3
Humanities 6 Credits			
		Fine Arts Elective <sup>5</sup>	3
		Humanities Elective <sup>1</sup>	3
Math/Science 6 or 7 Credits			
MAT*	137	Intermediate Algebra	
or		or	
Higher		Higher Level Mathematics <sup>2</sup>	3
		Science Elective <sup>3</sup>	3/4
Social Sciences 3 Credits			
		Social Science Elective <sup>4</sup>	3
Program Core: IT Support Services Option			
BBG*	115	Business Software Application	3
CSC*	106	Structured Programming	3
CST*	120	Introduction to Operating Systems	
CST*	130	Network Essentials	3
CSA*	135	Spreadsheet Applications	3
CST*	140	Introduction to Computer Hardware	3
CSA*	145	Database Management	3
CST*	150	Web Design and Development I	3
CST*	237	SysAdmin I - Client Server	4
CST*	275	Information Security	3
		Technical Elective <sup>6</sup>	3
		Technical Elective <sup>6</sup>	3
Total Program Credits			66

<sup>1</sup> Course to be selected from the following areas: American sign language, art history, humanities, foreign languages, literature, theater, or philosophy. PHL\* 111 Ethics, or HUM\* 101 Introduction to Humanities are recommended for students transferring to a four year computer science curriculum.

<sup>2</sup> Students transferring to a four-year computer science curriculum should take MAT\* 186 and/or MAT\* 254.

<sup>3</sup> PHY\* 121 General Physics I or PHY\* 221 Calculus-Based Physics I is recommended for students transferring to a four-year computer science curriculum.

<sup>4</sup> HSE\* 213 or ANT\* 105 is recommended.

<sup>5</sup> DGA\* or GRA\* is recommended.

<sup>6</sup> Courses to be selected from the following areas: CSA\*, CSC\*, and/or CST\*.

## CSCU Pathway Transfer Degrees

Students at QVCC can complete associate degree programs that transfer to all Connecticut State Universities (CSU) and Charter Oak State College offering their major. These are liberal arts and science degrees each focusing on a specific discipline. Upon transfer, students are guaranteed full junior status and can complete a bachelor's degree in their major without losing any credits or being required to take extra credits beyond the normal bachelor's degree load.

Students in a CSCU Pathway Transfer Degree will complete the first 60-63 credits at QVCC and the final 60-63 credits at a CSU.

Each pathway spells out the range of course—choices to be made based on intended learning competencies in the core 30 credit framework of a program; a second block of 30 course credits will be chosen based on the expectations of receiving institutions in the CSCU System according to a student's intended major. Students should work with an advisor at the college to determine their best path of study, as well as to make effective course choices as they progress in their degree.

For further information, visit: <http://www.ct.edu/transfer>

As of Fall 2016, the following transfer degrees are available:

Biology Studies, A.A.  
 Communication Studies, A.A.  
 Criminology Studies, A.A.  
 English Studies, A.A.  
 History Studies, A.A.  
 Mathematics Studies, A.A.  
 Political Science Studies, A.A.  
 Psychology Studies, A.A.  
 Social Work Studies, A.A.  
 Sociology Studies, A.A.

## CSCU Pathway Transfer: Biology Studies

Associate in Arts Degree  
 (60-61 semester hours minimum)

### FRAMEWORK30

	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101	3
Written Communication II	See TAP Competencies	3
Scientific Reasoning	BIO* 121	4
Scientific Knowledge & Understanding	CHE* 121	4
Quantitative Reasoning	MAT* 186	4
Historical Knowledge & Understanding	See TAP Competencies	3
Social Phenomena	See TAP Competencies	3
Aesthetic Dimensions	See TAP Competencies	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	See TAP Competencies	3
Competency 2: Critical Analysis & Logical Thinking	See TAP Competencies	3
Framework30 Total		33

### PATHWAY30

#### Major Program Requirements:

General Biology II	BIO* 122	4
General Chemistry II	CHE* 122	4
General Physics I or Organic Chemistry	PHY* 121 or CHE* 211	4
Microbiology or Choose any 200 level BIO* lab science	BIO* 235 or BIO* 2XX	4
Calculus I or General Education Elective	MAT* 254 or General Elective	3/4
Ecology or Choose 200 level BIO* lab science	BIO* 270 or BIO* 2XX	4
General Physics II	PHY* 122	4
Pathway30 Total		27-28
<b>Biology Pathway 60</b>	<b>Total</b>	<b>61</b>

For more information, contact Professor Melissa Phillion.

## CSCU Pathway Transfer: Chemistry Studies

Associate in Arts Degree  
(62 semester hours minimum)

FRAMEWORK30		
	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101	3
Written Communication II	See TAP Competencies	3
Scientific Reasoning	CHE* 121	4
Scientific Knowledge & Understanding	CHE* 122	4
Quantitative Reasoning	MAT* 254	4
Historical Knowledge & Understanding	See TAP Competencies	3
Social Phenomena	See TAP Competencies	3
Aesthetic Dimensions	See TAP Competencies	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	See TAP Competencies	3
Competency 2: Critical Analysis & Logical Thinking	See TAP Competencies	3
Framework30 Total		33
PATHWAY30		
<i>Major Program Requirements:</i>		
Organic Chemistry I	CHE* 211	4
Organic Chemistry II	CHE* 212	4
Calculus-Based Physics I or General Physics I	PHY* 221 (Alt. PHY* 121 ***)	4
Calculus-Based Physics II or General Physics II	PHY* 222 (Alt. PHY* 122 ***)	4
Calculus II	MAT* 256	4
<i>Unrestricted Free Electives:</i>		9
Pathway30 Total		29
<b>Chemistry Pathway60 Total</b>		<b>62</b>

**Please Note:** Students should consider beginning or completing work on foreign language requirements not already met in high school. They may also complete additional General Education requirements.

**Also:** \*\*\* Students who will transfer into an ACSC program should take PHY\* 221 and PHY\* 222

For more information, contact Professor John Lewis.

## CSCU Pathway Transfer: Communication Studies

Associate in Arts Degree  
(60-61 semester hours minimum)

FRAMEWORK30		
	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101	3
Written Communication II	See TAP Competencies	3
Scientific Reasoning	See TAP Competencies	3/4
Scientific Knowledge & Understanding	See TAP Competencies	3/4
Quantitative Reasoning	See TAP Competencies	3/4
Historical Knowledge & Understanding	See TAP Competencies	3
Social Phenomena	See TAP Competencies	3
Aesthetic Dimensions	See TAP Competencies	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	See TAP Competencies	3
Competency 2: Critical Analysis & Logical Thinking	See TAP Competencies	3
Framework30 Total		30-31
PATHWAY30		
<i>Additional General Education Courses</i>		
General Education Elective I		
General Education Elective 2		
<i>Major Program Requirements:</i>		
Public Speaking or Advanced Public Speaking (GCC)	COM* 173 or COM* 174	3
Introduction to Mass Communication	COM* 101	3
Interpersonal Communication or Media Production/Media Writing course (including journalism)	COM* 172 or COM XXX (or other designation)**	3
Choose two additional COM courses *** (see below)		6
<i>Unrestricted Free Electives: (see below)</i>		9
Pathway30 Total		30
<b>Communication Pathway60 Total</b>		<b>60-61</b>

**Please Note:** Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements CCSU, WCSU, SCSU, and CO- but NOT ECSU.

**Also:** \* COM\* 173 may be used as Section B Competency for schools that have Oral Communication in the FRAMEWORK30; these students are allowed 3 credits additional Unrestricted Free Electives. \*\*Courses that fit the title of Media Production or Media Writing will be determined by each community college and \*\*\*COM\* 100 will NOT be accepted as an additional COM course.

For more information, contact Professor Beth Alves.

## CSCU Pathway Transfer: English Studies

Associate in Arts Degree  
(60-61 semester hours minimum)

FRAMEWORK30		
	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101	3
Written Communication II*	ENG* 102 or ENG* 110	3
Scientific Reasoning	See TAP Competencies	3/4
Scientific Knowledge & Understanding	See TAP Competencies	3/4
Quantitative Reasoning	See TAP Competencies	3/4
Historical Knowledge & Understanding	See TAP Competencies	3
Social Phenomena	See TAP Competencies	3
Aesthetic Dimensions	See TAP Competencies	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	See TAP Competencies	3
Competency 2: Critical Analysis & Logical Thinking	See TAP Competencies	3
Framework30 Total		30-31
PATHWAY30		
<i>Additional General Education Courses</i>		
General Education Elective I		3
General Education Elective 2		3
<i>Major Program Requirements:</i>		
World Literature: Western Literature (cannot focus on British or American literature), International Literature, or non-Western Literature	ENG* XXX	3
American Literature I or British Literature I	ENG* 221 or ENG* 231	3
American Literature II or British Literature II	ENG* 222 or ENG* 232	3
Unrestricted Free Electives: (see below)		15
Pathway30 Total		30
<b>English Pathway60 Total</b>		<b>60-61</b>

**Please Note:** Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements CCSU, WCSU, SCSU, and CO- but NOT ECSU.

**Also:** Pathway30 courses cannot be used to fulfill Framework30 requirements; some of these courses may "double-dip" when they are transferred to a CSU or CO.

\*Designated courses serve as prerequisites to Pathway30 English courses.

For more information, contact Professor Scott DeShong.

## CSCU Pathway Transfer: History Studies

Associate in Arts Degree  
(60-61 semester hours minimum)

FRAMEWORK30		
	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101 or ENG* 101S	3
Written Communication II	See TAP Competencies	3
Scientific Reasoning	See TAP Competencies	3/4
Scientific Knowledge & Understanding	See TAP Competencies	3/4
Quantitative Reasoning	See TAP Competencies	3/4
Historical Knowledge & Understanding	See TAP Competencies (cannot be HIS* 201 or HIS* 202)	3
Social Phenomena	See TAP Competencies	3
Aesthetic Dimensions	See TAP Competencies	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	See TAP Competencies	3
Competency 2: Critical Analysis & Logical Thinking	See TAP Competencies	3
Framework30 Total		30-31
PATHWAY30		
<i>Additional General Education Courses</i>		
General Education Elective I		3
General Education Elective 2		3
<i>Major Program Requirements:</i>		
U.S. History I	HIS* 201	3
U.S. History II	HIS* 202	3
American Literature II or British Literature II	ENG* 222 or ENG* 232	3
Unrestricted Free Electives: (see below)		18
Pathway30 Total		30
<b>History Pathway60 Total</b>		<b>60-61</b>

For more information, contact Professor Jayne Battye.

## CSCU Pathway Transfer: Math Studies

Associate in Arts Degree  
(60-61 semester hours minimum)

FRAMEWORK30		
	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101	3
Written Communication II*	See TAP Competencies	3
Scientific Reasoning	BIO*, CHE* or PHY* sequence	3/4
Scientific Knowledge & Understanding	BIO*, CHE* or PHY* sequence	3/4
Quantitative Reasoning	MAT* 185 or MAT* 186	3/4
Historical Knowledge & Understanding	See TAP Competencies	3
Social Phenomena	See TAP Competencies	3
Aesthetic Dimensions	See TAP Competencies	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	See TAP Competencies	3
Competency 2: Critical Analysis & Logical Thinking	See TAP Competencies	3
Framework30 Total		33
PATHWAY30		
<i>Additional General Education Courses</i>		
General Education Elective I		3
General Education Elective 2		3
<i>Major Program Requirements:</i>		
Calculus I	MAT* 254	4
Calculus II	MAT* 256	4
Calculus III: Multivariable	MAT* 268	4
Select One:		
Linear Algebra	MAT* 274	3
Differential Equations	MAT* 286	4
Foundations of Mathematics	MAT* 287	4
Structured Programming	CSC* 106	3
Unrestricted Free Electives: (see below)		8-9
Pathway30 Total		28
<b>Math Pathway60 Total</b>		<b>60-61</b>

**Please Note:** Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements.

For more information, contact professor Denise Walsh.

## CSCU Pathway Transfer: Political Science Studies

Associate in Arts Degree  
(60-61 semester hours minimum)

FRAMEWORK30		
	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101	3
Written Communication II	See TAP Competencies	3
Scientific Reasoning	See TAP Competencies	3/4
Scientific Knowledge & Understanding	See TAP Competencies	3/4
Quantitative Reasoning	See TAP Competencies	3/4
Historical Knowledge & Understanding	See TAP Competencies	3
Social Phenomena	See TAP Competencies	3
Aesthetic Dimensions	See TAP Competencies	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	See TAP Competencies	3
Competency 2: Critical Analysis & Logical Thinking	See TAP Competencies	3
Framework30 Total		30-31
PATHWAY30		
<i>Additional General Education Courses</i>		
General Education Elective I		3
General Education Elective 2		3
<i>Major Program Requirements:</i>		
American Government	POL* 111	3
Political Science Electives		6
Unrestricted Free Electives: (see below)		
Pathway30 Total		30
<b>Political Science Pathway60 Total</b>		<b>60-61</b>

Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO - but NOT ECSU.

For more information, contact Professor Jayne Battye.



## CSCU Pathway Transfer: Psychology Studies

Associate in Arts Degree  
(60-62 semester hours minimum)

### FRAMEWORK30

	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101 or	3
Written Communication II	See TAP Competencies	3
Scientific Reasoning	See TAP Competencies	3/4
Scientific Knowledge & Understanding	See TAP Competencies	3/4
Quantitative Reasoning	Math* 167	4
Historical Knowledge & Understanding	See TAP Competencies	3
Social Phenomena	PSY* 112	3
Aesthetic Dimensions	See TAP Competencies	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	See TAP Competencies	3
Competency 2: Critical Analysis & Logical Thinking	See TAP Competencies	3
Framework30 Total		30-32

### PATHWAY30

#### Additional General Education Courses

General Education Elective I	3
General Education Elective 2	3

#### Major Program Requirements:

General Psych I-Can count as a Framework30 course at community colleges that have vetted it.	PSY* 111	3
Take one or two of the following:	PSY* 240 PSY* 243 PSY* 247	3
Lifespan Development	PSY* 201	3
Abnormal Psychology	PSY* 245	3
Unrestricted Free Electives: (PSY* courses allowed)		9-12

Pathway30 Total	30
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**Psychology Pathway60 Total 60-62**

**Please Note:** Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO- but NOT ECSU.

For students considering transferring to CCSU, PSY\* 201 is the recommended choice. For students considering transferring to WCSU, any course in this list other than PSY\* 201 is recommended.

For more information, contact Professor Ling-chuan Chu.

## CSCU Pathway Transfer: Social Work Studies

Associate in Arts Degree  
(61 semester hours minimum)

### FRAMEWORK30

	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101	3
Written Communication II*	ENG* 102 or ENG* 110	3
Scientific Reasoning	BIO* 110, BIO* 111, EVS* 100, or OCE* 101	3/4
Scientific Knowledge & Understanding	BIO* 115	4
Quantitative Reasoning	MAT* 167	4
Historical Knowledge & Understanding	Choose any history course HIS* 101-161	3
Social Phenomena	SOC* 101	3
Aesthetic Dimensions	Choose any art course ART* 107-161	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	COM* 173 or COM* 176 or BBG* 204	3
Competency 2: Critical Analysis & Logical Thinking	HSE* 141 or HSE* 147	3
Framework30 Total		31

### PATHWAY30

#### Additional General Education Courses

Intro to Macroeconomics	ECN* 101	3
Soc. Of the Family of Psychology of Women	SOC* 210 or PSY* 211	3

#### Major Program Requirements

Intro to Human Services	HSE* 101	3
American Government	POL* 111	3
Social Problems or Social Inequality	SOC* 201 or SOC* 221	3
Cultural Anthropology	ANT* 105	3
Addictions or Change Theory or Human SVC Skills & Methods	HSE* 141, HSE* 147 or HSE* 243	3
HSE* 281, HSE* 292, or Foreign Language		3-6
Pathway30 Total		30

**Social Work Pathway60 Total 61**

**Please Note:** Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. Students with 20+ hours of human services experience **should not take HSE\* 292.**

For more information, contact professor Heath Hightower.



## CSCU Pathway Transfer: Sociology Studies

Associate in Arts Degree  
(60-62 semester hours minimum)

### FRAMEWORK30

	Course Options	Credits
<i>Section A: Common Designated Competencies</i>		
Written Communication I	ENG* 101	3
Written Communication II*	See TAP Competencies	3
Scientific Reasoning	See TAP Competencies	3/4
Scientific Knowledge & Understanding	See TAP Competencies	3/4
Quantitative Reasoning	MAT* 146, MAT* 186 or Students transferring to CCSU: MAT* 167	3/4
Historical Knowledge & Understanding	See TAP Competencies	3
Social Phenomena	See TAP Competencies	3
Aesthetic Dimensions	See TAP Competencies	3
<i>Section B: Campus Designated Competencies</i>		
Competency 1: Oral Communication	See TAP Competencies	3
Competency 2: Critical Analysis & Logical Thinking	See TAP Competencies	3
Framework30 Total		30-32

### PATHWAY30

<i>Additional General Education Courses</i>		
General Education Elective I		3
General Education Elective 2		3
<i>Major Program Requirements Twelve (12) Credits in Sociology:</i>		
Principles of Sociology	SOC* 101	3
Select nine credits in sociology, six (6) credits of 200 level	SOC* 201, SOC* 210 or SOC* 221	9
Unrestricted Free Electives: (see below)		12
<hr/>		
<hr/>		
Pathway30 Total		30
<b>Sociology Pathway60 Total</b>		<b>60-62</b>

**Please Note:** Students should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements for CCSU WCSU, SCSU, and CO—but NOT ECSU.

For more information, contact professor Brian Donohue-Lynch.

## Early Childhood Education

### Associate in Science Degree (60/61 semester hours minimum)

This program is designed for students who wish to enter the field of Early Childhood Education or who are already employed in the field and wish to earn a credential by expanding their knowledge and competency in working with children from birth to age 8. The program will provide students with the skills and knowledge to develop competency in working with children. The courses will provide the theoretical background and practical experience necessary for students to succeed in a variety of educational settings. Program graduates will be qualified to seek employment in early care programs. Students may transfer to a four-year institution for further study.

In addition to General Education Outcomes, learners who complete the Early Childhood Education degree will:

- Identify, document and assess elements that determine quality in early childhood programs
- Design a learning environment and use teaching strategies that are based upon child development theory
- Plan, implement and evaluate a developmentally appropriate curriculum that fosters children's social, emotional, physical and cognitive development
- Examine program philosophy and goals, classroom design, teacher/child interaction, planning and implementation of curriculum, observation and assessment of the young child and family involvement in a variety of early childhood settings
- Demonstrate good early childhood practice in an early childhood setting

For more information, contact Program Coordinator Susan Spencer.

General Education Core			
Dept. & No.	Title of Course		Credits
ENG*	101	Composition	3
COM*		Communications Elective	3
ENG*	114	Children's Literature	3
ART*	ELE	(Fine Arts or Music Appreciation Elective)	3
MAT*	ELE	Greater than MAT* 137	3
ELE		Science Elective <sup>1</sup>	3/4
PSY*	111	General Psychology I	3
or		or	
PSY*	112	General Psychology II	3
ANT*	105	Introduction to Cultural Anthropology	3
		Open Elective <sup>2</sup>	3
<b>General Education Core Total</b>			<b>27/28</b>

Program Core			
ECE*	101	Introduction to Early Childhood Education	3
ECE*	103	Creative Experiences for Children	3
ECE*	109	Science and Math for Children	3
ECE*	141	Infant/Toddler Growth & Development	3
ECE*	176	Health, Safety, & Nutrition	3
ECE*	182	Child Development	
ECE*	210	Observation and Participation	3
ECE*	215	The Exceptional Learner	3
ECE*	231	Early Language and Literacy Development	3
ECE*	295	Student Teaching	6
<b>Program Core Total</b>			<b>33</b>
<b>Total</b>			<b>60/61</b>

<sup>1</sup> Choose from SCI\*, BIO\*, CHE\*, OCE\*, PHY\*

<sup>2</sup> Choose from HIS\* 201, HIS\* 202, ECE\* 241

## Engineering Science

Associate in Science Degree  
(65-67 semester hours minimum)

Program Objectives:

- Complete an Associate of Science degree in Engineering Science.
- Transition seamlessly into a Bachelor of Science Degree Program in Engineering with junior level status in the receiving institution as part of the College of Technology Engineering Pathway Program.

Student Learning Outcomes:

- Apply engineering, mathematical, scientific and technological principles and concepts to identify and formulate solutions to engineering problems;
- Apply critical thinking and problem-solving skills to solve engineering problems;
- Demonstrate the ability to function on teams;
- Recognize the need to engage in life-long learning.

For more information, contact Program Coordinator Mark Vesligaj.

General Education Core 34 Credits			
Dept. & No.		Title of Course	Credits
ENG*	101	Composition	3
ENG*	102	Literature and Composition <sup>1</sup>	3
ART*	101	Art History I	3
or		or	
ART*	102	Art History II	
		Social Science Elective <sup>2</sup>	3
CHE*	121	General Chemistry I	4
CHE*	122	General Chemistry II	4
or		or	
EGR*	215	Engineering Thermodynamics I	
MAT*	254	Calculus I	4
MAT*	256	Calculus II	4
HIS*	101	Western Civilization I	3
or		or	
HIS*	102	Western Civilization II	
PHL*	111	Ethics	3
Specialized Core 31-33 Credits			
PHY*	221	Calculus-Based Physics I	4
PHY*	222	Calculus-Based Physics II	4
MAT*	268	Calculus III—Multivariable	4
MAT*	285	Differential Equations	4
EGR*	211	Engineering Statics	3
EGR*	212	Engineering Dynamics	3
Directed Elective			
EGR*	111	Introduction to Engineering	3
Technical Electives <sup>3</sup>			
Technical elective			3/4
Technical elective			3/4
Total Program Credits			65-67

<sup>1</sup> ENG\* 110 may be substituted for ENG\* 102 with permission of coordinator.

<sup>2</sup> Select from the following disciplines: ANT\*, ECE\* (101, 182), ECN\*, GEO\*, HIS\*, HSE\* 213, POL\* (except 290, 294), PSY\* and SOC\*.

<sup>3</sup> Technical Electives (6-8 credits) may be selected from the following disciplines: EGR\*, CAD\*, PLS\*, MFG\*, etc. (some courses only). Please consult with Program Advisor to ensure appropriate course selections.

## General Studies

Associate in Science Degree  
(60 semester hours minimum)

This program gives the student flexibility to explore new areas and interests while working toward an Associate's degree. If you are not ready to select an area of study, this program may be a place to start. Courses taken in the General Studies program may also be used for transfer to a 4-year college; however, it is preferable for students who know they will be transferring to complete the Liberal Arts and Sciences degree.

Learners who complete the General Studies degree will satisfy the General Education Outcomes and accrue course work in areas selected in consultation with an advisor.

No more than 15 credits in a single subject may be counted as open electives toward the Associate in Science degree in General Studies.

For more information, contact the Advising Center.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 6 Credits			
ENG*	101	Composition	3
COM*		Communications Elective	3
Humanities 9 Credits			
		Humanities Elective <sup>1</sup>	3
		Humanities Elective <sup>1</sup>	3
		Humanities Elective <sup>1</sup>	3
Computer Science 3 Credits			
		Computer Science Elective <sup>2</sup>	3
Math/Science 6 – 8 Credits			
		Mathematics Elective	3/4
		Science Elective <sup>3</sup>	3/4
Social Sciences 9 Credits			
		Social Science Elective <sup>4</sup>	3
		Social Science Elective <sup>4</sup>	3
		History Elective	3
Open Electives 25-27 Credits			
Total Program Credits			60

<sup>1</sup> Courses must be selected from at least two of the following disciplines: ART\*, COM\*, DGA\*, ENG\*, FRE\*, GRA\*, HUM\*, MUS\*, PHL\*, SGN\*, SPA\*, THR\*

<sup>2</sup> Select one course from CSA\*, CSC\*, DGA\*, GRA\*, or BBG\* 115.

<sup>3</sup> Select from AST\*, BIO\*, CHE\*, GLG\*, OCE\*, PHY\*, SCI\*

<sup>4</sup> Courses must be selected from at least two of the following disciplines: ANT\*, ECE\* (101, 182), ECN\*, GEO\*, HIS\*, HLT\* 121, HSE\* 213, POL\* (all except 290, 294), PSY\*, SOC\*

## Human Services

### Associate in Science Degree (61 semester hours minimum)

This program is geared for students seeking careers in the human services, such as disability services, mental health, social services, or addiction recovery. The program provides both academic and applied educational experiences for students interested in the opportunities and satisfaction of helping others and can be used for entry-level positions in the human services field or to transfer to a BSW/BA degree program. Students intending to transfer are highly encouraged to follow the directed courses identified below.

In addition to General Education Outcomes, learners who complete the Human Services degree will:

- Relate an understanding of human development and behavior in the social environment
- Demonstrate knowledge of key theories directing human services intervention including systems/ecological, psychoanalytical, cognitive, behavioral, and person-centered
- Integrate understanding of the history of human services and current trends
- Define the typical social conditions leading to human services interventions such as addictions, aging, crime, disability, family relations, mental illness/retardation, and poverty
- Understand gender/culture/race/religious/ sexual orientation/age and other prejudices and their impact on human behavior and potential
- Recognize the significance of culture on human behavior
- Demonstrate knowledge of access to community resources as well as funding considerations
- Exemplify competence as skilled entry level providers in the field of human services
- Show an understanding of and commitment to ethical practice and the values of human services professionals
- Indicate knowledge about and commitment to systems change and the rights of people to receive services
- Advocate against all forms of discrimination and prejudice
- Demonstrate a commitment to lifelong learning for themselves and those whom they serve

For more information, contact Program Coordinator Heath Hightower.

General Education Core		
Dept. & No.	Title of Course	Credits
<i>Communication Skills 9 Credits</i>		
ENG* 101	Composition	3
COM* 173	Public Speaking	
or BMG* 204	or Managerial Communication	3
ENG* 102	Literature and Composition	
or ENG* 110	or Introduction to Literature	
or PHL* 111	or Ethics	3
<i>Humanities 3 Credits</i>		
ART* 101	Art History I	
or ART* 102	or Art History II	3
<i>Math/Science 7 Credits</i>		
BIO* 115	Human Biology	4
MAT* 146 or higher	Math for Liberal Arts or higher	3
<i>Social Sciences 9 Credits</i>		
POL* 111	American Government	3
ECN* 101	Principles of Macroeconomics	
or ECN* 102	or Principles of Microeconomics	3
SOC* 101	Principles of Sociology	3
<i>Computer Science 3 Credits</i>		
CSA* 105	Introduction to Software Applications	
or BBG* 115	or Business Software Applications	3
Program Core		
ANT* 105	Introduction to Cultural Anthropology	
or POL* 103	or Introduction to International Relations	
or POL* 160	or African Politics	
or PHL* 165	or Asian Philosophy	3
HSE* 101	Introduction to Human Services	3
HSE* 141	Addiction & Mental Illness in Behavioral Health Care	3
HSE* 243	Human Service Skills and Methods	3
HSE* 281	Human Services Field Work I	3
HSE* 282	Human Services Field Work II	
or BMG* 210	or Organizational Behavior	
	or Any 200 level Social Science	3
PSY* 111	General Psychology I	3
SOC* 201	Contemporary Social Issues	
or PSY* 211	or Psychology of Women	3
SOC* 210	Sociology of the Family	
or SOC* 221	or Social Inequality	3
or SOC* 221	or Social Inequality	3
HSE* 147	Change Theory & Strategies in Behavioral Health Care	
or HSE* 213	or Conflict Resolution	
<b>Total Program Credits</b>		<b>61</b>

## Liberal Arts and Sciences

### Associate in Arts Degree (61 semester hours minimum)

Teachers, lawyers, philosophers, writers, nurses, scientists, engineers, and social workers all pursue courses of study that begin with basic liberal arts and sciences courses. Because QVCC is a fully accredited college awarding credits that are accepted at most colleges and universities in the United States, you can take this course work at QVCC and transfer the credits to another college or university where you can specialize in your area of interest.

The program requirements in the Liberal Arts and Sciences degree are based on the most common liberal arts and sciences requirements at 4-year colleges and universities, and the flexibility of the program allows you to tailor your course of study to the specific needs of a specific college to which you might be considering transfer.

In making course selections to meet the program requirements, students should consult an advisor at least once during each increment of 12 credits and consider the needs of the student's intended area of study and the requirements of the college(s) to which the student is considering transfer.

In addition, while selecting courses in the disciplines listed below, students are also required to take at least one course in a non-native cultural perspective. A course meets this requirement if it specifically explores issues or ideas from a cultural perspective other than that of the United States and/or the student's culture (if non-U.S.). This requirement can currently be met by taking ANT\* 133, ENG\* 255, PHL\* 165, POL\* 160, or MUS\* 104.

*In addition to General Education Outcomes, students who complete the Liberal Arts and Sciences degree typically will satisfy at least 75% of the general education requirements of the baccalaureate institution to which they plan to transfer, as well as developing fundamental knowledge and skills for their chosen specialization beyond the associate's degree.*

*For more information, contact the Advising Center.*

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 6 credits			
ENG*	101	Composition	3
COM*		Communications Elective	3
Humanities 6 credits			
ENG*	102	Literature and Composition	
or		or	
ENG*	110	Introduction to Literature	3
HUM*	101	Introduction to Humanities	3
Fine Arts 3 credits			
		Elective <sup>1</sup>	3
Math/Science 13-15 credits			
MAT*	137	Intermediate Algebra <sup>2</sup>	3
MAT*		Elective above Intermediate Algebra	3/4
		Science Elective (one of which must be lab science) <sup>3</sup>	3/4
		Science Elective <sup>3</sup>	3/4
Social Sciences 12 credits			
		History Elective	3
		Social Sciences Elective <sup>4</sup>	3
		Social Sciences Elective <sup>4</sup>	3
		Social Sciences Elective <sup>4</sup>	3
Liberal Arts and Sciences 15-24 credits			
		Foreign Language <sup>5</sup>	3
		Foreign Language <sup>5</sup>	3
		Liberal Arts and Sciences Elective <sup>6</sup>	3/4
		Liberal Arts and Sciences Elective <sup>6</sup>	3/4
		Liberal Arts and Sciences Elective <sup>6</sup>	3/4
General Electives 0-6 credits			
		General Elective (Recommended: BBG* 115 or CSA* 105)	3
		General Elective <sup>3</sup>	3
Total			61

<sup>1</sup> For students considering transfer, the preferred courses to meet this requirement are ART\* 101, 102, THR\* 101, 106, MUS\* 101, 104.

<sup>2</sup> A student may substitute a Liberal Arts and Sciences elective if she or he has placed above MAT\* 137 on the Basic Skills Assessment.

<sup>3</sup> One must be a lab science. Select from AST\*, BIO\*, CHE\*, GLG\*, OCE\*, PHY\*, SCI\*.

<sup>4</sup> Select from listed courses in at least two of the following disciplines: ANT\*, ECE\* (101, 182), ECN\*, GEO\*, HIS\*, HSE\* 213, POL\* (all except 290, 294), PSY\*, SOC\*.

<sup>5</sup> Select from FRE\* or SPA\* (2 semesters of the same language). Students may substitute Liberal Arts and Sciences electives if they have (1) completed three years of a single foreign language at the H.S. level or (2) completed 2 semesters of a single foreign language at the college level.

<sup>6</sup> Select from listed courses in the following disciplines: ANT\*, ART\*, AST\*, BIO\*, CHE\*, COM\*, DGA\*, ECE\* (101, 182), ECN\*, ENG\*, FRE\*, GEO\*, GLG\*, GRA\*, HIS\*, HSE\* 213, HUM\*, IS (125, 127, 135), MAT\*, MUS\*, OCE\*, PHL\*, PHY\*, POL\*, PSY\*, SCI\*, SGN\*, SOC\*, SPA\*, THR\*.



## Medical Assisting

### Associate in Science Degree (60 semester hours minimum)

The purpose of the Medical Assisting Program is to provide students with a general education core complemented by focused medical assisting career courses in preparation for employment in the health care field. As multi-skilled practitioners, graduates will be eligible for employment in a variety of medical settings. Medical assisting is one of the fastest growing careers in the country. The associate degree medical assisting program at Quinebaug Valley Community College is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

In addition to General Education Outcomes, learners who complete the Medical Assisting degree will:

- Understand, demonstrate, and continuously utilize the principles of medical asepsis and standard precautions, as well as other safety precautions
- Recognize emergency situations and respond appropriately to emergency care techniques in various life-threatening situations
- Utilize knowledge of various medical office procedures, practices, and technologies to complete simulated tasks
- Obtain and effectively chart all pertinent patient data
- Apply knowledge and skills of various clinical procedures such as vitals, laboratory testing, and other diagnostic and medical procedures
- Understand and interpret usage of medical terminology
- Comprehend basic pharmacology, including dosage calculations, drug interactions, and administration of medications
- Provide education to patients, families, and other care givers on various healthcare including preventative and treatment regimes
- Integrate knowledge and skills acquired to function as a competent entry-level medical assistant
- Demonstrate a working knowledge of the human body including structure, function and basic pathologies
- Demonstrate an understanding of appropriate and effective application of legal and ethical standards of practice

#### Additional Requirements for the Medical Assisting Program

1. Students enrolled in the medical assisting program are required to show proof of the following health requirements prior to entrance in MED\* 245 Clinical Laboratory Procedures:
  - MMR immunizations or proof of immunity via antibody titre
  - Tetanus vaccine within last 5 years
  - Hepatitis B vaccine or proof of immunity via antibody titre
  - Varicella vaccine or proof of immunity via antibody titre
  - Negative PPD within past 6 months
  - Physical examination within past two years

Some practicum sites also require the student to undergo a background check and/or drug testing. Sites are allowed to deny a student based on results from these checks. If a student is denied by a practicum site, the program coordinator is under no obligation to place them at another site.

#### 2. Eligibility requirements for Practicum

- MED\* 131 and MED\* 245 must have been taken within three years of applying for a practicum.
- Students must have a grade of "B-" or better in all MED\* courses.
- If the program coordinator questions the clinical skills of any student, the student may be required to demonstrate proficiency in certain skills, take a skills workshop, or repeat MED\* 131 and/or MED\* 245.
- Students are not allowed to take any clinical or phlebotomy supplies out of the classroom, and if found to do so, will be automatically terminated from the medical assisting program and may not be allowed to enroll in any other health program at the college.
- A site has the right to terminate a student's practicum without warning. Students terminated from a site will not be placed at another site and will receive a grade of "F" for the course.

For more information, contact Program Coordinator Cheri Goretti.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 6 Credits			
ENG*	101	Composition	3
Liberal Arts and Sciences 3 Credits			
Liberal Arts and Science Elective			3
Math/Science 15 or 16 Credits			
MAT*	137	Intermediate Algebra	3/4
or MAT*	186	Precalculus	
BIO*	121	General Biology	4
BIO*	211	Anatomy and Physiology I	4
BIO*	212	Anatomy and Physiology II	4
Social Sciences 3 Credits			
ANT*, PSY*, or SOC* Elective			3
Program Core			
HLT*	111	Basic Life Support	1
CSA*	105	Intro to Software Applications	3
MED*	111	Administrative Medical Assisting	3
MED*	112	Medical Insurance and Billing	3
MED*	125	Medical Terminology	3
MED*	131	Clinical Medical Assisting	3
HLT*	170	Law & Ethics for the Health Care Professional	3
MED*	216	Electronic Medical Records Mgmt.	3
MED*	245	Clinical Laboratory Procedures	4
MED*	250	Principles of Pharmacology	3
MED*	280	Medical Assisting Practicum	4
General Elective 3 Credits			
General Elective			3
Total Program Credits			60

## Pathway to Teaching Careers

### Associate in Arts Degree (60 semester hours minimum)

This program is designed for students who wish to transfer to Eastern Connecticut State University to pursue teacher certification in Elementary Education, or in Biology, Earth Science, Math, English, or History at the secondary level. The courses will prepare students to fulfill general education requirements, begin foundational work in education theory and practice, and prepare for more advanced work in their particular fields of study. Students must maintain a 2.8 G.P.A. to remain in the program. Upon completion of the program, students will be eligible to transfer their credits to Eastern, where they can apply for acceptance into the teacher certification program.

Upon successful completion of all Pathway to Teaching Careers degree requirements, graduates will:

- Describe the role of the teacher in the classroom.
- Describe the route to becoming a successful teacher in Connecticut. List the requirements for teaching based on academic program requirements and state certification requirements.
- Read, write, and communicate analytically in forms that involve and document outside sources.
- Use appropriate techniques to gather and analyze data.
- Problem-solve.
- Work with others, including culturally and intellectually diverse peoples; think critically; and gain an appreciation for learning.
- Demonstrate proficiency in a foreign language at the introductory level.

For more information, contact program coordinators Jon Andersen or Denise Walsh.

#### General Education Core

Dept. & No.	Title of Course	Credits
<i>Communication Skills 6 credits</i>		
ENG* 101	Composition	3
COM* 173	Public Speaking	
or	or	
COM* 101	Introduction to Mass Communications	3
<i>Humanities 6-12 credits</i>		
ENG* 102	Literature and Composition	3
ENG*	English Elective above 110 (for secondary emphasis)	3
ENG* 114	Children's Literature (for elementary emphasis)	3
	Foreign Language Elective <sup>1</sup>	
	Foreign Language Elective	
<i>Fine Arts 3 credits</i>		
ART* 107	Introduction to Studio Arts	
or	or	
HUM* 101	Introduction to Humanities	3

#### Mathematics 6 credits <sup>2</sup>

MAT*	143	Math for Elementary Education: (for elementary emphasis)	3
MAT*	146	Math for Liberal Arts (for secondary emphasis)	3
MAT*		Math elective above 137 (for elementary and secondary emphasis)	

#### Science 7 credits

BIO*	115	Human Biology	
or		or	
BIO*	121	General Biology I (preferred for prospective majors in Biology or Environmental Earth Science)	4
EVS*	100	Introduction to Environmental Science	
or		or	
OCE*	101	Introduction to Oceanography	
or		or	
GLG*	121	Introduction to Geology	3

#### Social Sciences 12 credits

HIS*	201	U.S. History I	3
HIS*	202	U.S. History II	3
PSY*	111	General Psychology I	3
PSY*	216	Child and Adolescent Development	3

#### Education 2 - 5 credits

EDU*	104	Pathways to Teaching Careers	1
HLT*	115	Current Issues in Health Education	1
		Child Development (for Elementary Education Emphasis Only)	3

#### Content Area Electives <sup>3</sup> 9 - 18 credits - Advisor Consultation Required

		Elective	3
		Elective	3
		Elective	3
		Elective	3
		Elective	3
		Elective	3
		Elective	3
		<b>Total Program Credits</b>	<b>60</b>

<sup>1</sup> Select SPA\* 101 and 102, except for students with three years of the same foreign language in high school or two semesters of the same language in college, in which case substitute Content Area Electives.

<sup>2</sup> Prospective Mathematics majors should see an advisor.

<sup>3</sup> Secondary Education students who do not use MAT\* 167 as a Mathematics requirement above should use one Content Area Elective to satisfy one of the following ECSU Liberal Arts Core Tier II requirements: Applied Information Technology, Cultural Perspectives, or Individual and Society. (Note: Students must complete two Tier II LAC requirements after transferring to ECSU; Elementary Education students will use ECE\* 182 for Tier II Individual and Society, leaving two to complete at ECSU.)

## Technology Studies

Associate in Science Degree  
(66-67 semester hours minimum)

Program Objectives:

- Complete an Associate of Science degree in Technology Studies;
- Transition seamlessly into a Bachelor of Science Degree Program with junior level status in the receiving institution as part of the College of Technology Pathway Program.

Student Learning Outcomes:

- Apply mathematical, scientific and technological principles and concepts to identify and formulate solutions to technical problems;
- Apply critical thinking and problem-solving skills to solve technical problems;
- Demonstrate the ability to function on teams;
- Recognize the need to engage in life-long learning.

For more information, contact Program Coordinator Mark Vesligaj.

General Education Core 21 Credits			
Dept. & No.	Title of Course		Credits
ENG*	101	Composition	3
COM*	173	Public Speaking	3
		Fine Arts Elective	3
		History or Economics Elective	3
		Psychology or Sociology Elective	3
		Geography, Political Science, or History Elective	3
ENG*	202	Technical Writing	3
Science and Math Core 15 Credits			
MAT*	167	Principles of Statistics	3
MAT*	186	Precalculus	4
CHE*	121	General Chemistry I	4
PHY*	121	General Physics I	4
Technology Core 30-31 Credits			
CAD*		CAD* Elective	3
		Directed Electives <sup>1</sup> (12 total credits)	
SCI*	120	Investigations in STEM	3
EGR*	118	Material Science	3
		Directed Elective	3
		Directed Elective	3
		Technical Electives <sup>2</sup> (15-16 total credits)	
		Technical Electives	15-16
<b>Total Program Credits</b>			<b>66</b>

<sup>1</sup> Directed electives (12 total credits) are individually determined. Please consult with program advisor to ensure appropriate course selections.

<sup>2</sup> Technical electives (15-16 total credits) are individually determined. Please consult with program advisor to ensure appropriate course selections.

## Technology Studies: Biomolecular Science Option

Associate in Science Degree  
(66 semester hours minimum)

This option will create a new area of emphasis for the College of Technology, providing an area of specialty for students who wish to go into a biomolecular science career as a laboratory technician and/or pursue a baccalaureate degree through the Pathways program at Central Connecticut State University in Biomolecular Sciences. The associate's degree can also serve as a career-oriented degree for students who choose to enter the workforce in various laboratory environments such as an academic research laboratory, environmental laboratory, or medical laboratory.

In addition to the outcomes listed for the Technology Studies degree, students who complete the Biomolecular Science Option will:

- Understand and apply the scientific method
- Comprehend and apply basic techniques of scientific investigation
- Complete laboratory analyses, compile data, and construct technical reports
- Understand the classifications of organisms in the six kingdoms
- Complete a systematic study of human anatomy and physiology
- Understand and apply the principles of microbiology
- Understand the principles and implications of genetics and research

For more information, contact Program Coordinator Mark Vesligaj.

General Education Core 21 Credits			
Dept. & No.	Title of Course		Credits
ENG*	101	Composition	3
COM*	173	Public Speaking	3
ART*	111	Drawing I	3
or			
ART*	155	Watercolor I	3
HIS*	101	Western Civilization I	3
or			
HIS*	102	Western Civilization II	3
		Psychology or Sociology Elective	3
		Geography, Political Science, or History Elective	3
ENG*	202	Technical Writing	3
Science and Math Core 15 Credits			
MAT*	167	Principles of Statistics	3
MAT*	186	Pre-Calculus	4
CHE*	121	General Chemistry I	4
PHY*	121	General Physics I	4
Technology Core 30 Credits			
CAD*		CAD* Elective	3
		Directed Electives -12 total credits	
MAT*	254	Calculus I	4
CHE*	122	General Chemistry II	4
PHY*	122	General Physics II	4
		Technical Electives -15 Credits	
BIO*	121	General Biology I	4
BIO*	122	General Biology II	4
BIO*	235	Microbiology	4
BIO*	260	Principles of Genetics	3
<b>Total Program Credits</b>			<b>66</b>

## Technology Studies: Computer Aided Design (CAD) Option

Associate in Science Degree  
(66-67 semester hours minimum)

In addition to the outcomes listed for the Technology Studies degree, students who complete the Computer Aided Design Option will:

- Understand design software and demonstrate proficiency in using them for design in product development and architectural, mechanical, electrical, and civil design projects
- Demonstrate project management skills with interdisciplinary environments
- Understand design for manufacture and rapid prototyping techniques

For more information, contact Program Coordinator Mark Vesligaj.



General Education Core		21 Credits
Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3
COM* 173	Public Speaking	3
	Fine Arts Elective	3
	History or Economics Elective	3
	Psychology or Sociology Elective	3
	Geography, Political Science, or History Elective	3
ENG* 202	Technical Writing	3
Science and Math Core		15 Credits
MAT* 167	Principles of Statistics	3
MAT* 186	Pre-Calculus	4
CHE* 121	General Chemistry I	4
PHY* 121	General Physics I	4
Technology Core		30-31 Credits
CAD* 110	Introduction to CAD	3
<i>Directed Electives<sup>1</sup> - 12 credits</i>		
SCI* 120	Investigations in STEM	3
EGR* 118	Material Science	3
	Directed Elective	3
	Directed Elective	3
<i>Technical Electives<sup>2</sup> - 15-16 Credits</i>		
CAD* 271	CAD Solids Mechanical Pro-Engineer	3
	Technical Electives	
	Technical Electives	
	Technical Electives	
	Technical Electives	
<b>Total Program Credits</b>		<b>66-67</b>

<sup>1</sup> Directed Electives (12 total credits) are individually determined. Please consult with Program Advisor to ensure appropriate course selections.

<sup>2</sup> Technical Electives(15-16 credits) can be selected from the following courses: CAD\* 114, CAD\* 117, CAD\* 133, CAD\* 298, EGR\* 111, EGR\* 118, MFG\* 124, MFG\* 125, MFG\* 126, MFG\* 278, MFG\* 239, or others (with approval of the Program Coordinator).

## Technology Studies: Environmental Science Option

Associate in Science Degree  
(66 semester hours minimum)

In addition to the outcomes listed for the Technology Studies degree, students who complete the Environmental Science Option will:

- Develop an understanding of the scientific basis for issues affecting the environment and their impact on society.
- Understand and be skilled at collecting, analyzing and presenting scientific data by various means including up-to-date technologies.
- Be able to use the scientific method for problem solving in biology, chemistry, geology, physics and environmental sciences, and be able to use this skill to address issues related to the environment.
- Research and assess the accuracy of appropriate information sources, involving both print literature and electronic sources including online databases and publications.
- Communicate knowledge and understanding of environmental sciences and related societal issues in appropriate written, oral and mathematical means.
- Demonstrate interrelationships and connections with other subject areas associated with a college-level education.
- Use a wide array of knowledge, principles and skills acquired in laboratory, field and lecture setting for use in transferring to baccalaureate degree program or for use in seeking further training toward a technical degree.
- Develop skills in biology, ecology, and environmental chemistry.
- Develop mapping skills using the latest GIS and GPS technologies.
- Develop an understanding of an ability to carry out microbiological testing of drinking and waste sewage.

For more information, contact Program Coordinator Mark Vesligaj or Professor John Lewis.

General Education Core			27 Credits
Dept. & No.	Title of Course		Credits
ENG*	101	Composition	3
COM*	173	Public Speaking	3
ART*	111	Drawing I	3
or ART*	155	or Water Color I	
HIS*	101	Western Civilization I	3
or HIS*	102	or Western Civilization II	
ECN*	102	Principles of Microeconomics	3
		Philosophy Elective	3
		Psychology or Sociology Elective	3
		Geography, Political Science, or History Elective	3
ENG*	202	Technical Writing	3
Science and Math Core			15 Credits
MAT*	167	Principles of Statistics	3
MAT*	186	Precalculus	4
CHE*	121	General Chemistry I	4
PHY*	121	General Physics I	4
Technology Core			24 Credits
CAD*		CAD* Elective	3
<i>Directed Electives - 6 credits</i>			
EVS*	105	Environmental Science Field Lab	2
CHE*	122	General Chemistry II	4
<i>Technical Electives - 15 Credits</i>			
EVS*	100	Introduction to Environmental Science	3
BIO*	121	General Biology I	4
or BIO*	270	or Ecology	
BIO*	122	General Biology II	4
GLG*	121	Introduction to Physical Geology	4
<b>Total Program Credits</b>			<b>66</b>

## Technology Studies: Lean Manufacturing and Supply Chain Management

Associate in Science Degree  
(66-67 semester hours minimum)

In addition to the outcomes listed for the Technology Studies degree, students who complete the Lean Manufacturing and Supply Chain Management Option will:

- Identify and utilize DMAIC problem solving methodology components
- Effectively participate in kaizen events within manufacturing environments
- Appreciate value in a process and identify and eliminate wastefulness in a process
- Calculate and analyze process related data to help drive improvement
- Maintain and sustain improvements within the manufacturing process area
- Understand the principles and culture of continuous improvement
- Act as a project team leader for a kaizen event and manage team dynamics
- Analyze process / project using lean tools
- Develop plans for improvements of process / project
- Document team project improvements for sustainability
- Understand the basic SCM principles and their benefits
- Demonstrate how to Value Stream Map the SCM
- Understand the supplier / customer roles and responsibilities
- Demonstrate how to describe the supplier base and types
- Understand supplier evaluations and metrics
- Understand the role of quality and quality audits
- Understand the role of communication and collaboration and the importance of information flow
- Demonstrate the application of SCM in real-world situations
- Understand the composition and interactions of a SCM team
- Understand the concepts of quality improvement programs
- Understand the importance of partnerships with customers and suppliers and SCM logistics
- Manage the completion of a SCM application

For more information, contact Program Coordinator Mark Vesligaj.

General Education Core		21 Credits	
Dept. & No.		Title of Course	Credits
ENG*	101	Composition	3
COM*	173	Public Speaking	3
		Fine Arts Elective	3
		History or Economics Elective	3
		Psychology or Sociology Elective	3
		Geography, Political Science, or History Elective	3
ENG*	202	Technical Writing	3
Science and Math Core		15 Credits	
MAT*	167	Principles Statistics	3
MAT*	186	Pre-Calculus	4
CHE*	121	General Chemistry I	4
PHY*	121	General Physics I	4
Technology Core		30-31 Credits	
CAD*		CAD* Elective	3
<i>Directed Electives<sup>1</sup> - 12 credits</i>			
SCI*	120	Investigations in STEM	3
		Directed Elective	3
		Directed Elective	3
		Directed Elective	3
<i>Technical Electives<sup>2</sup> - 15-16 Credits</i>			
MFG*	171	Introduction to Lean Manufacturing	3
MFG*	172	Introduction to Lean Supply Chain Management	3
MFG*	271	Advanced Lean Manufacturing	3
MFG*	272	Implementing Lean Supply Chain Management	3
		Technical Elective	
<b>Total Program Credits</b>			<b>66-67</b>

<sup>1</sup> Directed Electives (12 total credits) are individually determined. Please consult with Program Advisor to ensure appropriate course selections.

<sup>2</sup> Technical Electives (15-16 credits) are individually determined. Please consult with Program Advisor to ensure appropriate course selections.



## Technology Studies: Plastics Option

Associate in Science Degree  
(67 semester hours minimum)

In addition to the outcomes listed for the Technology Studies degree, students who complete the Plastics Option will:

- Adjust and troubleshoot process variables
- Apply knowledge and skills to develop, interpret, and select appropriate production processes
- Understand materials and materials preparation requirements for processing
- Understand and implement quality improvement concepts
- Formulate and construct technical reports

For more information, contact Program Coordinator Mark Vesligaj.

General Education Core		27 Credits	
Dept. & No.		Title of Course	Credits
ENG*	101	Composition	3
COM*	173	Public Speaking	3
		Fine Arts Elective	3
		History or Economics Elective	3
		Psychology or Sociology Elective	3
		Geography, Political Science, or History Elective	3
ENG*	202	Technical Writing	3
Science and Math Core		15 Credits	
MAT*	167	Principles of Statistics	3
MAT*	186	Pre-Calculus	4
CHE*	121	General Chemistry I	4
PHY*	121	General Physics I	4
Technology Core		31 Credits	
CAD*		CAD* Elective	3
<i>Directed Electives - 12 credits</i>			
SCI*	120	Investigations in STEM	3
EGR*	116	Hydraulics and Pneumatics	3
EGR*	118	Material Science	3
CAD*	220	Parametric Design (SolidWorks)	3
or		or	
CAD*	271	Solids Mechanical/Pro Engineer	3
<i>Technical Electives - 16 Credits</i>			
PLA*	101	Introduction to Polymers	3
PLA*	201	Polymer Materials II	3
PLA*	120	Polymer Process Engineering	3
PLA*	160	Physical & Properties Testing Lab	2
PLA*	203	Plastics Processing II	4
<b>Total Program Credits</b>			<b>67</b>



## Technology Studies: Engineering Technology Option

Associate in Science Degree  
(67 semester hours minimum)

In addition to the outcomes listed for the Technology Studies degree, students who complete the Engineering Technology Option will:

- Identify and utilize DMAIC problem solving methodology components
- Effectively participate in kaizen events within manufacturing environments
- Appreciate value in a process and identify and eliminate wastefulness in a process
- Calculate and analyze process related data to help drive improvement
- Maintain and sustain improvements within the manufacturing process area
- Understand the principles and culture of continuous improvement
- Act as a project team leader for a kaizen event and manage team dynamics
- Analyze process / project using lean tools
- Develop plans for improvements of process / project
- Document team project improvements for sustainability
- Understand the basic SCM principles and their benefits
- Demonstrate how to Value Stream Map the SCM
- Understand the supplier / customer roles and responsibilities
- Demonstrate how to describe the supplier base and types
- Understand supplier evaluations and metrics
- Understand the role of quality and quality audits
- Understand the role of communication and collaboration and the importance of information flow
- Demonstrate the application of SCM in real-world situations
- Understand the composition and interactions of a SCM team
- Understand the concepts of quality improvement programs
- Understand the importance of partnerships with customers and suppliers and SCM logistics
- Manage the completion of a SCM application

For more information, contact Program Coordinator Mark Vesligaj.

General Education Core			21 Credits
Dept. & No.	Title of Course		Credits
ENG*	101	Composition	3
COM*	173	Public Speaking	3
		Fine Arts Elective	3
		History or Economics Elective	3
		Psychology or Sociology Elective	3
		Geography, Political Science, or History Elective	3
ENG*	202	Technical Writing	3
Science and Math			15 Credits
MAT*	167	Statistics	3
MAT*	186	Trigonometry or Pre-Calculus	4
CHE*	121	General Chemistry I	4
PHY*	121	General Physics I	4
Technology Core			31 Credits
CAD*	110	Introduction to CAD	3
<i>Directed Electives - 12 credits</i>			
MAT*	254	Calculus I	4
MAT*	256	Calculus II	4
PHY*	122	General Physics II	4
<i>Technical Elective - 16 credits</i>			
EGR*	111	Introduction to Engineering	3
EGR*	118	Material Science	3
EGR*	211	Engineering Statistics	4
EGR*	212	Engineering Dynamics	4
EGR*	215	Engineering Thermodynamics I	4
<b>Total Program Credits</b>			<b>67</b>

## Visual Arts

### Associate in Arts Degree (60 semester hours minimum)

The **Visual Arts Degree** provides both a strong basic foundation in art combined with a broad background in general education. Many students who earn this degree transfer their credits to a four-year art school, college or university. Students have also used the knowledge and skills gained in this program to launch an art career.

Students follow a traditional core program track centered on Drawing, Two-Dimensional Design, Three-Dimensional Design, Art History and Computer Graphics. Elective courses include Animation, Illustration, Graphic Design, Advanced Computer Graphics, Ceramics, Photography Painting and Printmaking. The Visual Arts program track requires a strong General Education core which is required for transfer to a four-year school.

A Graphic Arts, Photography and Studio Art Certificate are also available for those students who want to hone or learn new skills in a specific area. Students enrolled in a certificate program may apply their credits to the associate degree if they so choose.

In addition to General Education Outcomes, learners who complete the Visual Arts degree will:

- Effectively utilize the fundamental elements of design, such as color, composition, line, form, texture, pattern, value, and space
- Demonstrate a competency in skills, procedures and techniques necessary, including dexterity with both manual and/or digital tools to complete their projects
- Demonstrate the ability to conceptualize their ideas into a visual representation
- Demonstrate the ability to follow a creative project from conception to completion
- Demonstrate desirable work habits, creative thinking, the ability to solve problems
- Effectively critique one's own work and the work of others
- Demonstrate an appreciation of the relationships of works of art in relation to culture and human experience
- Demonstrate an ability to address art and design in an interdisciplinary context
- Demonstrate an ability to develop complex and sophisticated ideas through independent research.

For more information, contact Program Coordinator Annie Joly.

#### General Education Core - Visual Arts

Dept. & No.	Title of Course	Credits
<i>Communication Skills 6 Credits</i>		
ENG*	101 Composition	3
COM*	171 Fundamentals of Human Communication	
or	or	
COM*	173 Public Speaking	3
<i>Humanities 6 Credits</i>		
	Humanities Elective <sup>1</sup>	3
	Humanities Elective <sup>1</sup>	3
<i>Liberal Arts and Sciences 6 Credits (No ART*, DGA*, or GRA* for Art Majors)</i>		
	Liberal Arts and Sciences Elective <sup>2</sup>	3
	Liberal Arts and Sciences Elective <sup>2</sup>	3
<i>Math/Science 6 or 7 Credits</i>		
	Math Elective	3
	Science Elective	3/4
<i>Social Sciences 9 Credits</i>		
	Social Science Elective <sup>3</sup>	3
	Social Science Elective <sup>3</sup>	3
	History Elective	3
<b>Visual Arts Core 15 Credits</b>		
ART*	111 Drawing I	3
ART*	121 Two-Dimensional Design	3
ART*	122 Three-Dimensional Design	3
DGA*	111 Introduction to Computer Graphics	3
ART*	101 Art History I	
or	or	
ART*	102 Art History II	3
<i>Visual Arts Electives: Select from ART, DGA, or GRA - 12 Credits</i>		
		12
<b>Total Program Credits</b>		<b>60</b>

<sup>1</sup> Courses must be selected from the following disciplines: communication, English, foreign languages, humanities, sign language, music, philosophy, theater.

<sup>2</sup> Choose from the following disciplines: American sign language, anthropology, biology, chemistry, communication, computer science, economics, education, English, foreign languages, history, humanities, mathematics, music, philosophy, physical sciences, political science, psychology, science, sociology, theater.

<sup>3</sup> Courses must be selected from at least two of the following disciplines: anthropology, economics, education, history, political science, psychology, social science, sociology.

## CERTIFICATE PROGRAMS

### Applied Accounting

Certificate  
(15 semester hours minimum)

The Certificate provides introductory courses in accounting, finance, taxation and computers to prepare students for entry-level positions in various types of profit and non-profit institutions.

Learners who complete the Applied Accounting Certificate will:

- Understand, create, and analyze basic financial statements
- Demonstrate an understanding of tax law as it applies to the individual and business world
- Be able to apply computer skills to business

For more information, contact Program Coordinator Jennifer Oliver.

#### Program Requirements

Dept. & No.	Title of Course	Credits
ACC* 113	Principles of Financial Accounting	3
ACC* 117	Principles of Managerial Accounting	3
ACC* 123	Accounting Software Applications <sup>1</sup>	3
ACC* 241	Federal Taxes I	3
CSA* 135	Spreadsheet Applications <sup>1</sup>	3
<b>Total Program Credits</b>		<b>15</b>

<sup>1</sup> Students without computer experience should take CSA\* 105 first

### Advanced Accounting

Certificate  
(30 semester hours minimum)

The Certificate provides more advanced courses in accounting, as compared to the Applied Accounting Certificate. Students will also be introduced to basic business concepts and develop the ability to be good problem solvers. An internship component provides practical work experience.

Learners who complete the Advanced Accounting Certificate will:

- Understand, create and analyze basic financial statements
- Demonstrate an understanding of tax law as it applied to the individual and business world
- Be able to apply computer skills to business
- Understand accounting system designs, and be able to set up a specific accounting system, including statements of income and retained earnings, balance sheets, and statements of cash flow
- Understand individual business disciplines and their relationship to the world of business
- Understand the principles of problem solving including creative and critical thinking, and apply these to both businesses and personal situations so as to be intelligent decision makers, individually and in groups

For more information, contact Program Coordinator Jennifer Oliver.

#### Program Requirements

Dept. & No.	Title of Course	Credits
ACC* 113	Principles of Financial Accounting <sup>1</sup>	3
ACC* 117	Principles of Managerial Accounting <sup>1</sup>	3
ACC* 123	Accounting Software Applications <sup>1,2</sup>	3
ACC* 241	Federal Taxes I	3
ACC* 271	Intermediate Accounting I	3
ACC* 272	Intermediate Accounting II	3
	or	
	Business Directed Elective <sup>2</sup>	3
BBG* 101	Introduction to Business	
	or	3
BES 218	Entrepreneurship	
BBG* 294	Business Internship	3
CSA* 135	Spreadsheet Applications <sup>1</sup>	3
BFN* 201	Principles of Finance	3
<b>Total Program Credits</b>		<b>30</b>

<sup>1</sup> Prerequisites from the Certificate in Applied Accounting

<sup>2</sup> Please see the Program Coordinator for guidance

## Applied Management

Certificate  
(15 semester hours minimum)

The Certificate provides introductory courses to enable students to acquire the necessary skills to successfully enter entry-level management positions in a variety of profit and non-profit organizations. Particular course selection affects position of choice.

Learners who complete the Applied Management Certificate will:

- Understand the individual business disciplines and their relationship to the world of business
- Understand the principles of problem solving including creative and critical thinking, and apply these to both business and personal situations so as to be intelligent decision makers, individually and in groups
- Understand the importance of synergy in and function of management
- Know the importance of satisfying consumer needs and the central role of marketing in the business process
- Understand one other outcome depending on which course is chosen from the Advanced Management Certificate

For more information, contact Program Coordinator Jennifer Oliver.

Program Requirements			
Dept. & No.		Title of Course	Credits
BBG*	101	Introduction to Business	3
or BES*	218	Entrepreneurship	
BMG*	20	Principles of Supervision	3
or BMG*	202	Principles of Management	3
BMK*	201	Principles of Marketing	
ACC*	113	Principles of Financial Accounting	3
Choose <b>one</b> of the following for the fifth course:			
BBG*	230	Survey of Business Law	3
BBG*	215	Global Business	
BMG*	220	Human Resource Management	
BBG*	294	Business Internship	
CSA*	135	Spreadsheet Applications <sup>1</sup>	
MFG*	171	Introduction to Lean Manufacturing	
MFG*	172	Introduction to Lean Supply Chain Management	
ACC*	117	Principles of Managerial Accounting	
BFN*	201	Principles of Finance	
Total Program Credits			15

<sup>1</sup> Students without computer experiences should take CSA\* 105 first

## Advanced Management

Certificate  
(30 semester hours minimum)

The certificate provides additional courses as compared to the Applied Management Certificate to enable students to successfully continue in their career in entry-level positions in a variety of profit and non-profit organizations. These additional courses provide computer, accounting and legal skills as well as practical work experience through an internship component.

Learners who complete the Advanced Management Certificate will:

- Understand individual business disciplines and their relationship to the world of business
- Understand the principles of problem solving, including creative and critical thinking, and apply these to both business and personal situations so as to be intelligent decision makers, individually and in groups
- Understand the importance of synergy in and functions of management
- Know the importance of satisfying consumer needs and the central role of marketing in the business process
- Know how to utilize people as an effective resource for management
- Understand the U.S. legal system and those facets of law applicable to the world of business
- Understand the importance of business globalization
- Understand, create, and analyze basic financial statements
- Be able to apply computer skills to business

For more information, contact Program Coordinator Jennifer Oliver.

Program Requirements			
Dept. & No.		Title of Course	Credits
ACC*	113	Principles of Financial Accounting	3
BBG*	101	Introduction to Business <sup>1</sup>	3
or		or	
BES*	218	Entrepreneurship <sup>1</sup>	3
BBG*	230	Survey of Business Law	3
BBG*	215	Global Business	3
BMG*	220	Human Resource Management	3
BMK*	201	Principles of Marketing <sup>1</sup>	3
BMG*	201	Principles of Supervision <sup>1</sup>	3
or		or	
BMG*	202	Principles of Management <sup>1</sup>	3
BBG*	294	Business Internship	3
CSA*	135	Spreadsheet Applications <sup>1,2</sup>	3
or		or	
ACC*	123	Accounting Software Applications <sup>2</sup>	3
Choose one of the Following:			
ACC*	117	Managerial Accounting	3
MFG*	171	Introduction to Lean Manufacturing	
MFG*	172	Introduction to Lean Supply Chain Management	
BFN*	201	Principles of Finance	
Total Program Credits			30

<sup>1</sup> Course is included in the Certificate in Applied Management

<sup>2</sup> Students without computer experience should take CSA\* 105 first

## Advanced Manufacturing Machine Technology

### Certificate

(34 semester hours minimum)

This is a one year, 34 credit certificate program. The first semester provides basic skills in operating lathes, milling machines, and grinders. This also includes some conversational CNC programming and machining. The second semester teaches advanced skills to prepare the student for an entry level machines position, at the conclusion of the Advanced Manufacturing Certificate. Additionally, 24 credits earned in this certificate can be applied to the COT's Technology Studies: Advanced Manufacturing degree option which can be used for seamless transfer to receiving four-year universities (Central Connecticut State University and the University of Hartford).

Learners who complete the Advanced Manufacturing Machine Technology certificate will:

- Demonstrate an understanding of shop safety
- Demonstrate an understanding of blueprint reading and its application in machine technology
- Demonstrate an understanding of precision layout procedures
- Demonstrate an understanding of tool geometry for lathe cutting tools
- Demonstrate an understanding of the use and selection of different cutting tools and cutter holders for the Vertical Milling Machine
- Demonstrate an understanding of CNC Programming
- Solve oblique triangle problems using the Law of Sines
- Demonstrate an understanding of quality control tools and systems and their applications
- Demonstrate an ability to determine the acceptability of manufactured parts based on GDT requirements

For more information, contact the Director, Steve LaPointe.

#### Program Requirements

Dept. & No.	Title of Course	Credits
MFG* 105	Manufacturing Math II	3
MFG* 124	Blueprint Reading I	2
MFG* 151	Manufacturing Machinery - Drill Press and Saw	1
MFG* 152	Manufacturing Machinery - Grinding	2
MFG* 153	Manufacturing Machinery - Benchmark	2
MFG* 154	Manufacturing Machinery - Lathe I	2
MFG* 155	Manufacturing Machinery - Milling I	2
MFG* 156	Manufacturing Machinery - CNC I	2
CAD* 220	Parametric Design (SolidWorks)	3
QUA* 114	Principles of Quality Control	3
MFG* 125	Blueprint Reading II	3
MFG* 254	Manufacturing Machinery - Lathe II	3
MFG* 255	Manufacturing Machinery - Milling II	3
MFG* 256	Manufacturing Machinery - CNC II	3
<b>Total Program Credits</b>		<b>34</b>

## Associate Network Specialist

### Certificate

(15 semester hours)

The Certificate will prepare students for immediate employment in the networking area of computer services occupations.

Learners who complete the Associate Network Specialist will:

- Identify the different types of hardware and software that are required in networking
- Distinguish between computer processes, services and protocols
- Describe how protocols are used to transmit information across a network
- Identify the flow of information between two communicating computers
- Describe current technologies used in local area networks (LANs)
- Describe current technologies used in wide area networks (WANs)
- Identify when to use a switch, hub, or router
- Identify TCP/IP layers, components and functions and the services these applications provide
- Identify the need for Virtual LANs
- Describe common application servers used for Internet access
- Retrieve Internet information through a wide variety of applications
- Discuss routing methodologies and routing protocols
- Be able to list the common WAN protocols
- Understand the specific functions of the Network Layer in terms of network addressing
- Determine the root cause of a technical problem
- List ways to measure networking traffic
- Evaluate networking equipment to solve a performance problem

For more information, contact Program Coordinator Chris Parden.

#### Program Requirements

Dept. & No.	Title of Course	Credits
CST* 130	Network Essentials I	3
CST* 170	Introduction to Local Area Networks	3
CST* 140	Introduction to Computer Hardware	3
CST* 192	Wide Area Networks	3
CST* 260	System Architecture	3
<b>Total Program Credits</b>		<b>15</b>

## Administrative Medical Office Skills

Certificate  
(15 semester hours minimum)

The Administrative Medical Office Skills certificate will provide basic skills in medical office reception as well as advanced skills in medical insurance, billing and coding and the use of electronic medical records. This program will also be a starting point for students wishing to work in health care but do not want the clinical side of health care. Students from this certificate earn gainful employment in the local health care facilities or transfer to the HIMT: Coding Certificate Program, Medical Assisting Degree and/or Health Care Management Degree.

For more information, contact Program Coordinator Cheri Goretti.

### Program Requirements

Dept. & No.	Title of Course	Credits
CSA* 105	Introduction to Software Applications	3
MED* 111	Administrative Medical Assisting	3
MED* 112	Medical Insurance and Billing	3
MED* 125	Medical Terminology	3
MED* 216	Electronic Medical Records Management	3
<b>Total Program Credits</b>		<b>15</b>

## Computer-Aided Design

Certificate  
(18 semester hours minimum)

This credential will create a new certificate of emphases for the College of Technology, providing an area of specialty for students who wish to go into a (CAD) design career directly and/or pursue an associates or baccalaureate degree through the Pathways program at QVCC (A.S.) or Central Connecticut State University (B.S.) in Industrial Technology. Currently there is a shortage of qualified designers with the requisite CAD skills both in Connecticut and nationally. Furthermore, with the development of advanced manufacturing techniques and virtual machining software developments, the need for qualified designers and skilled software personnel will certainly grow.

Learners who complete the Computer-Aided Design certificate will:

- Transition seamlessly into an Associate of Science Degree Program in Technology Studies: Computer Aided Design(CAD) as part of the College of Technology Pathway Program;
- Demonstrate a good understanding of engineering blueprint principles;
- Demonstrate a good working knowledge of state-of-the-art hardware and software in support of design and development;
- Demonstrate teamwork skills;
- Demonstrate an understanding of design for manufacture and rapid prototyping techniques;
- Demonstrate good communication skills.

For more information, contact Program Coordinator Mark Vesligaj.

### Program Requirements

Dept. & No.	Title of Course	Credits
CAD* 110	Introduction to CAD	3
CAD* 220	Parametric Design (SolidWorks)	
or		
CAD* 271	CAD Solids Mechanical Pro-Engineer	3
	CAD Elective <sup>1</sup>	3
	CAD Elective <sup>1</sup>	3
	CAD Elective <sup>1</sup>	3
	CAD Elective <sup>1</sup>	3
<b>Total Program Credits</b>		<b>18</b>

<sup>1</sup> CAD\* 114, CAD\* 117, CAD\* 133, CAD\* 298, EGR\* 111, EGR\* 118, MFG\* 124, MFG\* 125, MFG\* 126, MFG\* 278, or MFG\* 239 may be taken to satisfy this requirement

## Early Childhood Education

### Certificate

(30 semester hours minimum)

The program is designed for students who wish to enter the field of early childhood education or who are already employed in the field and wish to earn a credential by expanding their knowledge and competency in working with children from birth to age 8. The program will provide students with the skills and knowledge to develop competency in working with children.

Learners who complete the Early Childhood Education certificate will:

- Identify, document and assess elements that determine quality in early childhood programs
- Design a learning environment and use teaching strategies that are based upon child development theory
- Plan, implement and evaluate a developmentally appropriate curriculum that fosters children's social, emotion, physical and cognitive development
- Examine program philosophy and goals, classroom design, teacher/child interaction, planning and implementation of curriculum, observation and assessment of the young child and family involvement in a variety of early childhood settings
- Demonstrate good early childhood practice in an early childhood setting

For more information, contact Program Coordinator Susan Spencer.

#### Program Requirements

Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3
ENG* 114	Children's Literature	
or	or	
Elective	ELE (Fine Arts or Music Appreciation)	3
PSY* 111	General Psychology I	
or	or	
PSY* 112	General Psychology II	3
ECE* 101	Introduction to Early Childhood Education	3
ECE* 103	Creative Experiences for Children	3
ECE* 109	Science and Math for Children	3
ECE* 176	Health, Safety, and Nutrition	3
ECE* 182	Child Development	3
ECE* 210	Observation and Participation	3
ECE* 231	Early Language and Literacy Development	3
<b>Total Program Credits</b>		<b>30</b>

## Engineering Science-STEM Certificate

### Certificate

(18 semester hours minimum)

The principle objective of this "gateway" credential is to leverage the efficacy of the College of Technology (COT) seamless pathways and increase the pipeline of students in STEM disciplines. The certificate purpose is to fill the need for analytical learners and careers in engineering and science. This certificate will integrate an engineering explorations course to expose the students to the vast opportunities available to them as they hone their mathematics. This approach will connect them to the field even before they matriculate to the more advanced engineering courses later in the degree(s).

Learners who complete the Engineering Science-STEM certificate will:

- Demonstrate an awareness of engineering and STEM academic pathways and career opportunities;
- Demonstrate a good understanding of engineering principles and concepts;
- Demonstrate a good understanding of mathematical concepts and techniques with regards to STEM;
- Demonstrate an ability to research and approach problem solving analytically;
- Demonstrate an ability to think through a problem in a logical manner;
- Demonstrate an ability to carry analysis through conclusion and present findings in an organized manner;
- Demonstrate effective communication skills and an ability to work efficiently in teams.

For more information, contact Program Coordinator Mark Vesligaj.

#### Program Requirements

Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3
MAT* 186	Precalculus	4
MAT* 254	Calculus I	4
MAT* 256	Calculus II	4

#### Program Core 10 Credits

EGR* 111	Introduction to Engineering	3
<b>Total Program Credits</b>		<b>18</b>



## Graphic Arts

Certificate  
(27 semester hours)

The Graphic Arts certificate provides a venue for students to hone existing skills or explore new avenues of art-making outside of the rigors of a full academic degree. The certificate provides students in the Visual Arts Degree program the opportunity to receive recognition for expanded and specialized studies outside of the option in their primary plan of study. Students will gain valuable experience and insight into contemporary art-making media and techniques that will enlighten and reinforce their study and resulting portfolio. This is not intended as a stand-alone route to immediate employment. This certificate is more for someone seeking additional experience alongside an Associate's Degree or for someone with existing experience in the field but needing to expand their working vocabulary and/or their abilities.

Learners who complete the Graphic Arts certificate will:

- Hone skills in the areas of traditional two-and three-dimensional art-making. They will develop a solid and professional portfolio of work showcasing their strengths and abilities in these disciplines.
- Communicate their knowledge and skills verbally through a system of critique and discussion with professional staff and guest lecturers.
- Explore and demonstrate a professional working knowledge of the aesthetics, design, history, and development of the traditional studio arts.
- Develop and demonstrate the studio skills, as evidenced by their portfolio, enabling them to better compete in the work force. Associate Degree students who also qualify for this certificate will show expertise in an area of study beyond their chosen degree option, increasing their academic transfer potential.

For more information, contact Program Coordinator Annie Joly.

### Program Requirements

Dept. & No.	Title of Course	Credits
ART* 111	Drawing I	3
ART* 121	Two-Dimensional Design	3
DGA* 111	Introduction to Computer Graphics	3
DGA* 212	Advanced Computer Graphics	3
GRA* 151	Graphic Design I	3
GRA* 252	Graphic Design II	3
<i>Three of the following:</i>		
GRA* 221	Illustration I	3
GRA* 230	Digital Imaging I	3
CST* 150	Web Page Design & Development I	3
GRA* 271	Computer Animation I	3
<b>Total Program Credits</b>		<b>27</b>

## Health Career Pathways

Certificate  
(27/28 semester hours minimum)

This certificate program is appropriate for the student who is interested in an allied health career. Students will be provided with the preliminary background necessary for opportunities in allied health professions. Credits from this program may be applied toward the associate degree in medical assisting.

Learners who complete the Health Career Pathways certificate will:

- Recognize emergency situations and respond appropriately to emergency care techniques in various life-threatening situations
- Demonstrate a working knowledge of the human body including structure, function, and basic pathologies
- Demonstrate effective written and oral communication skills
- Apply mathematical concepts and skills to interpret, understand, and communicate quantitative data
- Demonstrate an understanding of various health care professions
- Demonstrate a foundation in chemistry or microbiology or medical terminology relevant to their Health Career track
- Demonstrate an understanding of the importance of psychological or sociological or anthropological principles and how they relate to the allied health field

For more information, contact Program Coordinator Cheri Goretti.

### Program Requirements

Dept. & No.	Title of Course	Credits
<i>Humanities 3 Credits</i>		
ENG* 101	Composition	3
<i>Mathematics 3 Credits</i>		
MAT* 137	Intermediate Algebra <sup>1</sup>	3
<i>Science <sup>2</sup> 18 or 19 Credits</i>		
BIO* 121	General Biology I	4
BIO* 211	Anatomy & Physiology I	4
BIO* 212	Anatomy & Physiology II	4
CHE* 111	Concepts of Chemistry	
or	or	
BIO* 235	Microbiology	
or	or	
MED* 125	Medical Terminology	3/4
HLT* 103	Investigations in Health Care	3
<i>Social Sciences 3 Credits</i>		
PSY* 111	General Psychology I <sup>3</sup>	3
<b>Total Program Credits</b>		<b>27/28</b>

<sup>1</sup> Based on Basic Skills Assessment

<sup>2</sup> Selection based on advisement as to which science course will best meet student's academic and career goals.

<sup>3</sup> Students transferring to nursing school will also need the following courses: PSY\* 201 and SOC\* 101

## Health Information Management Technician: Certified Coding Specialist

Certificate  
(27 semester hours)

This certificate is designed to prepare students to work in hospitals, physicians' offices, insurance settings, or clinics organizing and evaluating medical records.

Learners who complete the Health Information Management Technician: Coding Specialist certificate will:

- Demonstrate and utilize appropriate medical language and abbreviations
- Demonstrate an understanding of management of health care data
- Demonstrate the ability to abstract information from various sources and utilize various coding classification systems
- Demonstrate an understanding of appropriate and effective application of legal and ethical standards of practice
- Analyze and utilize medical record science and apply knowledge to various health care delivery systems.

For more information, contact Program Coordinator Cheri Goretti.

### Program Requirements

Dept. & No.	Title of Course	Credits
BIO* 110	Principals of the Human Body	3
ENG* 101	Composition	3
HIM* 102	Introduction to Health Care Systems	3
HIM* 201	Health Information Management Principles	3
HIM* 210	Coding I	3
HIM* 211	Advanced Medical Coding	3
MED* 112	Medical Insurance and Billing	3
MED* 125	Medical Terminology	3
MED* 216	Electronic Medical Records Management	3
<b>Total Program Credits</b>		<b>27</b>

## Lean Manufacturing

Certificate  
(6 semester hours)

The U.S. Department of Labor along with local industry has demonstrated a demand and need for courses in the areas of lean and supply chain management. The College of Technology (COT) has designed this certificate as a response to the expressed future and current needs of the manufacturing community. This certificate will provide students with the skills to increase their employability as well as set them on a path that will enable them to further their education.

The courses in Lean Manufacturing are intended to ensure students have knowledge of current continuous process improvement methodologies in use today within competitive manufacturing environments.

Learners who complete the Lean Manufacturing certificate will:

- Identify and utilize DMAIC problem solving methodology components
- Effectively participate in kaizen events within manufacturing environments
- Appreciate value in a process and identify and eliminate wasteful activities within a process
- Calculate and analyze process related data to help drive improvement
- Maintain and sustain improvements within the manufacturing process area
- Understand the principles of continuous improvement and the culture associated with it
- Act as a project team leader for a kaizen event
- Analyze process / project using lean tools
- Document team project improvements for sustainability

For more information, contact Program Coordinator Mark Vesligaj.

### Program Requirements

Dept. & No.	Title of Course	Credits
MFG* 171	Introduction to Lean Manufacturing	3
MFG* 271	Advanced Lean Manufacturing	3
<b>Total Program Credits</b>		<b>6</b>

## Microcomputer Software Applications

Certificate  
(30 semester hours)

The Microcomputer Software Applications Certificate is designed for students seeking entry-level jobs requiring familiarity and understanding of computer fundamentals and exposure to a variety of microcomputer applications. Graduates will be able to perform jobs that use software applications and that support and provide service to other users of software. The certificate is designed so that students could complete the requirements in one academic year. Through program electives, students can focus on particular applications or continue an exploration of broad-based computer knowledge.

Learners who complete the Microcomputer Software Applications certificate will:

- Communicate effectively
- Demonstrate introductory knowledge of a programming language and of operating systems
- Demonstrate appropriate skills in electronic spreadsheets and database management
- Demonstrate keyboarding speed and accuracy

For more information, contact Program Coordinator Chris Parden.

Program Requirements			
Dept. & No.		Title of Course	Credits
ENG*	101	Composition	3
COM*	171	Fundamentals of Human Communication	
or		or	
COM*	273	Personal & Professional Interviewing	
or		or	
COM*	176	Business & Professional Communication	3
CSA*	105	Introduction to Software Applications	3
CSC*	106	Structured Programming	
or		or	
Other		Other programming courses	3
CSA*	135	Spreadsheet Applications	3
CSA*	145	Database Management	3
CST*	120	Introduction to Operating Systems	3
BOT*	111	Keyboarding for Information Processing I	3
<i>Electives 6 Credits</i>			
		Any computer Science Electives	6
Total Program Credits			30

## Microcomputer Software Fundamentals

Certificate  
(18-21 semester hours)

The Microcomputer Software Fundamentals certificate is designed for students seeking entry-level jobs requiring familiarity with personal computers and a variety of software applications. Students will be prepared for jobs which require skills in data entry, use of common software such as spreadsheets and word processors, beginning use of operating systems, and/or retail microcomputer sales. Students must choose all of their electives from one of the elective sequences.

Learners who complete the Microcomputer Software Fundamentals certificate will:

- Communicate effectively
- Demonstrate introductory knowledge of a programming language and of operating systems OR demonstrate appropriate skills in word processing, electronic spreadsheets, database management, and computer graphics applications
- Demonstrate keyboarding speed and accuracy

For more information, contact Program Coordinator Chris Parden.

Program Requirements				
Dept. & No.		Title of Course		Credits
BOT*	111	Keyboarding for Information Processing I		3
ENG*	101	Composition		
or		or		
COM*	171	Fundamentals of Human Communication		
or		or		
COM*	273	Personal & Professional Interviewing		
or		or		
COM*	176	Business & Professional Communication		3
CST*	110	Introduction to Information Technology		3
Electives (Choose one of the following sequences)				
(a) Computer Concepts				
CSC*	106	Structured Programming		
or		or		
Other		Other programming courses		3
CST*	120	Introduction to Operating Systems		3
CST*	270	Network Security Fundamentals		3
(b) Basic Applications (Choose any 3 of the following)				
ACC*	123	Accounting Software Applications <sup>1</sup>		3
BOT*	137	Word Processing Applications		3
CSA*	135	Spreadsheet Applications		3
CSA*	145	Database Management		3
DGA*	111	Introduction to Computer Graphics		3
(c) Office Computers				
CSA*	135	Spreadsheet Applications		3
CSA*	145	Database Management		
or		or		
BOT*	219	Integrated Office		3
BOT*	137	Word Processing Applications		3
Total Program Credits				18/21

<sup>1</sup> Requires ACC\* 113 as a prerequisite

## Patient Care Technician

### Certificate

(20 semester hours minimum)

The Patient Care Technician certificate is designed from the health care community's need for trained personnel, specifically in the area of patient care. Prerequisite for this certificate is current CNA or EMT certification.

Learners who complete the Patient Care Technician certificate will:

- Differentiate the role and responsibilities of the patient care technician in each health care setting
- Demonstrate principles and techniques of Standard Precautions, Infection Control, and other related OSHA Standards
- Identify various safety and emergency principles as they relate to a health care facility
- Communicate effectively with patients, their families and other health care professions
- Properly access and document patient information
- Demonstrate proper body mechanics when lifting, moving and positioning patients
- Demonstrate proper techniques for obtaining vital signs, height and weight
- Demonstrate proper techniques when performing various diagnostic procedures such as EKG, spirometry and venipuncture
- Demonstrate entry-level office skills in the areas of reception, scheduling and word processing.

For further information, contact Program Coordinator Cheri Goretti.

#### Program Requirements

Dept. & No.	Title of Course	Credits
HLT* 131	Patient Care Techniques	1
CSA* 105	Introduction to Software Applications	3
HLT* 170	Medical Law & Ethics for the Health Care Professional	3
MED* 111	Administrative Medical Assisting	3
MED* 131	Clinical Medical Assisting	3
MED* 125	Medical Terminology	3
MED* 245	Clinical Laboratory Procedures	4
<b>Total Program Credits</b>		<b>20</b>

## Phlebotomy

### Certificate

(16 semester hours minimum)

The Phlebotomy certificate is designed for students who wish to obtain and validate competency in the process of taking blood specimens from patients.

Learners who complete the Phlebotomy Certificate will:

- Understand, demonstrate, and continuously utilize the principles of medical asepsis and standard precautions, as well as other safety precautions
- Understand the professional roles of a phlebotomist in relation to the healthcare delivery system

- Perform various blood collection techniques and understand their importance
- Demonstrate an understanding of appropriate and effective application of legal and ethical standards of practice
- Integrate knowledge and skills acquired to function as a competent phlebotomist
- Promote effective oral communication skills to patients, their families, and other healthcare professionals
- Demonstrate and utilize appropriate medical terminology and abbreviations, as related to the clinical laboratory

#### Additional Requirements for the Phlebotomy Program:

1. Students enrolled in the phlebotomy program are required to show proof of the following health requirements prior to being allowed to register for HLT\* 294 Phlebotomy Practicum:
  - MMR immunizations or proof of immunity via antibody titre
  - Tetanus vaccine within last 5 years
  - Hepatitis B vaccine or proof of immunity via antibody titre
  - Varicella vaccine or proof of immunity via antibody titre
  - Negative PPD within past 6 months
  - Statement of good health

Some practicum sites also require the student to undergo a background check and/or drug testing. Sites are allowed to deny a student based on results from these checks. If a student is denied by an internship site, the program coordinator is under no obligation to place them at another site.
2. Eligibility requirements for practicum:
  - Students must earn a "B" or better in HLT\* 141 and obtain approval from course instructor and program coordinator.
  - If the program coordinator questions the clinical skills of any student, the student may be required to demonstrate proficiency in certain skills, take a skills workshop, or repeat HLT\* 141 prior to being placed at a practicum site.
  - If the program coordinator questions the student's professionalism, ethics, and/or ability to follow directions and take constructive criticism, a student can be denied the opportunity to do the practicum.
  - Students are not allowed to take any phlebotomy supplies out of the classroom, and if found to do so, will be automatically terminated from the phlebotomy program.
  - A site has the right to terminate a student's practicum without warning. Students terminated from a site will not be placed at another site and will receive a grade of "F" for the course.

For further information, contact Program Coordinator Cheri Goretti.

#### Program Requirements

Dept. & No.	Title of Course	Credits
HLT* 103	Investigations in Health Care	3
HLT* 141	Techniques in Phlebotomy	4
HLT* 294	Phlebotomy Practicum	3
HLT* 170	Medical Law & Ethics for the Health Care Professional	3
MED* 125	Medical Terminology	3
<b>Total Program Credits</b>		<b>16</b>

## Photography

### Certificate

(27 semester hours minimum)

The Photography certificate provides a venue for students to hone existing skills or explore new avenues of art-making outside of the rigors of a full academic degree. The certificate provides students in the Visual Arts Degree program the opportunity to receive recognition for expanded and specialized studies outside of the option in their primary plan of study. Students will gain valuable experience and insight into contemporary art-making media and techniques that will enlighten and reinforce their study and resulting portfolio. This is not intended as a stand-alone route to immediate employment. This certificate is more for someone seeking additional experience alongside an Associate's Degree or for someone with existing experience in the field but needing to expand their working vocabulary and/or their abilities.

Learners who complete the Photography certificate will:

- Hone skills in the areas of traditional two-and three-dimensional art-making. They will develop a solid and professional portfolio of work showcasing their strengths and abilities in these disciplines.
- Communicate their knowledge and skills verbally through a system of critique and discussion with professional staff and guest lecturers.
- Explore and demonstrate a professional working knowledge of the aesthetics, design, history, and development of the traditional studio arts.
- Develop and demonstrate the studio skills, as evidenced by their portfolio, enabling them to better compete in the work force. Associate Degree students who also qualify for this certificate will show expertise in an area of study beyond their chosen degree option, increasing their academic transfer potential.

For more information, contact Program Coordinator Annie Joly.

#### Program Requirements

Dept. & No.	Title of Course	Credits
ART* 111	Drawing I	3
ART* 121	Two-Dimensional Design	3
DGA* 111	Introduction to Computer Graphics	3
DGA* 212	Advanced Computer Graphics	3
GRA* 230	Digital Imaging I	3
ART* 141	Photography I	3
ART* 142	Photography II	3
ART* 241	Photography Workshop	3
Elective	Directed elective in Art or Design	3
<b>Total Program Credits</b>		<b>27</b>

## Plastics Technology

### Certificate

(25 semester hours minimum)

The Plastics Technology certificate will prepare students for immediate employment in entry level positions within the plastics industry. Graduates will be able to perform jobs such as injection molding or extrusion operating or become quality control technicians. The certificate is designed so student may complete the requirements in one academic year. Credits from this program may be applied to the requirements for an Associate in Science Degree in Technological Studies – Plastics Option.

Learners who complete the Plastics Technology certificate will:

- Run the two major plastics manufacturing processes, extrusion and injection molding, include set up, operation and maintenance
- Troubleshoot extrusion and injection molding operational problems
- Adjust extrusion and injection molding process conditions to meet product specifications and process optimization
- Understand basic material properties and processing characteristics of standard plastic materials used in the extrusion and injection molding industries.

For more information, contact Program Coordinator Mark Vesligaj.

#### Program Requirements

Dept. & No.	Title of Course	Credits
<i>Communication Skills 3 Credits</i>		
ENG* 101	Composition	3
<i>Computer Science 6 Credits</i>		
CSA* 105	Introduction to Software Applications	3
CAD* 110	Introduction to CAD	3
<i>Science 6 Credits</i>		
EGR* 116	Hydraulics and Pneumatics	3
PLA* 101	Introduction to Polymers	3

#### Program Core 10 Credits

PLA* 120	Polymer Process Engineering	4
PLA* 160	Physical and Properties Testing Lab	2
PLA* 203	Plastics Processing II	4
<b>Total Program Credits</b>		<b>25</b>

## Senior Network Specialist

Certificate  
(30 semester hours minimum)

This certificate program is an occupational program that will prepare successful students for immediate employment in the networking area of computer services occupations. Students who take the required NetPrep courses are eligible for certification by the National Association of Communication Systems Engineers.

Learners who complete this certificate will:

- Identify the different types of hardware and software that are required in networking
- Distinguish between computer processes, services and protocols
- Describe how protocols are used to transmit information across a network
- Identify the flow of information between two communicating computers
- Describe current technologies used in local area networks (LANs)
- Describe current technologies used in wide area networks (WANs)
- Identify when to use a switch, hub or router
- Identify TCP/IP layers, components and functions and the services these applications provide
- Identify the need for Virtual LANs
- Describe common application servers used for Internet access
- Retrieve Internet information through a wide variety of applications
- Discuss routing methodologies and routing protocols
- Be able to list the common WAN protocols, and understand the specific functions of the Network Layer in terms of network addressing
- Determine the root cause of a technical problem
- List ways to measure networking traffic
- Evaluate networking equipment to solve a performance problem

For more information, contact Program Coordinator Chris Parden.

### Program Requirements

Dept. & No.	Title of Course	Credits
CST* 130	Network Essentials I	3
CST* 170	Introduction to Local Area Networks	3
CST* 196	Protocols Analysis	3
CST* 229	Network Routers and Switches	3
CST* 234	Network+	3
CST* 260	System Architecture	3
CST* 261	Network Design	3
CST* 275	Information Security	3
CST* 270	Network Security Fundamentals	3
	Technical Elective <sup>1</sup>	
<b>Total Program Credits</b>		<b>30</b>

<sup>1</sup> Course to be selected from the following areas only: CSA\*, CSC\*, or CST\*

## Studio Art

Certificate  
(27 semester hours minimum)

The Studio Art certificate provides a venue for students to hone existing skills or explore new avenues of art-making outside of the rigors of a full academic degree. The certificate provides students in the Visual Arts degree program the opportunity to receive recognition for expanded and specialized studies outside of the option in their primary plan of study. Students will gain valuable experience and insight into contemporary art-making media and techniques that will enlighten and reinforce their study and resulting portfolio. This is not intended as a stand-alone route to immediate employment. This certificate is more for someone seeking additional experience alongside an associate's degree or for someone with existing experience in the field but needing to expand their working vocabulary and/or their abilities.

Learners who complete the Studio Art certificate will:

- Hone skills in the areas of traditional two-and three-dimensional art-making. They will develop a solid and professional portfolio of work showcasing their strengths and abilities in these disciplines.
- Communicate their knowledge and skills verbally through a system of critique and discussion with professional staff and guest lecturers.
- Explore and demonstrate a professional working knowledge of the aesthetics, design, history, and development of the traditional studio arts.
- Develop and demonstrate the studio skills, as evidenced by their portfolio, enabling them to better compete in the work force. Associate degree students who also qualify for this certificate will show expertise in an area of study beyond their chosen degree option, increasing their academic transfer potential.

For more information, contact Program Coordinator Annie Joly.

### Program Requirements

Dept. & No.	Title of Course	Credits
ART* 111	Drawing I	3
ART* 112	Drawing II	3
ART* 121	Two-Dimensional Design	3
ART* 122	Three-Dimensional Design	3
ART* 161	Ceramics	
or	or	
ART* 136	Ceramic Sculpture	
or	or	
ART* 131	Sculpture I	3
ART* 151	Painting I	3
ART* 167	Printmaking I	3
DGA* 111	Introduction to Computer Graphics	3
Elective	Directed elective in Art or Design	3
<b>Total Program Credits</b>		<b>27</b>

## Supply Chain Management

Certificate  
(6 semester hours minimum)

The U.S. Department of Labor along with local industry has demonstrated a demand and need for courses in the areas of lean and supply chain management. The College of Technology (COT) has designed this certificate as a response to the expressed future and current needs of the manufacturing community. This certificate will provide students with the skills to increase their employability as well as set them on a path that will enable them to further their education.

The courses in Supply Chain Management are intended to review the lean manufacturing principles needed to understand and maintain the supply chain and to cover the benefits and elements needed for implementing supply chain management.

Learners who complete the Supply Chain Management Certificate will:

- Understand the basic SCM principles
- Understand the benefits of SCM
- Demonstrate how to Value Stream Map the SCM
- Understand the supplier / customer roles and responsibilities
- Demonstrate how to describe the supplier base and types
- Understand supplier evaluations and metrics
- Understand the role of quality
- Understand the application of quality audits
- Understand the role of communication and collaboration
- Understand the importance of information flow
- Demonstrate the application of SCM in real-world situations
- Understand the composition and interactions of a SCM team
- Understand the concepts of quality improvement programs
- Understand the concept of velocity of a supply chain
- Understand the importance of partnerships with customers and suppliers

For more information, contact Program Coordinator Mark Vesligaj.

Program Requirements			
Dept. & No.		Title of Course	Credits
MFG*	172	Introduction to Lean Supply Chain Management	3
MFG*	272	Implementing Lean Supply Chain Management	3
Total Program Credits			6

## Technology Studies-STEM Certificate

Certificate  
(16 semester hours minimum)

The principle objective of the "gateway" credential is to leverage the efficacy of the College of Technology (COT) seamless pathways and increase the pipeline of students in STEM disciplines. The certificate purpose is to fill the need for applied learners and applied careers. For every theoretical engineer or scientist as a company, there are typically multiple technicians to service the hands-on and applied workload that comes with innovations; this certificate addresses that need. This certificate will integrate a STEM careers explorations course to expose the students to the vast opportunities available to them as they hone their mathematical problem solving skills. This approach will connect them to the field of study even before they matriculate to the more advanced technical courses later in the degree(s).

Learners who complete the Technology Studies-STEM certificate will:

- Demonstrate an awareness of technology and STEM academic pathways and career opportunities;
- Demonstrate a good understanding of technology principles and concepts;
- Demonstrate a good understanding of mathematical concepts and techniques with regards to STEM;
- Demonstrate an ability to research and approach problem solving algebraically and with statistics;
- Demonstrate an ability to think through a problem in a logical manner;
- Demonstrate an ability to carry analysis through conclusion and present findings in an organized manner;
- Demonstrate effective communication skills and an ability to work efficiently in teams.

For more information, contact Program Coordinator Mark Vesligaj.

Program Requirements			
Dept. & No.		Title of Course	Credits
ENG*	101	Composition	3
MAT*	137	Intermediate Algebra	3
MAT*	167	Principles of Statistics	3
MAT*	186	Precalculus	4
Program Core			
SCI*	120	Investigations in STEM	3
Total Program Credits			16

## Web Design

Certificate  
(27 semester hours)

The Web Design certificate provides learners with a foundation in web site development with a focus on content creation instead of programming. A blend of artistic and technical computer based skills is critical for anyone seeking work as a web page designer. This certificate provides an excellent opportunity for both tech students and emerging artists to broaden their career path. Today, all businesses have a web presence and this certificate provides students with the skills needed to obtain entry level web design positions.

Learners who complete the Web Design certificate will:

- Use the core technologies of current markup languages such as HTML, XHTML and CSS for web development and design
- Demonstrate an understanding of and familiarity with web site development requirements, skills and techniques, and web site design principles
- Design and implement accessibility-compliant user interfaces. Students will demonstrate this skill by creating web sites that meet web accessibility standards as described by the World Wide Web Consortium (W3C) guidelines.
- Design and produce dynamic web content that interacts with the user. Students will demonstrate this skill by creating web sites that employ the fundamental client side interactive Internet technologies, such as Javascript, Dynamic HTML, and Macromedia Flash.
- Design and build web sites that incorporate the graphical elements required of business web sites. Students will demonstrate this skill by creating web sites that employ all of the major industry standard graphical file formats and graphical compression techniques.
- Demonstrate familiarity with the principles of good design and use computer graphic programs to produce individual design projects
- Demonstrate fluency in two and three dimensional design concepts such as drawing, line, space, color, texture, composition and how to convey these in a digital format for web based users

For more information, contact Program Coordinator Chris Parden.

### Program Requirements

Dept. & No.	Title of Course	Credits
DGA* 111	Introduction to Computer Graphics	3
CST* 150	Web Design and Development I	3
CST* 254		
or		
DGA* 240	Web Page Design	3
GRA** 151	Graphic Design I	3
GRA* 252	Graphic Design II	3
ART* 111	Drawing I	3
ART* 121	Two Dimensional Design	3
ART* 109	Color Theory	3
GRA* 271	Computer Animation	
or		
DGA* 283	Digital Video Editing	3
<b>Total Program Credits</b>		<b>27</b>





# COURSE DESCRIPTIONS

Course descriptions are presented alphabetically by subject or discipline.

The semester hours of credit to be earned for each course is indicated by the number to the right of the course title.

On the basis of application data and Basic Skills Assessment, the College may require students to take certain courses numbered 010-099 in order to better prepare for college-level work.

Courses can be offered only if there is sufficient enrollment and if funds and staff are available. The College reserves the right to cancel courses with insufficient registration and to make necessary changes in the schedule of courses. Some courses may be offered alternate years only.

## Elective Choices in Program Requirements

**Business Administration:** Accounting, business, computer science, economics and office administrative careers

**Humanities:** Art, communications, English, foreign languages, humanities, music, sign language, philosophy, and theater.

**Interdisciplinary Studies**

**Mathematics**

**Science:** Biology, chemistry, geology, physics, and science

**Social Science:** Courses from anthropology, economics, education, history, political science, psychology, interdisciplinary, and sociology

## Courses by Department

### ■ ACCOUNTING

#### ACC\* 113

#### Principles of Financial Accounting 3

A study of basic accounting principles and procedures, from the initial recording of transactions to the preparation and analysis of financial statements, with emphasis on theory as well as practice.

*Prerequisite: MAT\* 095 or satisfactory placement on Basic Skills Assessment*

#### ACC\* 117

#### Principles of Managerial Accounting 3

A basic study of managerial accounting concepts with an emphasis on providing financial information to managers to assist in their planning, control, and decision-making activities. Topics include cost accounting, cost behavior relationships, capital expenditure analysis and budgeting.

*Prerequisite: ACC\* 113 with a C- or better or permission of program coordinator*

#### ACC\* 123

#### Accounting Software Applications 3

Participants will explore current financial and accounting software, using IBM microcomputers. Applications will be for professional use, and may include such items as inventory, accounts receivable, accounts payable, payroll, general ledger, financial statements, cash flow, budgeting and income taxes.

*Prerequisite: ACC\* 113 with a minimum grade of C-*

#### ACC\* 241

#### Federal Taxes I 3

An introduction to and survey of federal tax laws as they apply to the individual tax payer. Topics include: calculation of income, adjustments, exclusions, deductions, exemptions, credits, and computations.

*Prerequisite: ACC\* 113 with a minimum grade of C-*

#### ACC\* 271

#### Intermediate Accounting I 3

An advanced study of generally accepted accounting principles including analysis of the Balance Sheet and the Income Statement. Particular emphasis is given to the valuation of assets and their relationship to income determination.

Reference is made to pronouncements of the Financial Accounting Standards Board.

*Prerequisite: ACC\* 113 with a minimum grade of C-*

#### ACC\* 272

#### Intermediate Accounting II 3

A continuation of ACC\* 271, giving particular emphasis to liabilities and stockholders' equity valuations and their relationships to income determination.

*Prerequisite: ACC\* 271 with a minimum grade of C- or permission of program coordinator*

## ■ ANTHROPOLOGY

### ANT\* 101

#### Introduction to Anthropology 3

An introduction to anthropological perspectives on the origins of human life and the emergence of diverse cultures. Special emphasis will be placed on the interrelationship among social organizations, environment, population and technology.

*Prerequisite:* Placement at ENG\* 101 or completion of required developmental courses  
*TAP Competency:* Social Phenomena Knowledge & Understanding  
*Embedded Competency:* Ethical Dimensions of Humankind

### ANT\* 105

#### Introduction to Cultural Anthropology 3

A cross-cultural comparison of life in diverse cultures. Topics such as marriage, kinship, social organization, and political and economic institutions will be examined through case studies.

*Prerequisite:* Placement at ENG\* 101 or completion of required developmental courses  
*TAP Competency:* Social Phenomena Knowledge & Understanding

### ANT\* 118

#### Health, Healing and Culture 3

A study of illness, pain, curing and curers as found in the United States and other societies. Students will investigate the impact on well-being of environmental factors, nutrition, population size, migration, and culture.

*Prerequisite:* Placement at ENG\* 101 or completion of required developmental courses  
*TAP Competency:* Critical Analysis & Logical Thinking

### ANT\* 133

#### Peoples of the World 3

This course focuses on non-western societies to provide a broad understanding of social change and development in a global context. Topics will include: division of the world into developed and underdeveloped sectors, migration and immigration, and accommodation and resistance to change among non-western peoples.

*Prerequisite:* ANT\* 101 or permission of instructor  
*TAP Competency:* Social Phenomena Knowledge & Understanding

### ANT\* 218

#### Sex Roles in Western and Non-Western Societies 3

An exploration of the extent to which masculinity and femininity are biologically or culturally determined. The major focus will be on socialization, family life and the organization of work in several societies including the United States.

*Prerequisite:* SOC\* 101 or ANT\* 101 or permission of instructor

## ■ ART

### ART\* 101

#### Art History I 3

A survey of art and architecture from prehistoric times to the end of the fourteenth century, through a historical, cultural and technological perspective. The class will include lectures and slide presentations. A research paper or a project is required.

*TAP Competency:* Critical Analysis & Logical Thinking

### ART\* 102

#### Art History II 3

A survey of art and architecture from the fifteenth century to the present day, through a historical, cultural and technological perspective. The classes will include lectures and slide presentations. A research paper or a project is required.

*TAP Competency:* Critical Analysis & Logical Thinking

### ART\* 107

#### Introduction to Studio Art 3

This is a studio and lecture course designed to develop seeing and understanding of the formal and cultural aspects of the visual arts. The course includes studio assignments and work with a variety of materials, art log entries, discussions of studio work and lecture/discussions of selected works and artists. As this is an introductory course, it is assumed that most students have little or no previous experience in art. This is in no way a disadvantage as the assignments have been carefully chosen to suit the course aims and provide an interesting and creative introduction to the visual arts.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

### ART\* 109

#### Color Theory 3

Studies the use of color and its properties. Students will explore the visual, expressive, and emotional interaction of color and its usage in art and art-making. Students will work with various media, mostly acrylic paint and paper collage, to formulate presentations ranging from fundamental problem solving to individual expression. This class requires extensive outside work to complete the assignments. (6 studio hours)  
*Prerequisite:* ART\* 111, Drawing I and ART\* 121, Two-Dimensional Design

*TAP Competency:* Critical Analysis & Logical Thinking

### ART\* 111

#### Drawing I 3

An introductory studio course which focuses on drawing through observation. Line, shading, proportion, space and organization will be emphasized. A variety of subjects and drawing materials will be covered in this course.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

### ART\* 112

#### Drawing II 3

A studio course which will continue the building of drawing skills and perception through observation. Both traditional and experimental drawing materials, subjects and techniques will be employed.

*Prerequisite:* ART\* 111 or permission of instructor

### ART\* 113

#### Figure Drawing I 3

This in-depth course is based in anatomical and expressive approaches to human figure drawing. Instruction will include elements of drawings as well as an introduction to the structure and function of human anatomy and its representation in artwork. A variety of media can be explored and areas of instruction will include composition, proportion, and foreshortening principles. Students work extensively from the live model. (6 studio hours)

*Prerequisite:* ART\* 111

### ART\* 115

#### Drawing I Workshop 3

Drawing I Workshop is a remedial course for students who have completed Drawing I but need to acquire a greater proficiency in these skills. Students will continue to explore the concepts of line, space, value, and composition as drawing tools. Students

will further develop eye/hand coordination skills as well as their ability to understand what and how they see in order to translate the three-dimensional world into two-dimensional drawings. May be repeated for credit with permission of the program coordinator.

*Prerequisite:* ART\* 111

### **ART\* 121 Two-Dimensional Design 3**

An introductory studio course which focuses on the creative design elements and principles of two-dimensional design. Emphasis will be placed on the use of basic concepts, tools and media.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

### **ART\* 122**

#### **Three-Dimensional Design 3**

An introductory studio course which focuses on the creative design elements and principles of three-dimensional design. Emphasis will be placed on the use of basic concepts, tools and media.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

### **ART\* 131**

#### **Sculpture I 3**

An introductory studio course in various materials and methods of sculpture. Students will work in both additive and subtractive methods to provide an understanding of three-dimensional composition.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

### **ART\* 132**

#### **Sculpture II 3**

Students will be introduced to such media as: welded metal, wood, plaster, plastic, ceramics, and combined media.

*Prerequisite:* ART\* 131 or permission of instructor

### **ART\* 136**

#### **Ceramic Sculpture 3**

An introductory studio course of basic instruction in creating sculptural artworks using clay as a medium. Students will work in both additive and subtractive methods. Emphasis will be placed on learning the elements of three-dimensional composition. Work may be fired and/or glazed.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

### **ART\* 141**

#### **Photography I 3**

An introductory studio course in black and white photography as an art form. Camera operation, film developing and printing will be covered. A 35mm adjustable camera and some supplies will be supplied by the student.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

### **ART\* 142**

#### **Photography II 3**

A studio course of continued instruction in black and white photography techniques, imagery and theory.

*Prerequisite:* ART\* 141 or permission of instructor

### **ART\* 151**

#### **Painting I 3**

An introductory studio course in the technical and aesthetic principles of painting. Preparation of painting surface, basic painting methods, color and composition will be covered.

*Prerequisite:* ART\* 111 or permission of instructor

### **ART\* 152**

#### **Painting II 3**

Continued skill building of basic painting methods. Introduction of more advanced painting methods and practices. Continued analysis of elements within the painting.

*Prerequisite:* ART\* 151 or permission of instructor

### **ART\* 155**

#### **Watercolor I 3**

A studio course in the technical and aesthetic principles of watercolor painting. Basic watercolor methods, materials, color theory, and composition will be covered.

*Prerequisite:* ART\* 111 or permission of instructor

### **ART\* 156**

#### **Watercolor II 3**

Continued skill building of basic watercolor methods. Introduction of more advanced methods and practices. Continued analysis of elements within the painting. May be repeated for credit.

*Prerequisite:* ART\* 155 or permission of instructor

### **ART\* 161**

#### **Ceramics I 3**

An introductory studio course in clay. This course will include wheel throwing, hand forming methods, glazing, and firing. The elements of three-dimensional art will be emphasized.

### **ART\* 162**

#### **Ceramics II 3**

A studio course with emphasis on clay as an artistic medium for utilitarian pots and sculptural forms. Included will be claybody and glaze formulation, firing techniques, and history.

*Prerequisite:* ART\* 161 or permission of instructor

### **ART\* 167**

#### **Printmaking I 3**

An introductory studio course in the methods and materials of printmaking: etching, woodblock printing, linoleum printing, and collograph. The basic elements of art will be articulated through these printmaking methods.

*Prerequisite:* ART\* 111 or permission of instructor

### **ART\* 168**

#### **Printmaking II 3**

Continued development of printmaking skills. Introduction of multiplate/multicolor printing. Serigraph (silk screen) will be introduced in this course.

*Prerequisite:* ART\* 167 or permission of instructor

### **ART\* 211**

#### **Drawing III 3**

Drawing pursued as an avenue for self-expression. This course will be project-oriented according to the student's development and needs. Emphasis on portfolio preparation.

*Prerequisite:* ART\* 112 or permission of instructor

### **ART\* 231**

#### **Sculpture III 3**

Individual instruction based on student's development and needs. May be repeated for credit.

*Prerequisite:* ART\* 132 or permission of instructor

**ART\* 241**

**Photographic Workshop 3**  
Individual instruction based on student's development and needs. Portfolio preparation. May be repeated for credit.  
*Prerequisite: ART\* 142 or permission of instructor*

**ART\* 251**

**Painting III 3**  
Painting in all media. Individual instruction based on level of student's development and needs. May be repeated for credit.  
*Prerequisite: ART\* 152 or permission of instructor*

**ART\* 261**

**Ceramics III 3**  
Individual instruction based on student's development and needs. May be repeated for credit.  
*Prerequisite: ART\* 162 or permission of instructor*

**ART\* 264**

**Ceramics Sculpture Workshop 3**  
A studio course of continued instruction in creating sculptural artworks using clay as the medium. Students will work on individual projects while learning the elements of three-dimensional composition. Students will also practice firing finished works. May be repeated for credit.  
*Prerequisite: ART\* 136 or permission of instructor*

**ART\* 267**

**Printmaking III 3**  
Printmaking in the medium of choice. Individualized project-oriented course, based on the student's needs and personal directions. May be repeated for credit.  
*Prerequisite: ART\* 168 or permission of instructor*

**ART\* 281**

**Digital Photography II 3**  
Students will develop new skills and further explore the creative and expressive side of digital photography through a variety of demonstrations, assignments, critiques, and lab work. Students will work independently and with direct supervision to review the features and functions of the digital camera and the digital lab and then to move ahead to develop a personal and professional style while mastering a wide range of practical photographic techniques,

all of which will be evidenced by both digital and hard-copy portfolios. Students must own their own digital single lens reflex or "Prosumer" digital camera, must have their own storage media, purchase their own paper and other devices and accessories as they are needed.

*Prerequisite: ART\* 141, Photography I, and DGA\* 111, Introduction to Computer Graphics or permission of instructor or program coordinator*

**ART\* 289**

**Portfolio Preparation 3**  
The purpose of this course is to prepare a portfolio of the student's artwork which will stress the individual's career and/or education goals. Students will develop a professional portfolio directed at transfer, professional placement on a career track or gaining gallery representation. Students will also prepare a resume and develop the skills needed when one is being interviewed.  
*Prerequisite: Approval of the program coordinator*

**ART\* 293**

**Internship in Art I 3**  
This course gives the student the opportunity to work and learn in a professional setting. For each credit earned the student will spend 40 hours under supervision in an approved design or art studio. In addition, attendance at a bi-weekly seminar at the college is required. The student will be expected to gain a working knowledge of the structure, goals and practices of the studio.  
*Prerequisite: Approval of the program coordinator*

**ART\* 294**

**Internship in Art II 3**  
This is a course which enables the student to continue to work and learn in a professional setting. The student can increase her/his skills level by continuing their ART\* 293 placement. The student may choose instead to work/study in a setting that is different from their initial ART\* 293 experience. For each credit earned, the student will spend 40 hours under supervision in an approved design or art studio. In addition, attendance at a bi-weekly seminar at the college is required. The student will be expected to gain a working knowledge of the structure, goals and practices of the studio.  
*Prerequisite: ART\* 293*

**ART\* 296**

**Advanced Studio 3**  
This class provides an opportunity for advanced studio experience in any of your areas of study, including Fine, Graphic, and Digital arts. With the permission of the instructor and of the program coordinator, students registering for ART\* 296 will work to fulfill the requirements of established advanced studio courses in our varied curricula that are not being offered in a particular semester. The included courses are not a part of an established Fine Art option. ART\* 296 may be taken up to four times for credit with different content. A maximum of 4 students may enroll in each course covered under the ART\* 296 umbrella.  
*Prerequisite: Permission of program coordinator and completion of the Fine Arts Core (ART\* 111, ART\* 121)*

**DGA\* 11**

**Introduction to Computer Graphics 3**  
An introductory studio course which will investigate basic design principles and practices utilizing the computer as a design tool. Students will explore the elements of design, color, and typography through practical application in developing ideas and images.

**DGA\* 212**

**Advanced Computer Graphics 3**  
This course is a continuation of computer imaging skills gained from Introduction to Computer Graphics. Students will explore more advanced techniques using programs such as Adobe Illustrator, Photoshop and After Effects. Students will also begin to use three dimensional software applications.  
*Prerequisite: DGA\* 111 or permission of instructor*

**DGA\* 240**

**Web Page Design 3**  
This course will introduce students to the fundamentals of planning, designing, producing and posting web pages and sites for the Internet. The basics of HTML code, Photoshop image creation of the web and use of Dreamweaver are major topics. Emphasis will be on site design and management. Student projects will be reviewed in class. Class: 6 hours per week.  
*Prerequisite: DGA\* 111 or permission of instructor*

**DGA\* 283****Digital Video Editing 3**

An introductory course in the discipline of digital video shooting and editing. Video will be imported and assembled into productions using Final Cut Pro software. Topics will include scripting, compression schemes, Quicktime movies, A/B roll composition, output for tape and web, special effects, and sound.

*Prerequisite:* DGA\* 111, or ART\* 141, or permission of instructor

**GRA\* 151****Graphic Design I 3**

An introductory studio course in the fundamentals of commercial design. This course will cover the basic graphics design theory, techniques and practices.

*Prerequisite:* DGA\* 111 or permission of instructor

**GRA\* 221****Illustration I 3**

An introductory studio course to the field of illustration. A variety of materials and media will be explored, both traditional and digital with the major emphasis on visual interpretation of concepts and storytelling.

*Prerequisite:* ART\* 111 or ART\* 121 or permission of instructor

**GRA\* 230****Digital Imaging I 3**

A studio course in which digital images are created and manipulated by the use of the computer and peripheral hardware.

*Prerequisite:* DGA\* 111 or permission of instructor

**GRA\* 237****Computer Graphics 3**

Continued investigation of graphic design using the computer as a design tool. This course will focus on the integration of image and text. Ideas and concepts will be reinforced through layout and composition using both graphic and desktop publishing software. Students will develop their portfolios as they identify their personal strengths in illustration or layout while sharpening their computer skills. May be repeated for credit.

*Prerequisite:* DGA\* 111 or permission of instructor

**GRA\* 252****Graphic Design II 3**

Continued instruction in the practices and techniques necessary to produce camera-ready artwork. Portfolio preparation will be stressed.

*Prerequisite:* GRA\* 151 or permission of instructor

**GRA\* 271****Computer Animation I 3**

A studio course introducing the basic electronic skills required to create the illusion of movement in electronic graphic images. The course begins with simple motion exercises, progressing to a final project utilizing both sound and motion. Fundamental principles of animation including storyboarding, squash and stretch, anticipation, staging, and timing will be covered.

*Prerequisite:* DGA\* 111 or permission of instructor

**■ ASTRONOMY****AST\* 111****Introduction to Astronomy 4**

This is an introductory course in astronomy which covers the origin and evolution of the sun, the universe, and the planets. In addition, methods of observing and analyzing astronomical events will be discussed.

Students may also explore special topics of contemporary interest. Three hours of lecture and one three-hour laboratory per week.

*Prerequisite:* MAT\* 095 or placement at college level math on Basic Skills Assessment  
TAP Competency: Scientific Knowledge & Understanding

**■ BIOLOGY****BIO\* 110****Principles of the Human Body 3**

This course provides an overview of the basic structure and function of the human body. It will explore the major organs and systems of the body as well as provide an overview of chemical and cellular processes as they relate to the human body. Basic pathologies of the human body will also be covered. Lecture only. This course is not recommended for students who have taken BIO\* 115, BIO\* 211, or BIO\* 212.

*Prerequisite:* Basic Skills Assessment placement at ENG\* 101 level

TAP Competency: Scientific Knowledge & Understanding

**BIO\* 111****Introduction to Nutrition 3**

An introductory nutrition course which includes a comprehensive overview of nutrition concepts. Emphasis will be placed upon the understanding of scientific research in order to dispel the mythology associated with nutrition. The application of nutritional knowledge to daily living will be stressed. Three hours of lecture per week.

*Prerequisite:* Basic Skills Assessment placement at ENG\* 101 level

TAP Competency: Scientific Knowledge & Understanding

**BIO\* 115****Human Biology 4**

A study of anatomy and physiology of the human being at all levels of organization from the molecular through the organ system. Themes include the study of unifying principles by which the human organism maintains homeostasis and the consequences of pathology. Special emphasis will be given to pathological conditions which affect individual organ systems and the body as a whole. Three hours of lecture and three hours of laboratory per week.

*Prerequisite:* Basic Skills Assessment placement at ENG\* 101 level

TAP Competency: Scientific Reasoning

**BIO\* 121****General Biology I 4**

This course will introduce the major concepts of biology. Topics will include cell theory, cell division, molecular and cellular biology, photosynthesis, and genetic inheritance. Students will survey major themes in biology including ecology, evolution, reproduction, and homeostasis. In laboratory, students will develop an understanding of the scientific method, will study the basic techniques of scientific investigation, and will learn how to write laboratory reports. Three hours of lecture and three hours of laboratory per week are required.

*Prerequisite:* Basic Skills Assessment placement at ENG\* 101 and MAT\* 137 or above

*Recommended:* ENG\* 101 and MAT\* 137 (may be taken concurrently)

TAP Competency: Scientific Knowledge & Understanding; Scientific Reasoning

**BIO\* 122****General Biology II 4**

This course will focus on the anatomy, physiology, and classification of organisms in the six kingdoms. Topics will include taxonomy, diversity, and evolution of life; anatomy and physiology of living organisms; and ecology. Laboratory will focus on the structure, function, and anatomy of selected plants and animals. Three hours of lecture and three hours of laboratory are required per week.

*Prerequisite:* Basic Skills Assessment placement at ENG\* 101 and MAT\* 137 or above

*Recommended:* ENG\* 101 and MAT\* 137

(may be taken concurrently)

*TAP Competency:* Scientific Reasoning

**BIO\* 140****Ornithology 3**

An introduction to the biology of birds. Topics include the biology, behavior, migration, breeding, and population ecology of birds. Laboratory and field studies include the identification of birds, their behavior, and ecology. Three hours of lecture per week. Field trips are required.

*Prerequisite:* BIO\* 121 or equivalent

**BIO\* 145****General Zoology 4**

A study of the phylogeny, anatomy, physiology, behavior and ecology of selected organisms from the protozoa through the chordates. A central theme will be the evolution of systems and structures, which allow for varying degrees of adaptive plasticity. Laboratories will include demonstrations using live organisms. Three hours of lecture and three hours of laboratory per week.

*Prerequisite:* Basic Skills Assessment placement at ENG\* 101 level

**BIO\* 147****Field Zoology 3**

An introduction to the biologies and identification of animals through a study of the species of Connecticut and the surrounding areas. Field trips are evenly divided among marine, freshwater, and terrestrial environments. Suitable for teachers who do not anticipate further study in the life sciences. Two hours of lecture and four hours of field or laboratory work per week. Field trips are required.

*Prerequisite:* BIO\* 121 or equivalent

**BIO\* 155****General Botany 4**

A study of the structure, development, physiology, ecology, evolution, and economic importance of botany above the basic concepts level. Laboratories will include the study of tissues and the dissection, physiology, and growth of representative species. Three hours of lecture and three hours of laboratory per week.

*Prerequisite:* Basic Skills Assessment placement at ENG\* 101 level or concurrent enrollment

**BIO\* 158****Field Botany 3**

The botany and identification of the plant life of Connecticut and the surrounding areas. Field trips to a variety of habitats allow students to practice their identification and collecting skills. Suitable for teachers who do not anticipate further study in the life sciences. Two hours of lecture and four hours of field or laboratory work per week. Field trips are required.

*Prerequisite:* BIO\* 121 or equivalent

**BIO\* 160****Genetics and Society 3**

This course will introduce the principles of genetics including inheritance, human genetics, and molecular genetics. The course will also focus on the role of DNA in agriculture, medicine, and technology. The ethical implications of genetic technology will also be discussed. This course is not intended for science majors.

*Prerequisite:* ENG\* 101

*TAP Competency:* Scientific Knowledge & Understanding

**BIO\* 177****Evolution 3**

Evolution is presented as a unifying concept in biology. Topics include evolutionary mechanisms, earth history, and cosmological theories. The history of major groups of plants and animals is discussed as well as the reason for the present distribution of organisms. Three hours of lecture per week.

*Prerequisite:* BIO\* 121 or equivalent

**BIO\* 210****Nutrition and Human Development 3**

This course will examine nutrition throughout the human life cycle. Nutrition during periconception, pregnancy, lactation, childhood, adolescence and adulthood will be reviewed. The course will also examine nutrition in public health in both the developed and developing world.

*Prerequisite:* BIO\* 111 or permission of instructor

**BIO\* 211****Anatomy and Physiology I 4**

A systematic study of human anatomy and physiology including the histology, gross anatomy and organ-level physiology of the integumentary, skeletal, muscular, and nervous systems. While the course is open to any student, it is primarily designed to give students entering the allied health fields a strong background in human structure and function. Three hours of lecture and three hours of laboratory per week.

*Prerequisite:* BIO\* 121 or equivalent

**BIO\* 212****Anatomy and Physiology II 4**

A continuation of Human Anatomy and Physiology I which includes the histological and gross anatomy and organ-level physiology of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.

*Prerequisite:* BIO\* 211 or equivalent

**BIO\* 235****Microbiology 4**

The principles of microbiology including: bacterial shape, classification, metabolism, growth, staining characteristics, biochemical identification, nature of disease, and the infectious process. Bacteria in the hospital, containment of bacteria, viruses and their requirements for growth, the virus and disease, and the great plagues are also studied. Designed for students who wish a one-semester course in microbiology. This course is suited for those interested in nursing or health care. Three hours of lecture and three hours of laboratory per week.

*Prerequisite:* BIO\* 121 or equivalent

*TAP Competency:* Critical Analysis & Logical Thinking

**BIO\* 260****Principles of Genetics 3**

This course will introduce the basic principles of genetics. It will cover Mendelian genetics, mitosis and meiosis, chromosomal theory, human genetics, and molecular genetics. This course will also include a discussion of DNA technology and its ethical implications. Topics, including but not limited to gene therapy, cloning, reproductive technology, and the human genome project will be discussed.

*Prerequisite: BIO\* 121 or equivalent*

**BIO\* 264****Molecular and Cellular Biology 4**

This course will introduce the principles of molecular and cellular biology. Cellular biology will be covered in detail, including membrane structure and transport, energy generation, intracellular transport, cell communication, cell cycle, and cell division. The course will also explore DNA structure, function and technology.

Current molecular biology techniques, focusing on both protein and nucleic acid manipulation, will be covered in the laboratory. Three hours of lecture and three hours of laboratory are required per week.  
*Prerequisite: BIO\* 121 or equivalent and an additional 200 level biology course*

**BIO\* 270****Ecology 4**

The study of the interrelationships between living organisms and their environment including various marine, freshwater, and terrestrial ecosystems. Topics include the concept of the ecosystem, productivity, predator/prey strategies, social systems, communities, limiting factors, competition and speciation, and ecological diversity. Laboratories allow students to practice field and laboratory methods used by ecologists. Three hours of lecture and one three-hour laboratory per week. Field trips are required.  
*Prerequisite: BIO\* 121 or BIO\* 122 or permission of instructor*

**BIO\* 275****Entomology 4**

A study of the morphology, physiology, taxonomy, ecology, and economic importance of insects. Underlying themes will include the aesthetics, diversity, complexity and success of insects as a group. Three hours of lecture and one three-hour laboratory per week. Field trips are required.

*Prerequisite: BIO\* 121 or equivalent*

**BIO\* 298****Special Topics in Biology 3**

A colloquium course in a designated topic. The topic chosen will be in response to student needs and interests. Faculty lectures will introduce, organize, and summarize colloquia discussions. May be repeated for credit.

*Prerequisite: Two courses in biology*

**■ BUSINESS****BBG\* 101****Introduction to Business 3**

A basic course in business, designed to provide an overall view of the ownership patterns, structure, and essential operations of business organizations.

**BBG\* 115****Business Software Applications 3**

Using Microsoft Suite application software, students in this hands-on course will learn to use each of the software packages as they relate to the business environment. These software packages include an emphasis on Excel to build flexible spreadsheets used in business decision-making, supplemented with Word to produce professional-looking documents, Access to select and analyze data to produce valid results, and PowerPoint to effectively present and communicate. A basic course in business, designed to provide an overall view of essential operations of business organizations.

*Prerequisite: Eligible for ENG\* 101 and MAT\* 137*

**BBG\* 215****Global Business 3**

A survey course to introduce the field of global business. Students will study diverse and multiple facets – such as cultural, political/legal, social, economic and others – that affect the operations and performances of international business enterprises. As a part of their coursework, students will concentrate on one or more specific cultures, regions, or countries.

*Prerequisite: BBG\* 101 or BES\* 218 and IS 135 or permission of instructor*

**BBG\* 230****Survey of Business Law 3**

An exploration of various principles of business law and their current application

to everyday business transactions. The Uniform Commercial Code and major federal acts affecting business are reviewed. Topics include the federal Constitution, the legal and social environment of business, contracts, property (real and personal), banking (loans, checks, investments), types of business structures, wills and different types of taxes.

**BBG\* 234****Legal Environment of Business 3**

This course introduces the student to the structure of the American legal system and its impact on the operations of American business. Ethics and social responsibility are examined from many perspectives including that of decision makers and stakeholders. Major aspects of government regulation of business are explored, including product liability, securities regulation, employment and labor law, and intellectual property. The course also examines fiduciary duties and tort and criminal liability.

**BBG\* 236****Commercial Law 3**

This course provides a framework for the legal and ethical consideration impacting many basic commercial transactions, and deals with the formation of contracts and the rights and responsibilities of contracting parties. Specific topics included are contract law and the Uniform Commercial Code, including sales, secured transactions and negotiable instruments. Also covered are aspects of agency, partnerships, corporations, limited partnerships, limited liability companies and bankruptcy.

**BBG\* 280****Problem Solving and Decision-Making 3**

This course studies business decision-making through synthesis of the concepts and techniques of business administration developed in prior courses in order to establish a rational basis for developing business objectives, strategies, and implementation activities. Strategic management methods and techniques will be applied in this capstone course by individual and team cases and projects.

*Prerequisite: Completion of program core or permission of instructor*

**BBG\* 294****Business Internship 3-4**

This experience consists of field work in business and accounting. Assignments may be in private, public, or non-profit organizations in areas such as manufacturing, retailing, personnel, accounting or finance. Each credit earned requires 40 hours of work placement. The student and the instructor will hold periodic conferences during the semester.  
*Prerequisite: Minimum of 21 credits completed in program core and permission of program coordinator*

**BES\* 218****Entrepreneurship 3**

A practical course intended to help aspiring business people start or buy a small business. Topics covered will include the advantages and disadvantages, problems and rewards of owning a small business, general categories and legal forms of business, how to keep proper accounts, and where to go for help.

**BFN\* 110****Personal Finance 3**

This course provides a basic understanding of personal finance in a non-technical presentation. The choices that consumers face in managing their finances are examined. The topics include the basics of personal income and budgeting, consumer credit, investing, taxes, housing, insurance, retirement, and estate planning.  
*Prerequisite: Placement in ENG\* 101 and MAT\* 137*

**BFN\* 201****Principles of Finance 3**

This course provides a study of the fundamental principles involved in the process of making financial decisions. Topics include the time value of money, valuation of stocks and bonds, risk and return, financial leverage, analysis of financial statements, capital budgeting and an introduction to financial markets.  
*Prerequisite: ACC\* 113 with a grade of C-minimum*

**BMG\* 201****Principles of Supervision 3**

This course is designed for those who wish to enrich their supervisory skills. The course focuses on techniques of working with and supervising other people. Students will learn to increase their decision making, planning and human relations skills. Other

examples of topics to be covered are: conflict and crisis resolution, report writing, group process skills, leadership styles, employee performance assessment, and employee selection.

**BMG\* 202****Principles of Management 3**

An introduction to the principles, practices and problems of business management. Major consideration will be given to the planning, organizing, and controlling functions. The problem solving and decision-making process will also be examined.

**BMG\* 204****Managerial Communication 3**

This is a practical course in effective oral and written communication for the business office. Communication theory, audience analysis/adaptation, and document organization will be emphasized. Interpersonal and group dynamics will be explored. Types of communication used in decision making as well as their nature, capabilities, and limitations will be reviewed. Specific topics include the strategies for composing letters, memoranda, reports, proposals, and presentations.  
*Prerequisite: ENG\* 101*  
*TAP Competency: Oral Communication in English*

**BMG\* 210****Organizational Behavior 3**

A survey of the psychological factors that influence the individual in the work setting. Includes employee attitudes, motivation, group dynamics, decision making, leadership, assessment and training as an introduction to human resource management.  
*Prerequisite: Eligibility for ENG\* 101*

**BMG\* 220****Human Resource Management 3**

An in-depth study of the principles of human resource management. This course emphasizes the broad functions that managers and personnel officers must understand in order to develop an effective work force. Topics include human resource planning, recruitment, hiring, employee and management development, and performance evaluation.

**BMK\* 201****Principles of Marketing 3**

A comprehensive examination of the concept of marketing as it affects policies and practices of business institutions. Specific attention is given to such topics as market research, advertising, marketing organization and distribution, costs and pricing, sales promotion, and the social regulation of marketing.

**■ BUSINESS OFFICE TECHNOLOGY****BOT\* 111****Keyboarding for Information Processing I 3**

This course will introduce the fundamentals of using a computer keyboard with the touch-type method and the basics of word processing. Students will produce letters, memos, reports, tables and other documents using accepted business and academic formats.

**BOT\* 112****Keyboarding for Information Processing II 3**

This course stresses the further development of keyboarding skills. Students will use advanced word processing applications to prepare office documents.  
*Prerequisite: BOT\* 111*

**BOT\* 137****Word Processing Applications 3**

The course provides students with the concepts of word processing as they relate to business, medical and other office operations and stresses the development of skills in operating word processing software. Students will practice producing documents using current word processing software.  
*Prerequisite: BOT\* 111*

**BOT\* 219****Integrated Office 3**

An advanced course in computer applications giving students practical experience in integrating word processing skills with office procedures and other software applications.  
*Prerequisite: BOT\* 137 and CSA\* 105 or CSA\* 135*



**BOT\* 251****Administrative Procedures 3**

An advanced course designed to integrate previously learned office skills and computer skills into the framework of the current office environment. Students will use integrated office documents, spreadsheets, and presentations. Effective communication in the office will be stressed, including telephone techniques, interviews, and business documents.

*Prerequisite:* BOT\* 111

**BOT\* 280****Medical Transcription and Document Production 3**

An advanced course in transcription. Students will practice transcribing medical information from taped dictation. Medical terminology learned in MED\* 125 will be reinforced. Emphasis is on correct use of terminology, spelling, grammar, punctuation, and formatting special medical forms.

*Prerequisite:* BOT\* 111 and MED\* 125

**BOT\* 281****Advanced Medical Transcription 3**

This advanced course in transcription will enable the student to further his/her knowledge of medical transcription. An emphasis on specialty reports will include: radiology and diagnostic imaging, oncology, cardiology, hematology and infectious disease, dentistry and oral surgery, orthopedics, neurology and neurosurgery, and psychiatry. Problem solving through the use of real life scenarios will enable the student to make appropriate on-the-job decisions. Appropriate disclosure, storage, and confidentiality of documents will be discussed.

*Prerequisite:* BOT\* 280

**BOT\* 295****Administrative Practicum 3**

Open only to matriculated students in business office technology programs and normally to be taken as one of the last courses in the sequence. Supervised internship in a business or professional office previously approved by the instructor. Students receive on-the-job training in assigned offices under supervision of personnel who will coordinate and evaluate a student's performance with the college instructor. The student and instructor hold periodic conferences. Minimum of ten hours per week.

*Prerequisite:* Approval of program coordinator

**■ CHEMISTRY****CHE\* 111****Concepts of Chemistry 4**

This is an introductory course designed to provide a brief survey of important chemical concepts. The core of the course will involve solution chemistry including: precipitation reactions, redox reactions, stoichiometry, acid-base reactions, and buffer systems. This course will also cover: the metric system, states of matter, scientific measurements, the periodic table, chemical bonding, and an introduction to organic chemistry. This course is not recommended if a one-year chemistry sequence is needed.

*Prerequisite:* MAT\* 137 (may be taken concurrently) or permission of instructor  
*TAP Competency:* Scientific Reasoning

**CHE\* 121****General Chemistry I 4**

This is an introduction to the basic concepts of chemistry. Major topics will include the measurements of matter, stoichiometry, reactions in aqueous solutions, electronic structure, bonds thermochemistry, rates of reaction, and gases, solids and liquids. The course will emphasize applications to "real world" problems. Laboratories are designed to allow the student to visualize the important concepts introduced in lecture and to increase student understanding of the scientific process. There will be three hours of lecture and three hours of lab each week.

*Prerequisite:* MAT\* 137

*TAP Competency:* Scientific Reasoning

**CHE\* 122****General Chemistry II 4**

This is a continuation of CHE\* 121. Major topics will include gaseous chemical equilibrium, acids and bases, acid-base titration, buffer systems, coordination compounds, spontaneity, electrochemistry, nuclear chemistry, chemistry of metals and nonmetals, and organic and polymer chemistry. There will be three hours of lecture and three hours of lab each week.

*Prerequisite:* CHE\* 121

*TAP Competency:* Scientific Reasoning

**CHE\* 211****Organic Chemistry I 4**

Designed for science and engineering majors. Presents bonding, formulation, and molecular shapes of organic molecules. Presents nomenclature, preparation, and creation of alkanes, cycloalkanes, alkenes, alkynes, and alcohols. The laboratory portion features the basic reaction and preparation techniques utilized in organic chemistry especially focused on the above compounds.

*Prerequisite:* CHE\* 122

**CHE\* 212****Organic Chemistry II 4**

A continuation of Organic Chemistry I (CHE\* 211), dealing with the nomenclature, preparation, and creation of alcohols, ether, aldehydes, ketones, carboxylic acids, esters, amines, and biomolecules. The laboratory exercises integrated with the theory feature either the preparation or reactions of the above compounds. Other laboratory exercises include the identification of organic compounds utilizing modern instrumentation.

*Prerequisite:* CHE\* 211

**CHE\* 232****Introduction to Environmental Chemistry 4**

Applications of the principles of chemistry towards the environment will be studied. The interrelationship between the cycles of air, soil, and water will be the foundation to identify and explain the impact of humans and industry. Topics such as ozone formation/destruction, acid rain, greenhouse effect, dissolved metals, soil structure, and sewage treatment will be covered. Laboratory work will focus on the quantitative measurements of water, soil, and air samples. Field work will be included. There will be three hours of lecture and three hours of lab each week.

*Prerequisite:* CHE\* 121 or higher, with a C grade or better

## ■ COMMUNICATION

### COM\* 101

#### Introduction to

#### Mass Communications 3

A study of communication theory, process, practice and ethics related to American mass media. The course will include an exploration of books, magazines, newspapers, radio, broadcasting, television, the Internet, film, mobile media and more. Mass media industries, laws and regulations and the effects of media on society will be included in the curriculum. Students will study theories, do exercises and activities, and prepare projects/papers.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

### COM\* 171

#### Fundamentals of

#### Human Communication 3

A study of oral communication in person-to-person, small group, and public situations. The students will be given the opportunity to study theories, do exercises and activities, and prepare oral presentations in order to improve their skills as senders and receivers of messages.

### COM\* 173

#### Public Speaking 3

The study of oral communication in the one-to-many situation. Students will learn how to select, analyze, evaluate, organize, and develop information for public speaking.

*TAP Competency:* Oral Communication in English

### COM\* 176

#### Business and Professional Communication 3

An introduction to the principles of communication as they apply to situations in the workplace. Topics include listening skills; interpersonal communication in the workplace; organizational culture and diversity; interviewing skills, communicating in groups, teams, and meetings; and developing effective presentations.

*TAP Competency:* Oral Communication in English

### COM\* 273

#### Personal and Professional Interviewing 3

A course for anyone who will ever conduct an interview or be interviewed. Students will examine the basic structure and principles of interviewing and several specific interview forms and purposes, including employment, appraisal, and counseling interviews.

*Prerequisite:* COM\* 171 or COM\* 173

### COM\* 276

#### Argument and Persuasion 3

This course considers the theoretical foundations and practical applications of sound argument and effective and ethical persuasion. Topics will include persuasive appeals and strategies, the structure of arguments, logical fallacies, and critical listening. Students will have the opportunity to apply course concepts to the construction and analysis of the arguments surrounding several contemporary controversial issues.

*Prerequisite:* ENG\* 101; COM\* 171 or COM\* 173 or COM\* 176

## ■ COMPUTER-AIDED DESIGN

### CAD\* 110

#### Introduction to CAD 3

This course is an introduction to the techniques of generating graphic images with computers. Topics include: overview of AutoCAD technology, computer technology, hardware descriptions and requirements, file manipulation and management, two-dimensional geometric construction, symbol library creation, dimensioning, scaling, sectioning, and detail assembly drawing.

### CAD\* 114

#### Architectural CAD 3

This course is an introduction to the theory and practice of architectural planning, design, and drawing production. Topics include: drawing layouts, floor plan development, elevation views, renderings, material specifications, and building code requirements.

*Prerequisite:* CAD\* 110

### CAD\* 117

#### Principles of Residential Design 3

Students in this course will explore the basic concepts, procedures and processes

used in the architectural design process. They will interface with computer program(s) that can produce and alter design elements such as walls, rooms, floors, roof planes, foundations, framing, cabinetry and fixtures. Students will be able to interpret and produce dimensioned drawings using industry standard object and view capabilities.

### CAD\* 133

#### Mechanical CAD 3

This course focuses on the creation of auxiliary views, orthographic working drawings, section views and geometric dimensioning relating to mechanical systems. The layout, design and drafting of mechanical systems will also cover heating and cooling design and drawing representation for building design.

*Prerequisite:* CAD\* 110

### CAD\* 220

#### Parametric Design (SolidWorks) 3

This course is an introduction to computer-based design using SolidWorks® parametric 3D CAD software. The course focuses on parametric modeling and topics include: design intent and process, sketching techniques, model development techniques, process-specific modeling, design changes, editing models, patterning and assembly techniques.

### CAD\* 271

#### Solids Mechanical/Pro-Engineer 3

This course is an introduction to using Pro-Engineering software for rendering and designing three-dimensional solid models. Emphasis will be placed on design options, parametric relationships, two-dimension to three-dimension solid model design conversion, and assembly design and generation with animation. This course is suitable for students interested in engineering, industrial design, or several fine arts applications. Students with a knowledge of computer software packages will have the prerequisite knowledge to succeed in this class: specifically CAD or AutoDesk (for engineering/technical studies students) or Adobe CS2 (for art students).

**CAD\* 298****Special Topics in CAD 3**

This course focuses on special topics which will vary from semester to semester. The topics may incorporate a cross functional learning approach by partnering with industry for real-world projects in CAD. Additional topics will be advanced concepts in CAD or Pro-Engineer for two or three dimensional drawings utilizing a team approach and project management techniques.

*Prerequisite: CAD\* 110*

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**■ COMPUTER SCIENCE**
**CSA\* 105****Introduction to****Software Applications 3**

An introduction to computers and their applications using IBM-compatible personal computers. Students will get hands-on experience with an operating system and with application useful to students, including word processing, literature searches, spreadsheets, database management, and telecommunications. Students will learn how to learn about computers so they can continue learning on their own.

*Embedded Competency: Continuing Learning & Information Literacy*

**CSA\* 135****Spreadsheet Applications 3**

An applied course that introduces students to the power of a current state-of-the-art spreadsheet software. Students will examine electronic spreadsheets, database management, and macros to handle a wide range of personal, educational, and business tasks.

*Prerequisite: CSA\* 105 or permission of instructor*

**CSA\* 145****Database Management 3**

An introduction to database software. Students will learn to create and manipulate databases. A leading database package such as Access will be used to maximize the student's marketable skills. Students will get an overview of the range of available database management systems and an understanding of fundamental theory. Hands-on work will be emphasized. Prior knowledge of computers and operating systems is recommended.

**CSC\* 106****Structured Programming 3**

Introduces general principles of programming. Students will learn to break a problem into manageable parts and think in logical ways. The course builds a strong foundation of structured programming before introducing object oriented programming. This course provides a comprehensive introduction to the high-level computer programming languages such as C or JAVA.  
*Prerequisite: MAT\* 095 or placement into college level math*

**CSC\* 210****C Programming 3**

Introduces basic concepts of the C Programming Language. Students will apply a structured programming process involving problem definition, algorithm design, coding, testing, and debugging. Students will also focus on the basic C constructs (such as variables, operators, data types, functions) plus the syntax and semantics of sequential, iterative, and conditional structures, functions, arrays, and I/O.

*Prerequisite: MAT\* 137 and one of the following: CSC\* 106, any computer programming course, or permission of instructor*

**CSC\* 226****Object-Oriented Programming in Java 4**

This course will provide an introduction to Object-Oriented Programming with Java. Object-Oriented topics covered will include encapsulation, inheritance, interfaces and polymorphism. Students will gain experience reading and writing interactive programs that involve systems of cooperating objects. Code re-use and object oriented design techniques will be emphasized. Students will use Sun Microsystems JAVA classes and the Application Programming Interface (API) to create web applets and programs.

*Prerequisite: CSC\* 106 or permission of instructor*

**CSC\* 230****Database Concepts and Web 3**

This course provides a foundation in using database management systems. This includes framing user requirements and modeling the data using UML, implementing the model using the MySQL relational database management system, and using SQL statements to validate database efficacy. Alternative database systems considered are the hierarchical, networked, object-oriented, and XML.  
*Prerequisite: CST\* 150 or permission of instructor*

**CSC\* 295****Cooperative Education/ Work Experience I 3**

Supervised internship at the college or in a private, public or non-profit organization previously approved by the instructor. Students will synthesize and apply concepts and skills learned in computer science courses. Supervisory personnel will coordinate and evaluate a student's performance with the college instructor. Three credits will be earned by the student upon completion of a minimum of 120 hours internship experience. The student and instructor will also hold periodic conferences.

*Prerequisite: Enrollment in Computer Services degree program. Minimum of 18 credits completed in computer science courses, minimum of 2.0 GPA, grades of C or better in program core courses, and approval of program director on practicum application. Application must be made in the semester before the practicum experience.*

**CSC\* 296****Cooperative Education/ Work Experience II 3**

Supervised internship at the college or in a private, public or non-profit organization previously approved by the instructor. Students will synthesize and apply concepts and skills learned in computer science courses. Supervisory personnel will coordinate and evaluate a student's performance with the college instructor. Three credits will be earned by the student upon completion of a minimum of 120 hours internship experience. The student and instructor will also hold periodic conferences.

*Prerequisite: Grade of C or better in CSC\* 295 and approval of program director or course director. Placement must be approved by course instructor.*

**CST\* 110****Introduction to Information Technology 3**

This foundation course for Computer Services students covers the basics of hardware, standard software and networking in a hands-on, experiential, interactive lab environment. Topics will include operating systems, software applications, programming, system units, storage, peripherals, maintenance, network architecture, hardware, and cabling.

*Prerequisite: MAT\* 075 or placement in MAT\* 095 on the Basic Skills Assessment or consent of instructor*

**CST\* 120****Introduction to Operating Systems 3**

The course will begin by discussing the purpose and theory behind the functions of an operating system (OS), such as the management of memory and files, scheduling of jobs, and communication with peripherals. The students will gain an in-depth working knowledge of an OS (such as a Windows environment) currently in broad use with personal computers. Students will also become familiar with a range of other operating systems, character based and graphic (such as DOS, MAC OS, and UNIX) and will gain an understanding of principles common to all systems. Students will become skilled in installing, maintaining, and troubleshooting an operating system.

*Prerequisite: CSA\* 105*

**CST\* 130****Network Essentials I 3**

An introduction to the fundamental concepts of data communications, telecommunications, and networking. This course provides a general overview of computer networks by focusing on the terminology and technology in current networking environments including the OSI model, LAN architecture, the client/server model and network operating systems, system architectures, Internet working components, and telecommunications.

**CST\* 140****Introduction to Computer Hardware 3**

An introduction to computer hardware, peripherals, system architectures, operating system concepts, maintenance and upgrade procedures, focusing primarily on personal computers.

*Prerequisite: CST\* 110 or permission of instructor*

**CST\* 150****Web Design & Development I 3**

Students will become more proficient in all aspects covered in Internet I; will use HTML and an editor to produce a well-designed web page, using a variety of advanced tags, tools and features; and will gain a thorough understanding of the current hardware and software underlying the Internet.

**CST\* 170****Introduction to Local Area Networks 3**

This course covers how LANs are built including what physical cables are used, how those cables are connected together and how hardware platforms (such as servers and workstations) attach to LANs. Major network operating systems and applications that run on LANs are also introduced.

*Prerequisite: CST\* 130*

**CST\* 171****LAN System Management 3**

This advanced course is intended for networking professionals and other participants who grasp the general concepts of data communications and networking, but would like a more detailed understanding of internetworking and internetworking devices. This course focuses on the issues that are encountered with network growth and the internetworking components that offer solutions to these problems. The components covered in this class include repeaters, hubs, bridges, switches, routers and gateways. Network management and the Simple Network Management Protocol (SNMP) are also discussed.

*Prerequisite: CST\* 130, 170, 192, 260*

**CST\* 192****Wide Area Networks 3**

This course details the telecommunications concepts (point to point, multipoint, and packet switch services) and components used to build WANs, as well as the protocols used to transport voice and data including ISDN, Frame Relay and SONET.

*Prerequisite: CST\* 130*

**CST\* 194****Internet Technology 3**

This course provides an overview of the organizations, technologies, and applications associated with the Internet. It builds on basic networking architecture and how it applies to the structure and organizational aspects of the World Wide Web. Web clients and servers and the underlying protocols used by both are also covered as well as the requirements for building a web server.

*Prerequisite: CST\* 130*

**CST\* 196****Protocol Analysis 3**

This is an advanced course intended for networking professionals and students who already grasp the general concepts of data communications and networking, but would like a more detailed understanding of the processes and protocols used in today's networks. Network architectures will be discussed from an OSI model perspective of the networking protocol stack, and a detailed analysis of the protocol will ensue using traces taken with protocol analyzers.

*Prerequisite: CST\* 130, 170, 192, 260*

**CST\* 237****SysAdmin I - Client/Server 4**

This course introduces students to system administration concepts for Microsoft Windows Server and Workstation operating systems, emphasizing hands-on configuration and troubleshooting of multiple networked systems in a laboratory environment. Topics include OS deployment, OS virtualization, IIS, terminal services, print services, user accounts, RAID and disk management, security, optimization, registry, MMC, IP configuration and third-party tools. This course begins to prepare the students for Microsoft OS certification exams.

*Prerequisite: CST\* 140 or permission of instructor*

**CST\* 238****SysAdmin II - Client/Server 4**

This course continues the study of Microsoft Windows Server and Workstation operating systems, emphasizing hands-on configuration and troubleshooting of multiple networked systems in a laboratory environment. Topics include DHCP, NetBIOS, WINS, DNS, Active Directory, Group Policy, and MS Configuration Manager. This course begins to prepare students for Microsoft OS certification exams.

*Prerequisite:* CST\* 237 or permission of instructor

**CST\* 240****Advanced Computer Hardware 3**

This course follows CST\* 140 Introduction to Computer Hardware, and is intended for those who plan to specialize in computer hardware. The course provides an in-depth study of computer systems and components. Emphasis is on the solution of cabling, connectivity, and complex hardware problems in a less structured environment than in Introduction to Computer Hardware.

*Prerequisite:* CST\* 140

**CST\* 250****Web Design and Development II 3**

The client-side technologies needed to design and build interactive business web sites are presented in this course. This includes the creation of a web site's structure through the use of advanced XHTML, an understanding of Cascading Style Sheets for more control over type and placement, basic scripting (Javascript) and Extensible Markup Language (XML) for greater interactivity. Course content is continually updated to reflect the current state of the art in Internet computing.

*Prerequisite:* CST\* 150 or permission of instructor

**CST\* 254****Web Page Design 3**

This course will introduce students to the fundamentals of planning, designing, producing and posting web pages and sites for the Internet. The basics of HTML code, Photoshop image creation for the web and use of Dreamweaver are major topics. Emphasis will be on site design and management. Student projects will be reviewed in class. Class: 6 hours per week.

*Prerequisite:* DGA\* 111 or permission of instructor

**CST\* 258****Fundamentals of Internet Programming 4**

This course provides a foundation in using server-side web programming to provide dynamic web content. This includes how to install, configure, integrate, and utilize an Apache web server, a MySQL relational database management system, the PHP scripting language, and standards based HTML web code to generate dynamic web pages. Emerging Web 2.0 techniques will be surveyed.

*Prerequisite:* CST\* 150 and CSC\* 106 or permission of instructor

**CST\* 260****System Architecture 3**

This course introduces the four dominant networking architectures used in corporate networks – TCP/IP, SNA, DecNet and Apple Talk – with the greatest emphasis falling on TCP/IP.

*Prerequisite:* CST\* 130

**CST\* 261****Network Design 3**

This is an advanced course intended for networking professionals and students who already grasp the general concepts of data communications and networking, but would like a more detailed understanding of network design and analysis. This course will present methods for analyzing, designing and managing computer networks.

*Prerequisite:* CST\* 130, 170, 171, 192, 194, 196, 260

**CST\* 265****Networking with Linux 3**

This course provides an in depth review of the Linux Operating System and the open source software model. Students will be able to install, troubleshoot and improve performance of the basic operating system, and associated software applications. The exploration of Linux will take a practical approach that also includes creation of a functioning network of two PCs.

*Recommended:* CST\* 120 and CST\* 130

**CST\* 270****Network Security Fundamentals 3**

Information technology specialists spend increasing time on network security as software companies race to stay ahead of the worms and other attacks that seek to take advantage of newly discovered

vulnerabilities in operating systems and applications. This course provides students with the theoretical background necessary to understand the current risks and threats to an organization's data along with a structured way of addressing the safeguarding of these critical electronic assets.

*Prerequisite:* CST\* 130

**■ CRIMINAL JUSTICE****CJS\* 101****Introduction to Criminal Justice 3**

This course provides an overview of the criminal justice system in the United States. Students will learn about the system's components: law enforcement, the courts, and corrections, from historical and philosophical perspectives. Students will have the opportunity to interact with criminal justice professionals.

*Prerequisite:* Placement at ENG\* 101 or completion of required developmental courses

**CJS\* 102****Introduction to Corrections 3**

This course is a study of the history, philosophy, and evolution of corrections. The course examines the processes used by our courts that result in sentencing offenders: probation, parole, treatment programs, and rehabilitation models. A study of punishment is undertaken and a review of the functions that our jails and prisons provide is examined. Topics include plea-bargaining, speedy trial, sentencing, prisoner's rights, victimization, and juvenile justice.

*Prerequisite:* Placement in ENG\* 101 or completion of required developmental English courses; background check and CT Department of Corrections approval will be required

**CJS\* 290****Practicum in Criminal Justice 3**

This practicum offers the opportunity to apply learned theory to practical application. Assignments are individualized and may vary. Those presently employed in a field directly related to their study will be required to relate their experiences through appropriate assignments. Others may be assigned to a supervised internship experience or a research project. This course may be repeated.

*Prerequisite:* 12 credits in Pre-Service Corrections Certification Program

## ■ DIGITAL ARTS

See Art

## ■ EARLY CHILDHOOD EDUCATION

### ECE\* 101

#### Introduction to

#### Early Childhood Education 3

A study of the historical, philosophical and social perspectives of early care and education. Emphasis will be on modern development and trends, along with an understanding of the organization and compositions of early childhood education settings, which include curriculum materials, learning environments, and equipment.

### ECE\* 103

#### Creative Experiences for Children 3

This course is designed to study the concept of creativity and the creative process as it applies to art and play for young children. At the completion of this course, the student will be able to set up a creative play environment, facilitate children's creative play and develop an art philosophy and creative art program for children.

### ECE\* 109

#### Science & Math for Children 3

The purpose of this course is to acquire an understanding of the methods and materials for working with young children. The focus will be on math and science and their integration into the curriculum. An integrated approach to social studies will also be explored. Emphasis will be placed on understanding these from a child development perspective. It encompasses natural science, physics, physical science, biology, mathematical concepts, and social studies including multiculturalism and anti-bias curriculum.

### ECE\* 141

#### Infant/Toddler

#### Growth and Development 3

Course content includes the development of children from birth to 36 months. Areas of study will include: attachment, emotions and feelings, social skills, perception, motor skills, cognition and language. Students will participate in a field experience with infants and toddlers in a NAEYC Accredited Center.

### ECE\* 176

#### Health Safety & Nutrition 3

This course explores the issues of health, safety and nutrition in relation to the normal growth and development of young children. Emphasis is placed on recognition and measurement of normal growth patterns, principles of good nutrition, hygiene, health maintenance and illness prevention, and the importance of physical activity. Safety practices as they apply to early childhood settings are also studied, including playground safety, poisons, fire safety, and violence prevention. Understanding cultural issues and special needs of individual children are addressed as aspects of health and safety.

### ECE\* 180

#### Child Development

#### Associate (CDA) Credential Prep. 3

This course is designed for childcare providers who wish to obtain a Child Development (CDA) Credential. Students will study the national standards for evaluation and credentialing by the Council of Early Childhood Professional Recognition and become familiar with the Direct Assessment System. Students will examine and review the CDA Competencies and Functional Areas and their integration with early childhood theory and practice. A majority of this coursework will assist students in the development of their professional resource file and the completion of other necessary documentation and the final assessment process. Students will prepare to apply for the CDA Credential with one of the following endorsements: center based preschool or infant/toddler, family child care setting or home visitor setting. *Eligibility requirements: Students must be 18 years of age or older, hold a high school diploma or GED, and have 480 hours of experience working with children within the past five years.*

### ECE\* 181

#### CDA II: CDA Seminar

#### and Fieldwork 3

This fieldwork course is designed for child care providers who are preparing for their Child Development Associate (CDA) Credential through the Council for Professional Recognition in Washington, D.C. under its present requirements. The student will attend a weekly seminar and complete a minimum of 30 hours of fieldwork in a licensed early childhood

setting. This course will assist in the preparation of the required CDA Professional Resource File, the required classroom observation visit and the final assessment process.

### ECE\* 182

#### Child Development 3

The physical, emotional, social and cognitive development of young children from the neonatal period to age seven. Child development theories will be applied to current issues.

### ECE\* 210

#### Observation & Participation 3

This course is designed to increase objectivity in observing and interpreting children's behavior, to observe developmental characteristics and to increase awareness of typical and atypical patterns of behavior. Observations and participation placements are provided for the study of young children at area preschools. The students will observe and participate in an accredited center for 60 hours to gain experience and competency in working with young children. Weekly seminars devoted to issues in observing and understanding children's development will extend the individual's observing and participating experiences.

*Prerequisite: ECE\* 101 and ENG\* 101*

### ECE\* 215

#### The Exceptional Learner 3

This course provides an overview of the study of the exceptional child with emphasis on the history, laws, concepts, practices, and terminology used by professionals in the field within inclusive settings. Accommodations and teaching techniques for children who have special needs will be covered.

*Prerequisite: ECE\* 182*

**ECE\* 231****Early Language and Literacy Development 3**

An introduction to language and literacy development in the young child. Exploration of the early childhood language arts curriculum includes speaking, listening, writing, and reading skills. Emphasis on the influence of a child's background and experiences in emerging literacy development will be explored. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experience will be included.

*Prerequisite: ECE\* 101 and ENG\* 101*

**ECE\* 241****Methods and Techniques for Infant/Toddler Care 3**

Students will be introduced to developmentally appropriate curriculum for infants and toddlers. Various curriculum models will be explored. Students will interact and facilitate play experiences with children infants and toddlers. Course curriculum will include cognitive, social/emotional, physical, language and creative development. The use of developmentally appropriate materials will be incorporated into the field experience.

**ECE\* 295****Student Teaching 6**

Guided observation, participation, and supervised student teaching in approved centers or kindergarten is required. The purpose of student teaching is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Students will manage a classroom independently, plan, organize, implement, and evaluate classroom activities. Students will complete a minimum of 200 hours of student teaching. Weekly seminars devoted to issues in early childhood education and the experience of the student teachers will extend the individual's student teaching experience.

*Prerequisites: ENG\* 101, matriculation in Early Childhood Education program and successful completion of 18 Early Childhood Education credit hours with a grade of C or better. Early Childhood credits must include ECE\* 101, ECE\*182, and ECE\* 210.*

*Completion of application and approval of program coordinator in semester prior to taking the course. Students must fulfill specific health requirements mandated by CT State Licensing including fingerprinting and DCF background check.*

**■ ECONOMICS****ECN\* 101****Principles of Macroeconomics 3**

This course presents a study of the United States economic system. Topics to be covered include national income determination, fiscal and monetary policy (emphasizing Keynesian theory), problems of economic stability related to inflation and recession, employment and pricing, and payment mechanisms.

*Prerequisite: MAT\* 095 or placement at college level math on Basic Skills Assessment*  
*TAP Competency: Social Phenomena Knowledge & Understanding*

**ECN\* 102****Principles of Microeconomics 3**

This course examines the role of the individual in the U.S. economy. Topics to be covered include scarcity and choice, supply and demand, cost vs. benefit, price theory, resource allocation, and pricing and output determination under competitive and non-competitive market behavior.

*Prerequisite: MAT\* 095 or placement at college level math on Basic Skills Assessment*

**ECN\* 150****Comparative Economic Systems 3**

A brief introduction to the major economic theorists of the modern world from Smith to the present, with special emphasis on current development of mixed economic systems, economic problems today, and a few projections into post-industrial society. One of the themes of the course will be a study of the ongoing debate among economists, philosophers, and historians about the question of whether humans make society or vice-versa.

**■ EDUCATION****EDU\* 100****Peer Mentoring 1**

This course will focus on the development and application of interpersonal skills for students identified as peer mentors. The student will be assigned to a faculty advisor who will oversee the student's outreach efforts. The target population for the peer outreach mentor will be new students and those students at risk. Academically successful students through sharing their experiences at the college will listen, reassure, and suggest alternatives to new or at-risk students. The course requires the student mentor to participate in workshops designed to develop skills in the following areas: 1) listening, 2) interviewing, and 3) personal wellness. In addition, the mentor agrees to interact a minimum of ten (10) hours with the assigned mentee.

**EDU\* 103****Self-Advocacy & Learning Disabilities 1**

The student with a learning disability must develop specialized knowledge and skills to perform successfully in a college environment. In this course the student will participate in discussion, individual projects, group projects, journal-writing, and role-play. These activities will focus on the theoretical and practical aspects of learning disabilities, individual learning strengths and weaknesses, coping strategies, legal issues, communication and confidence, college academic standards, time management and study skills.

*Prerequisite: Basic Skills Assessment placement at ENG\* 101 level*

**EDU\* 104****Pathways to Teaching Careers 1**

This is an introduction to becoming a teacher, including professional responsibilities and certification requirements for various levels of educators. Federal and state requirements will be discussed. The course will also include a discussion of ethical responsibilities. Preparation for the Praxis I is included.

**EDU\* 200****The Peer Educator Experience 3**

This course prepares students to serve as peer educators in a collegiate setting. Topics include the roles and ethical boundaries of instructors, peer educators, and learners; the establishment and maintenance of a successful peer educator relationship with learners; adapting to learning differences; conducting conferences and study groups; explaining concepts and demonstrating processes; motivating and coaching learners; reinforcing study skills; modeling the behavior of successful learners; and handling special problems and issues in the peer educator/learner relationship. Each peer educator will serve in a class, the Learning Center, the Library, the Computer lab, or other collegiate setting. The peer educator obligation is 4-7 hours per week and may include activities in class and out-of-class settings. Also required are papers, journals, portfolios, oral presentations, or other projects.

*Prerequisite: Completion of 100 level course in content area of tutoring with a grade of B or better. Permission of subject area instructor required.*

**HPE\* 219****Coaching Youth Sports 3**

This course reviews the basic principles and practices of arranging, administering, and organizing athletic programs. It will focus on the legal and safety aspects of coaching, the prevention and care of injuries that may occur while participating in sports, and the sports psychology topics that will enhance coach/athlete relationships and stimulate improved athletic performance. This course will meet the Connecticut Coaching Certification requirements.

**■ ENGINEERING****EGR\* 111****Introduction to Engineering 3**

Students will be introduced to the fields of engineering through design and graphics and comprehensive engineering projects. Topics include sketching, charts, graphs, forces, energy, electrical circuits, mechanisms, materials testing, manufacturing technologies and fundamentals of engineering economics.

*Prerequisite: MAT\* 137*

**EGR\* 116****Hydraulics & Pneumatics 3**

This course is an introduction to the fundamentals of hydraulics and pneumatics, which involves both theoretical and practical study, including problem solving. Topics will also include valves, pumps, circuits, hydraulic system troubleshooting, and controllers for major processing equipment including extruders and injection mold machines.

*Prerequisite: MAT\* 137 (may be taken concurrently) or permission of instructor*

**EGR\* 118****Material Science 3**

An introduction into the structure and applications of engineering and commodity materials. Contrasts and comparisons will be drawn between materials to determine which is best for a given application. Emphasis will be placed on material properties and testing.

*Prerequisite: MAT\* 137 (may be taken concurrently) or permission of instructor*

**EGR\* 211****Engineering Statics 3**

This course is an introduction to engineering mechanics via vector approach to static forces and their solution. Topics include: properties of force systems, free-body analysis, first and second moments of areas and mass, and static friction. Applications to trusses, frames, beams, and cables included.

*Prerequisites: MAT\* 254*

**EGR\* 212****Engineering Dynamics 3**

This course centers on engineering applications of Newtonian mechanics to dynamic forces, translational motion, work, impulse, and momentum. Topics included: Kinematics, kinetics of particles and rigid bodies, vibrations, and energy and momentum conservation.

*Prerequisites: EGR\* 211, MAT\* 256 (may be taken concurrently)*

**EGR\* 215****Engineering Thermodynamics I 4**

This course is an introduction to the First and Second Laws of Thermodynamics. Topics included are: energy concepts and balances, thermodynamic properties of pure substances and ideal gases, analysis of ideal and real processes including turbines, pumps, heat exchangers, and compressors.

*Prerequisites: PHY\* 221, MAT\* 254, and CHE\* 121; MAT\*254 may be taken concurrently*

**■ ENGLISH****ENG\* 093****Introduction to College Reading & Writing 3**

A course designed to provide students with reading, writing, research, and documentation skills necessary for college level work. Placement will be based on the Basic Skills Assessment in reading and writing. Credit for this course does not apply toward a degree or certificate.

*Prerequisite: ENG\* 086 with C or better, or ENG\* 063 with C or better, or placement in ENG\* 093 on the Basic Skills Assessment*

**ENG\* 096****Introduction to College Composition 6 (institutional credit only)**

This course prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, class discussions, lectures, group presentations, or workshops. This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation.

*Prerequisite: Placement is based on BSA scores*

**ENG\* 101****Composition 3**

Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments.

*Prerequisite: ENG\* 093 with a grade of C or better, ENG\* 064, ENG\* 066, or ENG\* 096 with a grade of B+ or better, or placement in ENG\* 101 on Basic Skills Assessment*

*TAP Competency: Written Communication in English*

*Embedded Competency: Ethical Dimensions of Humankind; Continuing Learning & Information Literacy*



**ENG\* 101S****Composition with Embedded Support 6**

Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments. Composition with Embedded Support meets the same outcomes as ENG\* 101, but offers students additional support through supplemental instruction, increased time on task, focused workshops, and/or tutoring. This course is for students who have completed ENG\* 096 with a C or higher or who have tested into ENG\* 093 on the BSA but feel that they can carry a six-credit load to fulfill both the developmental and ENG\* 101 requirements in one semester.

*Prerequisite:* ENG\* 086, ENG\* 064, ENG\* 066 or ENG\* 096 with a C or better, placement in ENG\* 093 or ENG\* 101S, Composition with Embedded Support on the Basic Skills Assessment.

*TAP Competency:* Written Communication in English

*Embedded Competency:* Ethical Dimensions of Humankind; Continuing Learning & Information Literacy

**ENG\* 102****Literature & Composition 3**

This course will continue the development of composition skill and critical thinking through the study of literary texts, including poetry, drama, fiction, and/or non-fiction. Students will analyze texts and consider historical and cultural contexts, including matters of human diversity. Writing assignments will help students find their voices and enhance their ability to read and write in various disciplines.

*Prerequisite:* ENG\* 101 with grade of C or better

*TAP Competency:* Written Communication in English

**ENG\* 110****Introduction to Literature 3**

This is an introduction to various genres of literature, including fiction, poetry, and drama. Class discussion, writing assignments, and other activities emphasize interpretation and analysis of literary works and their cultural contexts and introduce resources for the study of literature. Through careful attention to the written

word, students develop and enhance their ability to think critically.

*Prerequisite:* ENG\* 101 with grade of C or better

**ENG\* 114 Children's Literature 3**

A survey of children's literature, including discussion of the genre's development from oral traditions and folktales, through Grimm's fairy tales, to contemporary writing for children. Course materials and activities will focus on the purposes, sub-genres, forms, and conventions of children's literature; the application of literary criticism to poetry, fiction, and non-fiction for children; the importance of cultural, historical, and social contexts; and the presentation of literature and literary concepts to children.

*Prerequisite:* ENG\* 101; *Recommended:* ENG\* 102 or ENG\* 110

*TAP Competency:* Written Communication in English; Critical Analysis & Logical Thinking

**ENG\* 145****Western Literature 3**

This course examines the culture and heritage of the Western world through the close reading and discussion of literature, including drama, fiction, and poetry. Each section will be organized around a topic to be traced through the ancient, medieval, early modern, and modern/contemporary periods. Course requirements include critical papers and a final exam.

*Prerequisite:* ENG\* 101; *Recommended:* ENG\* 102 or ENG\* 110

*TAP Competency:* Written Communication in English; Critical Analysis & Logical Thinking

*Embedded Competency:* Continuing Learning & Information Literacy

**ENG\* 198****Special Topics: Composition Plus 3**

ENG\* 198 Special Topics: Composition Plus is a workshop course providing embedded support for ENG\* 101 students in need of additional reading and writing help. Support will include mandatory computer lab attendance, grammar discussions, assignment reviews, specialized research exercises, and intensive one-on-one conferencing. This workshop combined with a designated ENG\* 101 creates a 6-credit composition pairing, three credits of which will be used as ENG\* 101 credit and three credits that may be used as General Education credits. Students are selected for

the workshop based on Accuplacer test scores, entrance essay grading criteria, or instructor recommendation.

*Prerequisite:* ENG\* 101 concurrent enrollment

**ENG\* 202****Technical Writing 3**

The course prepares students for writing in the workplace. Students will individually and collaboratively develop reports, proposals, manuals, memos, and other workplace documents in paper, electronic, and oral forms, to include a major project. Students will learn to distill research and analysis in documents that are clearly organized, concise, readable, well-edited, and carefully focused for their audiences.

*Prerequisite:* ENG\* 101 with grade of C or better;

*Recommended:* CSA\* 105 or basic computing skills, including word processing  
*TAP Competency:* Written Communication in English; Critical Analysis & Logical Thinking

**ENG\* 212****Crime and Detective Fiction 3**

A study of the development of the sub-genre, the detective story, from its early nineteenth century inception to the present day with special emphasis on Poe, Dickens, Doyle, Christie, and the modern masters. The social aspect and romantic narrative mode of detective fiction is critically studied. The readings are supplemented with films.

*Prerequisite:* ENG\* 101; *Also recommended:* ENG\* 102 or ENG\* 110

**ENG\* 214****Drama 3**

The study of drama as literature from the Greeks to the works of contemporary playwrights. Students will learn how to apply various forms of traditional and modern literary criticism while examining form, style, and dramatic conventions with reference to historical and cultural contexts. Classroom activities and assignments will emphasize the writing of critical analysis using clear textual and contextual citations.

*Prerequisite:* ENG\* 101;

*Recommended:* ENG\* 102 or ENG\* 110

*TAP Competency:* Written Communication in English; Critical Analysis & Logical Thinking

**ENG\* 223****Contemporary American Literature 3**

A survey of American writers 1945- present. Authors likely to be included are Eudora Welty, Saul Bellow, Jack Kerouac, John Updike, Toni Morrison, Joyce Carol Oates, Ralph Ellison, and John Barth. Special emphasis will be placed on narrative modes such as primitivism, realism, naturalism, expressionism, surrealism, modernism, and post-modernism.

*Prerequisite:* ENG\* 101; *Recommended:* ENG\* 102 or ENG\* 110

*TAP Competency:* Written Communication in English; Critical Analysis & Logical Thinking

**ENG\* 220****Studies in American Literature 3**

A survey of American writers from James Fenimore Cooper to Stephen Crane, including major figures such as Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickinson, Mark Twain, Harriet Beecher Stowe, Herman Melville, Harriet Wilson, Walt Whitman, and Kate Chopin. Literary works will be studied in their historical contexts. Various forms of literary criticism such as traditional, social, psychological, and archetypal are applied to these works to explain fully their value as American literature.

*Prerequisite:* ENG\* 101;

*Recommended:* ENG\* 102 or ENG\* 110

**ENG\* 225****19th Century American Literature 3**

A survey of American writers from James Fenimore Cooper to Stephen Crane, including major figures such as Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickinson, Mark Twain, Harriet Beecher Stowe, Herman Melville, Harriet Wilson, Walt Whitman, and Kate Chopin. Literary works will be studied in their historical contexts. Various forms of literary criticism such as traditional, social, psychological, and archetypal are applied to these works to explain fully their value as American literature.

*Prerequisite:* ENG\* 101;

*Also Recommended:* ENG\* 110

**ENG\* 255****Black Literature Worldwide 3**

An intensive survey into literature written by African-American and other authors of African descent from 1900 to the present which will help students read, understand, and enjoy fiction, poetry, and drama by

ethnic writers. The curriculum traces the development of African-American consciousness in literature, its Afrocentric origins, and the development of artists as they explore themselves and present experiences from socio-political, literary, and historical points of view. Each student is expected to participate fully in the following: critical thinking, close reading of texts with attention to details, class discussions, journal and essay writing, and special projects. Discussions will focus on understanding the universality of situations facing the protagonists regardless of race, ethnicity, or economic circumstances, and how these factors shape and define the characters.

*Prerequisite:* ENG\* 101 or permission of instructor

*TAP Competency:* Critical Analysis & Logical Thinking

**ENG\* 262****Women in Literature 3**

This course examines the aims and achievements of selected contemporary women authors in the various genres: short story authors such as Doris Lessing, Joyce Carol Oates, and Alice Walker; poets such as Sylvia Plath, Gwendolyn Brooks, and Janice Mirikitani; and dramatists such as Catherine Hayes. The essay will be studied by examining women's publications. Students will also use the perspective gained from contemporary feminist literary criticism to examine the extent and effect of gender stereotyping in literature.

*Prerequisite:* ENG\* 101;

*Recommended:* ENG\* 102 or ENG\* 110

*TAP Competency:* Written Communication in English; Critical Analysis & Logical Thinking

**ENG\* 275****Biblical and Classical Literature 3**

This course will study key texts in the early development of Western literature. Works will include the Old and New Testaments, Greek and Roman texts (including plays, epics, philosophy, and history), and older literature on which the above are based. All texts will be studied critically, with emphasis on the historical and cultural contexts that produced them. Papers and exams will be required.

*Prerequisite:* ENG\* 101; *Recommended:* ENG\* 102 or ENG\* 110

*TAP Competency:* Written Communication in English; Critical Analysis & Logical Thinking

**ENG\* 281****Creative Writing 3**

An introduction to the techniques of writing poetry, short fiction, and drama. Students will develop their personal styles while using writing for self-expression. Each student will create one complete work of short fiction by the end of the course.

*Prerequisite:* ENG\* 101;

*Recommended:* ENG\* 102 or ENG\* 110

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

**ENG\* 282****Creative Writing: Poetry 3**

An introduction to modern and contemporary American and world poetry and the techniques of writing poetry. Students in this course will discover their voices through workshop discussion and editing of their own and others' poems. They will also study how to appreciate verse and critically evaluate the trends in contemporary poetry.

*Prerequisite:* ENG\* 101 or permission of instructor

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

**ENG\* 283****Creative Writing Fiction 3**

An introduction to modern and contemporary American and world fiction and the techniques of writing fiction. Students in this course will discover their voices through workshop discussion and editing of their own and others' writing. They will also study how to appreciate prose fiction and critically evaluate the trends in fiction.

*Prerequisite:* ENG\* 101 or permission of instructor; *Recommended:* ENG\* 102 or ENG\* 110

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

## ■ ENGLISH AS A SECOND LANGUAGE

### ESL\* 022

#### Reading/Writing II 6

This course is designed to help high-beginning non-native English-speaking students develop and improve their reading and writing skills. Students practice reading and writing through cross-cultural communicative activities which make effective use of grammar and vocabulary in the formation of sentences, paragraphs, and essays. Students develop organizational skills in the writing of compositions. The course emphasizes the development of reading and writing skills needed for academic environments.

*Prerequisite: Placement at the ESL\* 022 level*

### ESL\* 025

#### Grammar II 3

This course is designed to help high-beginning non-native English-speaking students develop and improve their grammar for use in academic writing and speaking. Grammar structures are presented and practiced within the contexts of cross-cultural reading, writing, listening, and speaking activities.

*Prerequisite: Placement at the ESL\* 025 level*

### ESL\* 027

#### Oral Communications II 3

This course is designed to help high-beginning non-native English-speaking students develop speaking fluency for basic conversation by improving their listening and oral skills through guided communicative activities at the discourse level. Students learn to make effective use of English grammar and vocabulary from readings and other media. Cultural aspects of oral communication in various contexts are included in this course. The course emphasizes the development of listening and speaking skills needed for academic environments.

*Prerequisite: Placement at the ESL\* 027 level*

### ESL\* 028

#### Pronunciation and Oral Practice II 3

This course is designed to help high-beginning non-native English-speaking students develop and improve their pronunciation skills through guided communicative listening and speaking activities, using a variety of media. Students practice the sound system of the English language at the phoneme, word, and discourse levels.

*Prerequisite: Placement at the ESL\* 028 level*

### ESL\* 038

#### Pronunciation and Oral Practice III 3

This course is designed to help low-intermediate non-native English-speaking students develop and improve their pronunciation skills through guided communicative listening and speaking activities, using a variety of media. Students practice the sound system of the English language at the phoneme, word, and discourse levels. Understanding of the rhythm, stress, and intonation at the word and sentence levels is emphasized.

*Prerequisite: ESL\* 028 or placement at the ESL\* 038 level*

### ESL\* 132

#### Reading/Writing III 6

This course is designed to help low-intermediate non-native English-speaking students develop and improve their reading and writing skills. Students practice reading and writing through cross cultural communicative activities. Students learn to make effective use of grammar and vocabulary in the formation of sentences, paragraphs, and essays. Students develop organizational skills in the writing of compositions. Students also develop an understanding of different rhetorical styles. The course emphasizes the development of reading and writing skills needed for academic environments.

*Prerequisite: ESL\* 022 or placement at the ESL\* 132 level*

### ESL\* 135

#### Grammar III 3

This course is designed to help low-intermediate non-native English-speaking students develop and improve their grammar for use in academic writing and speaking. Grammar structures are presented and practiced within the contexts of cross-cultural reading, writing, listening, and speaking activities.

*Prerequisite: ESL\* 025 or placement at the ESL\* 135 level*

### ESL\* 137

#### Oral Communications III 3

This course is designed to help low-intermediate non-native English-speaking students develop speaking fluency for a variety of conversation and discussion skills by improving their listening and oral skills through guided communicative activities at the discourse level. Activities include presentations and discussions, as well as the use of guided listening materials. Students learn to make effective use of English grammar and vocabulary from readings and other media. Cultural aspects of oral communication in various contexts are included in this course. The course emphasizes the development of listening and speaking skills needed for academic environments.

*Prerequisite: ESL\* 027 or placement at the ESL\* 137 level*

### ESL\* 142

#### Reading/Writing IV 6

This course is designed to help high-intermediate non-native English-speaking students develop and improve their reading and writing skills. Students practice reading and writing through cross cultural communicative activities which make effective use of grammar and vocabulary in the formation of sentences, paragraphs, and essays. Students develop organizational skills in the writing of compositions. The course emphasizes the development of reading and writing skills needed for academic environments.

*Prerequisite: ESL\* 132 or placement at the ESL\* 142 level*

### ESL\* 145

#### Grammar IV 3

This course helps high intermediate students perfect their skills in sentence combining, formal and informal letter writing, and paragraph development. The course reviews all elementary and intermediate grammatical patterns. More complex structural units are studied and the common errors of the students are corrected.

*Prerequisite: ESL\* 135 or placement at the ESL\* 145 level*

**ESL\* 147****Oral Communication IV 3**

This course is designed to help high-intermediate non-native English-speaking students develop speaking fluency by improving their listening and oral skills through guided communicative activities at the discourse level. Students develop many conversation skills and strategies, as well as skills for academic discussions and presentations. Authentic listening materials from a variety of media are used. Students learn to make effective use of English grammar and vocabulary from readings and other media. Cultural aspects of oral communication in various contexts are included in this course. The course emphasizes the development of listening and speaking skills needed for academic environments.

*Prerequisite:* ESL\* 137 or placement at the ESL\* 147 level

**ESL\* 152****Reading/Writing V 6**

This course is designed to help low-advanced non-native English-speaking students develop and improve their reading and writing skills. Students read multicultural books and other materials, and they practice writing through cross-cultural communicative activities. Students learn to make effective use of grammar and vocabulary in the formation of sentences, paragraphs, and essays. Students develop organizational skills in the writing of compositions in different rhetorical styles. The course emphasizes the practices of reading and writing skills needed for academic environments.

*Prerequisite:* ESL\* 142 or placement at the ESL\* 152 level

**ESL\* 155****Grammar V 3**

This course is designed to help low-advanced non-native English-speaking students develop and improve their grammar for use in academic writing and speaking. Grammar structures are presented and practiced within the contexts of cross-cultural reading, writing, listening, and speaking activities. Authentic materials in different media are used to provide contexts and examples of grammar structures.

*Prerequisite:* ESL\* 145 or placement at the ESL\* 155 level

**ESL\* 157****Oral Communications V 3**

This course is designed to help low-advanced non-native English-speaking students develop speaking fluency by improving their listening and oral skills through guided communicative activities at the discourse level. Students learn to make effective use of English grammar and vocabulary from readings and other media. Authentic listening materials from a variety of media are used. Cultural aspects of oral communication in various contexts are included in this course. The course emphasizes the development of listening and speaking skills needed for academic environments.

*Prerequisite:* ESL\* 147 or placement at the ESL\* 157 level

**ESL\* 162****Reading/Writing VI 6**

This course is designed to help high-advanced non-native English-speaking students develop and improve their reading and writing skills. Students practice reading and analysis of multicultural texts. Writing is practiced through cross-cultural communicative activities. Students learn to make effective use of grammar and vocabulary in the formation of sentences, paragraphs and essay. Students develop different rhetorical styles in the writing of compositions. The course emphasizes the development of reading and writing skills needed for academic environments.

*Prerequisite:* ESL\* 152 or placement at the ESL\* 162 level

**ESL\* 175****Grammar VI 3**

This course is designed to help high-advanced non-native English-speaking students develop and improve their grammar for use in academic writing and speaking. Grammar structures are presented and practiced within the contexts of cross-cultural reading, writing, listening, and speaking activities.

*Prerequisite:* ESL\* 155 or placement at the ESL\* 175 level

**■ ENVIRONMENTAL SCIENCE****EVS\* 100****Introduction to Environmental Science 3**

This course presents an introduction to the biological and physical impact of human activities on the environment.

Environment-related issues on a global perspective will be addressed, with focus on topics such as deforestation, energy, droughts, floods, soil erosion, overpopulation, agriculture, air pollutants, water resources, and waste management, along with potential solutions to control or lessen the extent of environmental damage.

*Prerequisite:* Basic Skills Assessment placement at MAT\* 137 and ENG\* 101 level

*TAP Competency:* Scientific Knowledge & Understanding

**EVS\* 105****Environmental Science Field Laboratory 2**

This is an introductory laboratory course designed to provide a brief survey of the important concepts in environmental science in the context of a laboratory environment. Students will be introduced to basic environmental techniques in the field and in the laboratory including soil types, soil testing, drinking water testing, waste water testing, microbiological techniques, as well as the impact of environmental variables on plant and animal populations and diversity.

*Prerequisite:* EVS\* 100 (may be taken concurrently) or permission of instructor

**EVS\* 231****Sustainable Energy and the Environment 4**

This course will evaluate the environmental impacts of power generation based on fossil fuels and nuclear fission and will describe alternatives to these technologies, including conservation, mass transit, electric and hybrid electric vehicles, passive solar energy, solar thermal systems, photovoltaic power systems, hydroelectric power, wind energy, tidal power, ocean thermal energy, biomass, fuel cells, hydrogen fuel systems, and nuclear fusion. The course will evaluate the environmental, economic, and social issues related to the transition to sustainable energy systems.

*Prerequisite:* EVS\* 100

**GIS\* 125****Mapping Technologies 3**

This is an introductory laboratory course designed to provide a brief survey of the important mapping technologies. The core of this course will cover many aspects of reading and creating maps using various techniques and technologies. Concepts covered will include interpreting scale, flat maps, topographical maps, special maps. This course will also provide an introductory experience with GPS technologies and GIS mapping software.

**■ FRENCH****FRE\* 101****Elementary French I 3**

Introduction to understanding, speaking, reading, and writing French. Students acquire language functions, vocabulary, structures, and culture through contextualized presentation, interactive activities, and extensive laboratory practice. For beginning students or those with one year of high school French.

*Prerequisite: Successful completion or placement beyond ENG\* 073 or permission of instructor*

**FRE\* 102****Elementary French II 3**

Continuation of Elementary French I. Emphasis on increasing comprehension and fluency by continued development of listening, speaking, reading, and writing skills.

*Prerequisite: FRE\* 101 or one year of high school French or permission of instructor*

**FRE\* 201****Intermediate French I 3**

This course will provide a structural review of FRE\* 101 and FRE\* 102 and an emphasis on further development of listening, speaking, reading, and writing skills. Students do extensive listening comprehension exercises outside of class.

*Prerequisite: FRE\* 102 or permission of instructor*

**■ GEOGRAPHY****GEO\* 101****Introduction to Geography 3**

This is an introductory course in geography. The course introduces some of the many topics geographers examine to understand and explain the relationship between people and place. Topics include the basic understanding of physical earth—how mountains and lakes form, cultural patterns such as how languages in neighboring countries are related, population analysis like human migration trends, and economic analysis including growth and globalization. Geographic factors that underlie current political, social, and economic problems will also be explored.

**GEO\* 111****World Regional Geography 3**

This course provides students with a survey of lands, people and places in the world's major cultural regions. Students explore the interaction between the physical environment and historical, religious, cultural, political, and economic conditions in regions such as South and Central America, Asia, Africa, and the Middle East. This course also provides a background for understanding world events and also the ever-growing complex global business environment.

**■ GEOLOGY****GLG\* 121****Introduction to Physical Geology 4**

An introduction to the basic concepts of physical geology. Major topics include volcanism, weathering, geologic structures, seismology, plate tectonics, and geologic resources. The theme of the course is geologic timelines and the evolution of the surface of the earth. The course will also explore the relationship between geology and the other sciences. The laboratory will allow students to practice skills used by geologists while learning about the scientific methods. Students will also learn important map reading skills. The course will include three hours of lecture and one three-hour laboratory each week.

*Prerequisite: MAT\* 095, or placement at MAT\* 137, and ENG\* 101*

*TAP Competency: Scientific Knowledge & Understanding*

**■ GRAPHIC DESIGN**

*See Art*

**■ HEALTH****HLT\* 100****A Survey of Health Careers 1**

This course is designed to give students interested in allied health a survey of career opportunities in the health care field. Lectures, visiting allied health professionals and class discussions provide the format of the class. Topics include career opportunities in health care, professional responsibilities, licensure and certification, and institutions and agencies of health care.

**HLT\* 103****Investigations in Health Careers 3**

This course is designed to assist traditional and non-traditional first year college students to meet the expectations of a curriculum and a career in health related fields and to provide a survey of the different types of health care careers. The student will become familiar with the rigors of higher education and the specific skills needed to maximize the student's opportunity for academic and clinical success. The student will be exposed to various medical and health care careers via guest lectures and their own research. The course will include a comprehensive overview of the duties and responsibilities associated with didactic education, life management and study skills, work ethics, medical terminology, and critical thinking skills necessary for all health providers will be emphasized.

**HLT\* 111****Basic Life Support 1**

This course provides the student training in CPR/AED and first aid for the professional rescuer on adults, children, and infants. Upon successful completion of the course, the student will earn certifications in both CPR/AED for the professional rescuer and first aid.

**HLT\* 115****Current Issues in Health Education 1**

This course is a survey of current health issues and concepts. The student will learn principles of nutrition, communicable disease prevention, stress management, exercise, sexually transmitted diseases, including HIV/AIDS and other elements of lifestyle that affect health and be able to relate concepts learned to the National Health Education Standards.

*Prerequisite: Eligibility for college level English*

**HLT\* 121****Survey of Alternative Health Care 3**

This course will introduce the student to alternative healthcare both alone and in conjunction with traditional allopathic (western) medicine. Students will examine the theoretical and philosophical foundations of a variety of alternative healthcare options and discuss their potential application.

**HLT\* 131****Patient Care Techniques 1**

This course introduces the student to the role of the patient care technician in an acute care setting. Topics to be covered include basic human needs, the patient environment, skin care, elimination, death and dying, transcribing orders and admission, discharge, and transfer protocols.

**HLT\* 141****Techniques of Phlebotomy 4**

This course provides the student with the skills and knowledge to function as a phlebotomist. Topics include: the role of the phlebotomist and other allied health professionals; legal issues including confidentiality; interpersonal skills among health care providers; anatomy and physiology of the circulatory system. Blood collection techniques will include venipuncture by vacutainer system, syringe, and winged-infusion methods as well as capillary puncture procedures, special collections and complication. Other topics include: the clinical laboratory department and tests performed within the various departments; specimen collection, handling and transportation procedures as well as quality assurance and infection control and safety procedures.

*Prerequisite: MED\* 125 (may be taken concurrently)*

**HLT\* 150****Introduction to Community Health 3**

This course will provide an introduction to the community health worker and its role in the delivery of health care. Areas to be covered include professionalism, ethics, community outreach and advocacy, diversity within the community, and the client population. The ability to identify at-risk populations and to identify various support systems will also be discussed. Various communication and proper documentation techniques will also be covered.

*Prerequisite: Eligibility for College level English*

**HLT\* 151****Health & Wellness Promotion 3**

This course will cover the concepts of health and wellness promotion as well as disease prevention and how they relate to the individual, the family, and the community. Topics include nutrition, exercise, teen pregnancy, and other social habits deemed harmful to an individual and/or community. Conditions such as sexually transmitted diseases, cardiovascular disease, obesity, and diabetes will be discussed. Emphasis will be placed on personal health and wellness in addition to patient education and developing programs and/or finding the proper resources for various populations.

**HLT\* 170****Law and Ethics for the Health Care Professional 3**

This course will provide health career students with knowledge of the complex legal/ethical issues raised by contemporary medical practice. It will offer a sound foundation in ethical theory and medical law, with emphasis on practical importance and application. It will further explore relationships between health professionals and their clients, colleagues, and societal institutions.

*Prerequisite: ENG\* 073 and ENG\*086; or basic skills assessment placement at ENG\* 093*

*Embedded Competency: Ethical Dimensions of Humankind*

**HLT\* 290****Community Health Practicum 3**

This course will allow the student to obtain hands-on experience working as a community health worker in various health care settings. Upon completion of the course, students will have the skills to provide effective, efficient, and appropriate services to the community they are serving. Students will secure a community health site and complete 120 hours of community health or

community outreach work. Students will be required to attend seminars outlined by the instructor, maintain a journal of their experiences, and complete a reflection paper of their experiences. A grade of "B" or better in HLT\* 150 and HLT\* 151 are required.

*Prerequisite: MED\* 125, MED\* 131, HLT\* 150, HLT\* 151, and permission of program coordinator*

**HLT\* 294****Phlebotomy Practicum 3**

Students will complete 120 hours of clinical training at an approved site under the direct supervision of a phlebotomy supervisor or medical laboratory technician. Students will perform 100 successful unaided blood collections of varying types during the practicum. In addition, students will be required to attend a three-hour seminar at the College.

*Prerequisite: HLT\* 141 with a minimum grade of B and permission of program coordinator*

## ■ HEALTH INFORMATION MANAGEMENT TECHNOLOGY

**HIM\* 102****Introduction to Health Care Systems 3**

This course introduces the student to the field of health information technology. Topics to be covered include the health care delivery system, medical record format and content, various filing systems, and types of medical record personnel and credentials. In addition, the course will cover retention policies and procedures, documentation, confidentiality issues and legal and regulatory aspects of the medical record.

*Embedded Competency: Ethical Dimensions of Humankind*

**HIM\* 201****Health Information Management Principles 3**

This course emphasizes sources, definitions, collection and presentation of health data. Topics will include health care data systems, tumor registry, birth and death certificates, utilization and review, risk management and quality assurance. Issues concerning management, retrieval, and retention of health records, and compliance and regulations will be discussed along with current trends in health information technology.

*Prerequisite: HIM\* 102 (may be taken concurrently)*

**HIM\* 210 Coding I 3**  
This course emphasizes data abstracting techniques and the Physician's Current Procedural Terminology (CPT) code book. Students will gain knowledge of and learn how to code various diagnostic procedures and examinations. HCPCS and various health insurance systems will be discussed.  
*Prerequisite: HIM\* 102, MED\* 125*

**HIM\* 211  
Advanced Medical Coding 3**  
This course is a continuation of coding procedures. While there may be a history and overview of ICD-10 CM coding, emphasis is placed on diagnostic coding utilizing ICD-10 coding systems. Diagnostic related Groups (DGR's), various health insurance systems, and claim processing will be discussed.  
*Prerequisite: MED\* 125 and HIM\* 102*

**HIM\* 254  
HIMT Practicum 4**  
This course provides students the opportunity to obtain an overview of a health information management department. The students will concentrate their time developing their data abstraction and coding skills. One hundred and sixty hours of supervised clinical experience and three hours of classroom seminar will be required.  
*Prerequisite: Minimum grade of C in HIM\* 102, 201, 210, & 211 and approval of program coordinator*

## ■ HISTORY

**HIS\* 101  
Western Civilization I 3**  
A survey of the major traditions of western civilization and culture from the Neolithic Civilizations, Roman world, early Christianity, medieval society and culture, the advent of modern economic forms, science and technology, and the development of the modern state.  
*TAP Competency: Historical Understanding & Knowledge*  
*Embedded Competency: Continuing Learning & Information Literacy*

**HIS\* 102  
Western Civilization II 3**  
The expansion of European influence, the Age of Reason and the Enlightenment, absolutism and revolution, nationalism, internationalism, imperialism, the rise of modern ideologies, and the struggle between democracy and totalitarianism will be examined.  
*TAP Competency: Historical Understanding & Knowledge*

**HIS\* 121  
World Civilization I 3**  
This course deals with the major events of world history, with a special emphasis on events in Asia, the Middle East, Africa, and Latin America.  
*TAP Competency: Historical Understanding & Knowledge*

**HIS\* 122  
World Civilization II 3**  
World Civilization II is a survey of global human history since the beginning of modernity in the 16th Century to modern times. The course offers a global perspective of history by considering the development of political, social, economic, and cultural traditions in the world since the 1500's and how these traditions relate to the present.  
*TAP Competency: Historical Understanding & Knowledge*

**HIS\* 201  
U.S. History I 3**  
A selection of topics in the history of the United States from the Age of Exploration to 1877. Political, economic and social factors influencing the early development of the United States are examined.  
*TAP Competency: Social Phenomena Knowledge & Understanding*

**HIS\* 202  
U.S. History II 3**  
An examination of political, economic and social forces affecting the growth of the U.S. since the Civil War. Topics include the American industrial revolution, immigration, urbanization, imperialism, the New Deal, America as a world power, and contemporary policies.  
*TAP Competency: Social Phenomena Knowledge & Understanding*

**HIS\* 210  
History of Colonial America 3**  
A detailed examination of the English colonies on the North American continent until the Annapolis Convention in 1786. Various interpretations of why the lower thirteen colonies rebelled against England will be explored.  
*TAP Competency: Historical Understanding & Knowledge*

**HIS\* 211  
History of Connecticut 3**  
A survey of Connecticut's history from 1633 to the present from political, social, and economic perspectives. Emphasis will be placed on topics such as immigration, assimilation, industrialization, and cultural movements.  
*Prerequisite: Placement at the ENG\* 101 level or completion of required developmental English courses*  
*TAP Competency: Historical Understanding & Knowledge*

**HIS\* 226  
The U.S. Civil War 3**  
The course will examine various interpretations of the causes of the Civil War and the significance of the Civil War in the larger context of U.S. history. Political, military, racial, and literary developments of the period will also be studied.  
*TAP Competency: Historical Understanding & Knowledge*

**HIS\* 227  
The Vietnam War 3**  
An intensive study of the three decades spanning the US's involvement in Southeast Asia. Special emphasis will be placed on the causes and results of the Vietnam War; the social issues raised as a result of the war; the political implications, especially on the American presidency; and the after-effects of the war on American consciousness and economic structures.  
*TAP Competency: Historical Understanding & Knowledge*

**HIS\* 231  
History of Russia II 3**  
From 1890 to the present, the origins of Communism and Bolshevism, the 1917 revolutions, the Stalinist era, the cold war, the emergence of China and Asian communism, and the recent events of perestroika and glasnost will be explored.  
*Prerequisite: HIS\* 101 or HIS\* 102*

**HIS\* 249****The History of the Cold War 3**

The Cold War dominated world politics for nearly 50 years. From the end of World War II until the late 1980s the United States and the Soviet Union were engaged in a global stalemate that shaped both countries and indeed the world. With the conclusion of the Cold War, it has become possible for the first time to teach the subject from beginning to end, and to incorporate the viewpoints of all its major participants. We will investigate how the Cold War started and why, how it was waged and by whom, why it lasted as long as it did, and finally how it came to an end. Questions for consideration include: What political events laid the groundwork for the Cold War? What post-war scientific and technological developments fueled the arms race that characterized the Cold War? How did the Cold War condition society and culture? How did it shape the foreign policies of the U.S. and the Soviet Union? What Cold War legacies still influence us today?

*Prerequisite:* Placement at the ENG\* 101 level or completion of required developmental English courses

*TAP Competency:* Critical Analysis & Logical Thinking

**HIS\* 250****Revolution in the Modern World 3**

An in-depth study of the Democratic and Fascist revolutions of the modern world, covering events in the American colonies, France, Russia, Germany, China, Cuba, Nicaragua, and other Wars of National Liberation. The theories of Robespierre, Marx, Lenin, Mao, Fanon, and others will be examined.

**HIS\* 254****History of Religion 3**

This course reviews the history of religion as it emerges from the East and Middle East (Persia, India, China and Egypt) with major attention to the living religious traditions of these countries. The religious traditions that have shaped the West (Jewish, Greek, Christian) and Africa, and the American Indian will also be explored. This historical perspective provides a basis for the examination of problems raised by arguments for and against the existence of God, the problem of evil, religious truth and language, and the relation between philosophy and theology.

*TAP Competency:* Social Phenomena Knowledge & Understanding

**■ HUMANITIES****HUM\* 101****Introduction to Humanities 3**

A multi-disciplinary introduction to a global perspective on the arts and humanities concentrating on the individual expressions of painting, sculpture, poetry, literature, philosophy, music, dance, and drama. Students will study the methods and goals of these areas of human creativity and familiarize themselves with the traditional models. *Prerequisite:* Placement in ENG\* 101 or completion of appropriate developmental English courses

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

**HUM\* 146****Leadership Development****Studies: A Humanities Approach 3**

This course is part of Phi Theta Kappa's leadership program designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their skills. The course integrates readings from the humanities, experiential exercises, films, and contemporary readings on leadership.

*Prerequisite:* Placement in ENG\* 101 or completion of appropriate developmental English courses

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

**HUM\* 151****Folktales 3**

This is a course in multicultural literature delivered through an exploration of the literary genre of the folktale. Folktales from many countries and cultures are read, recited, discussed, analyzed, and interpreted. The history of folktales as well as their role in both traditional and modern societies is considered. The value of folktales as reflections of the cultures from which they originated is explored through a variety of activities including class discussions, presentations, assignments and research.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

**■ HUMAN SERVICES****HSE\* 101****Introduction to Human Services 3**

This is an introductory course to the field of human services. The historical and philosophical roots of the human service system will be explored. Special attention will focus on an analysis of the current systems including a study of public and private providers of services on local, state and federal levels.

*Prerequisite:* Placement at ENG\* 101 or completion of required developmental English courses

*TAP Competency:* Critical Analysis & Logical Thinking

**HSE\* 108****Human Service Worker 3**

A skills oriented course to assist students to be effective human services workers. Job related case studies, role playing, group discussions and decision-making skills will be used to enable students to explore their many roles as advocate, outreach worker, educator, and staff member.

*Prerequisite:* Placement at ENG\* 101 or completion of required developmental English courses

**HSE\* 141****Addiction and Mental Illness****in Behavioral Health Care 3**

An overview of the policy and treatment issues in behavioral health care. Particular areas of concern include assessments, treatment concepts, national and state policies, dual diagnosis issues, managed care, and client motivation. The course examines current research and demographics which underpin the behavioral healthcare movement.

*TAP Competency:* Critical Analysis & Logical Thinking

**HSE\* 147****Change Theory and Strategies****in Behavioral Health Care 3**

An overview of the theories of human behavior, addiction, mental health and change in all these areas of practice. Emphasis on the cycle of change and Motivational Enhancement Theory (MET) as used in the Behavioral Healthcare Model. The course will also examine the application of these concepts, theories, and skills to individuals with multiple behavioral difficulties.

*TAP Competency:* Critical Analysis & Logical Thinking



**HSE\* 204****Introduction to****Cross-Cultural Counseling 3**

This is an introductory course in cross-cultural counseling. Students will be presented with theoretical ideas and concepts which are critically important in cross-cultural counseling. The course will focus on the need for practical intervention strategies and skills development for multicultural counseling and is primarily geared for entry level providers. The course is open to any student interested in cross-cultural counseling in the helping professions.

*Prerequisite: Placement at ENG\* 101 or completion of required developmental English courses*

**HSE\* 213****Conflict Resolution 3**

An exploration of the sources of conflict and creative alternatives for resolving it. The perspectives of psychology, sociology, anthropology and political science will be used to explore how to improve social relations at all levels of interaction—intrapersonal, interpersonal, inter-group, and international. The course will involve both theoretical understanding and practical applications.

**HSE\* 243****Human Services Skills and Methods 3**

A comprehensive study of the skills required of human services professionals including interviewing, managing social service cases, analyzing relevant legal matters, and community organization skills. The course focuses on gathering and assessing information and determining appropriate intervention methods. Case studies are used to illustrate typical problems and appropriate responses.

**HSE\* 281****Human Services Field Work I 3**

Students will spend 120 hours a semester working in an approved agency setting under supervision. In addition, attendance at a weekly seminar at the College is required. Students will be expected to gain a working knowledge of the structure and the goals of the agency. Students will be responsible for specific tasks and on-going assessment of their work.

*Prerequisite: ENG\* 101, HSE\* 101, HSE\* 108 and acceptance in Human Services Program*

**HSE\* 282****Human Services Field Work II 3**

Students will spend 120 hours a semester working in an approved agency setting under supervision. This course will provide greater opportunity to apply theoretical knowledge and to sharpen skills gained in the first semester. Attendance at a weekly seminar at the College is required.

*Prerequisite: ENG\* 101 and HSE\* 281*

**■ INTERDISCIPLINARY STUDIES****IS 095****The College Experience:****Strategies for Success 1-3**

This course is designed to increase student success in college by assisting students in developing skills necessary to reach educational objectives. The course enables students to learn and adopt methods that enhance their ability to succeed. Topics include introductions to the following: college resources, communication skills, leadership and teambuilding skills, study skills, note taking, test taking and test anxiety, time and budget management, wellness issues, critical and creative thinking and problem-solving, library use, and goal setting and career planning.

**IS 101****An Introduction to the Liberal Arts 3**

This course is designed to introduce the student to the study of the liberal arts using an active, collaborative, interdisciplinary approach. Under the guidance of a team of instructors, students will employ various modes of analysis as they engage in an intensive exploration of a single topic. Students will gain a greater understanding and appreciation of the liberal arts. Similarities and differences among disciplines will be explored, as well as the value of their dynamic interaction. This course is not recommended for students who have completed more than 15 credits.

*Prerequisite: Permission of designated staff member*

**IS 103****First Year Experience 3**

This three credit course is designed to introduce students to the role of higher education in society and their role, as students, within the college community. Emphasis is placed on students taking an active role in their own education and in

creating the campus and societal community in which they want to live. In the course, students learn about the structure of higher education; the roles of faculty and administration, the importance of research, learning styles, career exploration and development; student development theory; and opportunities available for directed personal, academic, and professional development. In addition, students also participate in activities that help them develop a variety of academic and career-based skills and goals.

**IS 125****Envision the Future:****You and the World 3**

This is an online course where students will consider alternative futures for society and for themselves, and clarify visions of their personal futures that work towards futures they wish for the world around them. They will learn techniques for thinking about the future and apply these in their thinking; discuss and evaluate competing visions of the future with classmates; do a project in depth on some aspect of the future, such as the environment, politics, peace and war, the economy, technology, etc.; and use a number of techniques to plan a meaningful future for their personal lives. Students must arrange access to the Internet, either at home or at the College. This class will have no physical classroom; participants will meet, discuss ideas, cover courseware, and do exercises online. Students will receive a packet of readings and course materials.

*Prerequisite: Access to the Internet and basic knowledge of the World Wide Web*

**IS 127****The Nuclear Dilemma:****Thinking Our Way to a Safer World 3**

An examination of threat of war in the nuclear age and a search for ways to make the world more secure. This interdisciplinary course draws on perspectives from history, social science, political science, literature, philosophy, the physical sciences, and the arts. A wide range of proposals for a safer world will be discussed in an atmosphere of cooperation and mutual respect. Students will work on projects to increase their effectiveness as informed and responsible citizens.

**IS 130****Interdisciplinary Service Learning 3**

This course in community service gives students an opportunity to apply knowledge and skills gained through academic study in the implementation of a service-learning project. Students will be given the opportunity to work directly in a community service agency. The course also includes an in-class component in which students reflect critically on their volunteer experiences in order to synthesize past and present learning.

*Prerequisite:* ENG\* 073 and ENG\* 063 or 093, or placement at the ENG\* 101 level in the Basic Skills Assessment; MAT\* 075 and MAT\* 095 or placement into college level mathematics in the Basic Skills Assessment; a minimum of 2.0 GPA; a minimum of one three-credit course in the subject area; and approval of application by the coordinator for service learning. Application must be made in the semester before the service learning experience.

**IS 135****Principles of Problem Solving 3**

A course designed to introduce students to, and allow them to practice, various problem-solving processes. The integral relationship of creative and critical thinking to the processes is emphasized and techniques to enhance each of these areas are examined. Attention will be paid to both individual and group problem solving. Focus will be on solving real problems, but the course will also utilize appropriate exercises, games, and puzzles.

**IS 150****Credit for Prior Learning Portfolio Preparation 3**

Students will learn how to analyze, organize, assess, and articulate knowledge and skills acquired through direct life/work experiences and to relate that learning to specific college-level curricula. Each student will develop a Credit for Prior Learning Portfolio, which may then be submitted to a CPLP Assessment Committee for possible award of college credit.

*Prerequisite:* ENG\* 101 and participation in CPLPA advisement workshop, or permission of the CPLPA Coordinator

*TAP Competency:* Critical Analysis & Logical Thinking

**■ MANUFACTURING****MFG\* 105****Manufacturing Math II 3**

Second course in manufacturing mathematics. A further study of arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studied in detail: the circle, regular and irregular polygons, the right triangle and oblique triangles. The application of angular arithmetic including the study of: angle decimal conversion, the Pythagorean Theorem, Sin, Cos, and Tan functions, and the Law of Sines and Law of Cosines.

*Prerequisite:* Eligible for MAT\* 095 or higher

**MFG\* 120****Metrology 3**

This course is designed to develop dimensional measurement ability for inspectors, technicians, quality control personnel, and others who require this skill in their manufacturing environment. This course will emphasize open inspection methods.

*Prerequisite:* MFG\* 105, which may be taken concurrently, or MAT\* 137

**MFG\* 124****Blueprint Reading 2**

An initial course in blueprint reading. The study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angle, tapers, keyways diameters, radii, and geometric tolerancing.

*Prerequisite:* Completion of Manufacturing Foundations or permission of instructor

**MFG\* 125****Blueprint Reading II 3**

Second course in blueprint reading. A further study of simple and complex drawings for machining or assembly purposes. Topics include the application and meaning of geometric characteristics and controls, the metric system, weldment, forging and casting drawings and procedures, communication with freehand sketches, blueprint terms and abbreviations.

*Prerequisite:* MFG\* 124, Blueprint Reading I

**MFG\* 126****Drafting 3**

An introduction to the skills necessary to communicate in the world of graphic language. Emphasis will be placed on the interpretation of different views and projections to include dimensioning and tolerancing, and will include an introduction to several CAD software packages.

**MFG\* 151****Manufacturing Machinery-Drill Press and Saw 1**

Course on sawing and drilling machines. Topics covered include use of cutoff saws, use of drill presses, using the vertical band saw, drilling tools, countersinking, reaming and counterboring.

*Prerequisite:* Completion of Manufacturing Foundations or permission of instructor

**MFG\* 152****Manufacturing Machinery-Grinding 2**

Course on the use of various grinding machines. Topics covered include selection and identification of grinding wheels, truing, dressing and balancing wheels, grinding fluids, using the horizontal spindle reciprocating table surface grinder, and using the tool and cutter grinder.

*Prerequisite:* Completion of Manufacturing Foundations or permission of instructor

**MFG\* 153****Manufacturing Machinery-Benchwork 2**

A basic course in the fundamentals, principles, practices, and tools used in semi-precision and precision layout and in the various tools, methods and procedures for common machine shop benchwork. Topics will include measurement systems, layout principles, hand tools and power tools.

*Prerequisite:* Completion of Manufacturing Foundations or permission of instructor

**MFG\* 154****Manufacturing Machinery- Lathe I 2**

First course in the use of the lathe. Topics include identification of major components of the lathe, tool holders and tool holding, cutting tools, operating the controls, facing and center drilling.

*Prerequisite:* Completion of Manufacturing Foundations or permission of instructor

**MFG\* 155****Manufacturing Machinery-  
Milling I 2**

First course on the vertical and horizontal milling machines. Topics to include cutting tools and holders, setups, spindles and arbors, work holding methods.

*Prerequisite: Completion of Manufacturing Foundations or permission of instructor*

**MFG\* 156****Manufacturing Machinery- CNC I 2**

First course in computer numerical controlled machinery and programming. Topics include Cartesian coordinates, safe use of CNC equipment, setup and operate a two axis CNC lathe and a three axis CNC machining center, programming and runoff of parts.

*Prerequisite: Completion of Manufacturing Foundations or permission of instructor*

**MFG\* 171****Introduction to  
Lean Manufacturing 3**

The purpose of this course is to provide the student with the fundamental knowledge of current continuous process improvement methodologies in use today within competitive manufacturing environments. This introductory course will expose the student to the basic concepts of Lean Manufacturing theory and the various tools and techniques involved with a lean implementation. This course will be presented following the lean-six sigma process methodology of DMAIC (Define, Measure, Analyze, Improve, Control) to ensure that at the completion of the course, the student will be competent to participate effectively as a team member in lean implementation projects.

**MFG\* 172****Introduction to Lean  
Supply Chain Management 3**

The course is an introduction to the basic principles and methodologies of Supply Chain Management. The course reviews the lean manufacturing principles needed to understand and maintain the supply chain. Key concepts are covered such as Value Stream Mapping, customer/supplier roles, supplier types, metrics, quality systems, quality audits, communication, and information flow. Class activities, group assignments, and case studies are emphasized for real-world learning experience.

**MFG\* 239****Geometric Design and Tolerancing 3**

This course focuses on the interpretation of engineering drawings beginning with the basics of dimensional tolerances and tolerance systems. Topics include: the mathematics of interpreting and specifying tolerances in dimensions, the system of geometric tolerancing, the basic nomenclature and standard symbols conforming to ANSI (American Standards Institute) standards.

*Prerequisite: MFG\* 126*

**MFG\* 254****Manufacturing Machinery-  
Lathe II 3**

Second course on lathe setup, operation and practices. Topics covered include alignment, turning between centers, and other operations. The student will cut 60 degree external threads, internal threads, tapers, and other thread forms. Use of steady rests and follower rests.

*Prerequisite: MFG\* 154, Manufacturing Machinery - Lathe I*

**MFG\* 255****Manufacturing Machinery-  
Milling II 3**

Second course on milling setup, operation, and practices. Topics covered include use of offset boring head, side milling cutters, face milling cutters on the horizontal mill, setup and operation of index heads, simple and direct angular indexing, and inspection of gears.

*Prerequisite: MFG\* 155, Manufacturing Machinery - Milling I*

**MFG\* 256****Manufacturing Machinery- CNC II 3**

Second course in Computer Numerical Controlled programming. A further study of CNC programming for the Lathe and Vertical Machining Center. Topics include setup and tooling, programming simple parts, canned drilling cycles, circular interpolation, special milling cycles, cutter compensation, looping and macros, and special features.

*Prerequisite: MFG\* 156, Manufacturing Machinery - CNC I*

**MFG\* 271****Advanced Lean Manufacturing 3**

The purpose of this course is to provide the student with the knowledge to implement lean improvements within the production

environment using a systematic approach. This course will follow an improvement project (from the student's current employer or case study) through the five stages of the DMAIC problem solving methodology. At the completion of the course, the student will be competent to effectively lead a lean implementation project within a company.

*Prerequisite: MFG\* 171*

**MFG\* 272****Implementing Lean  
Supply Chain Management 3**

The course covers the benefits and elements needed for implementing supply chain management. Team building and communication skills are shown as crucial factors in supply chain management. Topics emphasized in the course are measuring the velocity of the supply chain, developing partnerships, logistics, software tools, hardware, and continuous improvement. Class activities, group assignments and case studies are emphasized for real-world learning experiences.

*Prerequisite: MFG\* 172*

**MFG\* 278****Rapid Prototyping 3**

Students will be introduced to the emerging technologies of rapid prototyping. This course will review the many different rapid prototyping technologies including their fundamentals, terminology, categories, pros-and-cons, etc. Students in the course will design and prototype in the engineering/manufacturing laboratory with the solid modeling software and the rapid prototyping equipment. Methods and technologies of post-production finishing operations will be included in the course curriculum.

*Prerequisite: CAD\* 271 or CAD\* 220*

**QUA\* 114****Principles of Quality Control 3**

First course in statistical quality control. Topics covered include determination of process capabilities, estimation of process standard deviation from sample data, use of control charts, calculation of probability of simple events. Student will develop SPC and TQM Manufacturing Plans.

*Prerequisite: MFG\* 105, Manufacturing Math I, or equivalent assessment test*

## ■ MATHEMATICS

### MAT\* 075

#### Prealgebra –

#### Number Sense, Geometry 3

A review of basic mathematics with emphasis on the development of an understanding of the operations of arithmetic and mathematical reasoning ability. Emphasis is placed on developing students' self-confidence in mathematics and on developing appropriate support mechanisms to prepare for additional mathematics courses. Applications include ratio, proportion, percent, elementary statistics, measurement in the English and metric systems, elementary geometry, and an introduction to algebra. Real life applications are considered throughout. Required of students whose Basic Skills Assessment indicates that their chances for success in college would be enhanced by developing their mathematical skills. Credit for this course does not apply toward a degree or certificate.

### MAT\* 085

#### Prealgebra and

#### Elementary Algebra 6

This course will cover topics including arithmetic operations on integers, decimals and fractions, ratios, proportions and percents, linear equations and inequalities in one or two variables, integral exponents and laws of exponents, operations on variable expressions, polynomials and factoring. Credit for this course does not apply toward a degree or certificate.

### MAT\* 095

#### Elementary Algebra Foundations 3

An intensive preparatory course for students new to algebra or needing a thorough review of the subject. Emphasis is placed on developing students' self-confidence in algebra and on developing appropriate support mechanisms to prepare for college level math. Topics include: operations on integers, rational numbers and real numbers, integer exponents, polynomials, factoring techniques, operations on variable expressions, first degree equations in one and two variables, systems of linear equations, linear inequalities in one variable, and simple quadratic equations. Real life applications are considered throughout. Required of students whose Basic Skills Assessment indicates that their chances for success in college would be enhanced by developing

their mathematical skills. Credit for this course does not apply toward a degree or certificate.

*Prerequisite: BSA placement or MAT\* 075 with C or better*

### MAT\* 137

#### Intermediate Algebra 3

An extensive study of relations, functions, rational expressions, radicals, quadratic equations and inequalities, absolute value equations and inequalities, and exponential and logarithmic functions. Recommended for students who are knowledgeable of elementary algebra but require improved skills as a prerequisite to further study in mathematics and science. *Prerequisite: BSA placement at college level or MAT\* 095 with C or better*

### MAT\* 137S

#### Intermediate Algebra with Embedded Elementary Algebra 4

MAT\* 137S - Intermediate Algebra with Embedded Elementary Algebra provides eligible students with opportunity to gain knowledge of topics found in MAT\* 095 - Elementary Algebra Foundations. Support will include mandatory computer lab attendance utilizing a mathematics software program, review sessions of MAT\* 095 materials, and intensive one-on-one coaching. This course will satisfy the MAT\* 137 requirement. (4 credits/6 contact hours) *Prerequisite: BSA placement, or MAT\* 085 or MAT\* 095 with C- or better, and permission of instructor*

### MAT\* 143

#### Math for Elementary Education: Algebra, Number Systems 3

This course is designed for students planning to become certified in early childhood, elementary, or middle school level education. Topics include problem solving, sets, numeration systems, elementary number theory, non-decimal systems and computational algorithms in the elementary school. *Prerequisite: MAT\* 137 or placement at college level math+ on Basic Skills Assessment*

### MAT\* 146

#### Math for the Liberal Arts 3

This course is designed to acquaint the liberal arts student with a broad spectrum of mathematical ideas not emphasized in traditional algebra based courses. The goals of the course are to develop the mathematical and quantitative capabilities of the students; to enable them to understand a variety of applications of mathematics; to prepare them to think logically in subsequent courses and situations in which mathematics occurs; and to increase their confidence in their ability to reason mathematically. Topics may include: inductive reasoning and problem solving, sets, logic, number systems, counting techniques, elementary probability, graph theory, fractal geometry, voting and appointment, consumer mathematics. *Prerequisite: BSA placement at college level+ or MAT\* 137*

*TAP Competency: Quantitative Reasoning*

### MAT\* 160

#### Statistical Process Control/ Statistical Quality Control 2

An introduction to the fundamentals of statistics as it applies to process and quality control. Students will understand the concepts of random sampling, mean, median and modal functions and charting as it applies to both process and product data.

*Prerequisite: MAT\* 095 or placement at college level math on Basic Skills Assessment*

### MAT\* 167

#### Principles of Statistics 3

Theory and application of statistics, including measures of central tendency, variability, probability, binomial and normal distribution, regression and correlation. Introduction to sampling theory and statistical inference. *Prerequisite: BSA placement at college level+ or MAT\* 137*

*TAP Competency: Quantitative Reasoning*

### MAT\* 186

#### Precalculus 4

A review of algebra, simultaneous and quadratic equations, logarithms, the trigonometric functions, circular functions, trigonometric identities, and solutions of triangles.

*Prerequisite: BSA placement at college level+ or MAT\* 137 with C or better*

*TAP Competency: Quantitative Reasoning*

**MAT\* 254****Calculus I****4**

This is the first class in the calculus sequence and will include coordinate systems, algebraic functions and graphs, limits and continuity, derivatives, techniques and applications of differentiation, antiderivatives, the fundamental theorem of calculus, and definite integrals.

*Prerequisite: MAT\* 186 with a grade of C- or better*

**MAT\* 256****Calculus II****4**

Second course in the calculus sequence. Antiderivatives and applications of the integral, transcendental functions and their inverses, derivatives and integrals of transcendental functions, techniques of integration, numerical methods, improper integrals, indeterminate forms and L'Hopital's Rules sequences and infinite series.

*Prerequisite: MAT\* 254 with C- or better*

**MAT\* 268****Calculus III: Multivariable****4**

Third course in the calculus sequence. This course exposes the student to the basics of calculus of several variables. Topics include (but not limited to) curves in parametric and polar forms, vector geometry in space, calculus of vector functions, differential and integral calculus of functions of several variables, and calculus of vector fields.

*Prerequisite: MAT\* 256 with C- or better*

**MAT\* 272****Linear Algebra****3**

This is an introductory course in linear algebra for students in science and engineering. Topics include: systems of linear equations, matrix algebra, determinants, vectors and vector spaces, linear independence and bases, linear transformations, eigenvalues and eigenvectors.

*Prerequisite: MAT\* 256*

**MAT\* 286****Differential Equations****4**

This is an introductory course in differential equations. Students will learn solution methods for differential equations including selected first-order equations, nth-order equations, and systems of linear equations using matrix techniques, Laplace transforms, and numerical methods. Series techniques for selected linear differential

equations including Bessel's equation will be considered. This course is recommended for science students and required for engineering students.

*Prerequisite: MAT\* 268 with C- or better*

**■ MEDICAL ASSISTING****MED\* 111****Administrative Medical Assisting 3**

An introduction to the theory, practice, and techniques of medical office management, professional secretarial responsibilities, reception and appointment scheduling, use of office equipment, business correspondence, and the administrative functions of a medical assistant will be emphasized.

**MED\* 112****Medical Insurance & Billing 3**

This course further develops the skills needed to perform the administrative duties of a medical assistant. Continued emphasis is placed on records management, telephone techniques and scheduling appointments. Students will use medical office software to input patient data and to perform billing and other medical administrative functions. Medical insurance, CPT, and ICD-10 coding techniques will also be covered.

*Prerequisite: BOT\* 111 or CSA\* 105*

**MED\* 125****Medical Terminology 3**

This course offers an introduction to medical terms through an analysis of their construction (prefix, suffix, root, and connecting and combining forms). The student will acquire an understanding of medical meanings applicable to the structure, function, and diseases of the human body.

**MED\* 131****Clinical Medical Assisting 3**

An introduction to the theory, practice and techniques of the clinical components of medical assisting. Topics will include aseptic techniques and OSHA regulations, preparation of examination and treatment areas, recording patient needs and vital signs, preparing, assisting and follow up of patients, assisting with minor office surgery, and fundamentals of nutrition. Technical competencies related to the above mentioned tasks will be included.

*Prerequisite: Placement in ENG\* 101 or*

*completion of ENG\* 093 with a C or better; Grade of B- or better in MED\* 125*

**MED\* 216****Electronic Medical Records Management 3**

This course provides the student with the opportunity to put administrative skills learned in previous coursework into practice in a simulated medical setting using electronic health care records and performing electronic office management. The course provides experience with actual office practice duties including payments, claims, patient entries, patient billing statements, production of health care claims and management of electronic health care records.

*Prerequisite: MED\* 125, MED\* 112 concurrently*

**MED\* 245****Clinical Laboratory Procedures 4**

Clinical laboratory procedures as they relate to a medical assistant and a physician's office laboratory will be discussed. Technical competencies include procedures in the chemistry, hematology, microbiology, urinalysis, and serology departments. Procedures such as phlebotomy, specimen collection, ECG, and spirometry will also be performed. Students will be required to purchase a lab coat to be worn in class. In addition, a physical exam and proof of immunization will be required.

*Prerequisite: Placement in ENG\* 101 or completion of ENG\* 093 with a C or better; Grade of B- or better in MED\* 125*  
*TAP Competency: Critical Analysis & Logical Thinking*

**MED\* 250****Principles of Pharmacology 3**

An introduction to the nature and properties of drugs. Emphasis is placed on the need for patient/client education concerning medication therapy. Contemporary legal issues in pharmacology are examined. Technical competencies relating to medication administration are included.

*Prerequisite: Placement in MAT\* 137 or completion of MAT\* 095 with a C or better; Grade of B- or better in MED\* 125*

**MED\* 280****Medical Assisting Practicum 4**

MED\* 280 Practicum will provide supervised placement in a non-classroom setting at a health-care facility, medical office or other appropriate site. This experience will enable the student to synthesize and apply concepts and skills learned in the Medical Assisting program. Four credits will be earned by the student upon completion of a minimum of 160 - maximum of 200 hours of Practicum experience. This Practicum experience is to be divided evenly between clinical and administrative areas to permit the student to be involved in the total environment of a health care facility. In addition, online seminar participation will be required during the semester. Students wishing to obtain phlebotomy certification through NCCT have the option of an additional phlebotomy experience. The phlebotomy option requires the student to perform 100 successful blood collections in a facility under the supervision of a preceptor. Students must request this option when they apply for placement in the Medical Assisting Practicum course.

*Prerequisite: Enrollment in Medical Assisting Program; permission of program director; completion of 48 credits including the following courses: MED\* 111, 112, 131, 125, 245, BOT\* 111, BIO\* 121, 115 or 211. Students must have a 3.0 overall GPA, and a grade of B- or better in all MED\* courses.*

**■ MUSIC****MUS\* 101****Music History & Appreciation I 3**

A course designed to enhance a student's interest, understanding and enjoyment of music through an exploration of the various styles, forms, and idioms. Guided listening and analysis of selections by various composers. Comparison of western music with music from African and Eastern cultures. No previous musical experience required. *TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind*

**MUS\* 104****World Music 3**

This course introduces students to the traditional musics of a diversity of non-western world cultures. Each is approached through an anthropological view of its social and cultural context, religious influences, musical instruments, performance practices,

and musical genres. The relationship of a culture's music to its literature, film, and theater will also be explored.

*TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind*

**■ OCEANOGRAPHY****OCE\* 101****Introduction to Oceanography 3**

The science of the ocean is introduced from several perspectives: chemical, biological, physical, and geological. Other topics include ocean exploration and marine policy, as well as the food, mineral, and energy resources of the sea. Field trips are required.

*TAP Competency: Scientific Knowledge & Understanding*

**■ PHILOSOPHY****PHL\* 101****Introduction to Philosophy 3**

This course introduces students to several of the major issues of philosophical inquiry, including metaphysics (What is reality?), epistemology (What is knowledge?), ethics (What is good or just?), and aesthetics (What is beautiful?). Through reading selected works of key philosophers and through investigating differing philosophical traditions, students will learn to question basic assumptions and develop philosophical arguments.

*TAP Competency: Critical Analysis & Logical Thinking*

**PHL\* 111****Ethics 3**

Ethics is concerned with principles and concepts which determine what actions are right and what ends are good in many contexts: social, political, medical, legal, artistic, military, religious, commercial, personal, marital. Principles provided by various religious, political, and social systems will be explored, as well as systems such as situational ethics and existentialist ethics. Students will examine major ethical theories and compare the views of various ethical philosophers as applied to varying contemporary contexts.

*Embedded Competency: Ethical Dimensions of Humankind*

**PHL\* 112****Medical Ethics 3**

An introduction to philosophical thinking through consideration of problems at the interface of medicine and ethics. Students will use existing ethical theories to explore the philosophical dimensions of issues such as professional ethics, patient rights, informed consent, communicable/notifiable diseases, narcotics, abortion, sterilization, euthanasia, and life sustaining technology. Ethical issues will be explored within the context of current laws and cases which structure medical practice.

*Prerequisite: Score of "70" or higher on Reading portion of the Basic Skills Assessment or completion of ENG\* 073*

*Embedded Competency: Ethical Dimensions of Humankind*

**PHL\* 113****Modern Science and Human Value 3**

An introduction to philosophical thinking through consideration of problems at the interface of science and ethics. Students will explore the biological and philosophical dimensions of ethical controversies surrounding such issues as abortion, euthanasia, pharmaceutical development, pre-natal testing, recombinant DNA research, the creation of life, and problems which arise from living in a world with scarce resources.

*Prerequisite: Placement in ENG\* 101 or completion of required Developmental English courses*

*Embedded Competency: Ethical Dimensions of Humankind*

**PHL\* 116****Professional and Business Ethics 3**

This course is a case-based introduction to philosophical thinking through consideration of problems at the interface of business and ethics. Students will examine philosophical principles as applied to issues within the world of business from diverse cultural, religious, and political perspectives. Students will explore and analyze the arguments of leading moral thinkers and apply these to classics and contemporary cases in business ethics. In addition, they will craft, articulate and defend their own arguments concerning contemporary topics in business, such as whistleblowers, globalization, product liability, corporate responsibility, labor practices and others.

*Prerequisite: Completion of or concurrent registration in ENG\* 101*

*Embedded Competency: Ethical Dimensions of Humankind*

**PHL\* 117****Computer, Ethics, and Society 3**

Students will use existing ethical and legal dilemmas faced by professionals working in computer-related fields; study the impact of the technologies on society; and consider emerging technologies and their import for self and society.

*Prerequisite:* Placement in ENG\* 101 or completion of required Developmental English courses

*Embedded Competency:* Ethical Dimensions of Humankind

**PHL\* 118****Women and Moral Rights 3**

In this course, students will examine the view of contemporary philosophers on abortion, affirmative action, gender roles, and sexism. This course will examine the writings of feminist philosophers who have examined issues of preferential treatment, exploitation and gender role stereotyping, among others. The course will use philosophical analysis to examine questions of ethics from a gendered perspective.

*Embedded Competency:* Ethical Dimensions of Humankind

**PHL\* 135****Symbolic Logic 3**

The course is an introduction to symbolic logic. Students learn the propositional calculus but focus on quantification theory. The basic principles of valid reasoning, including practice in the application of various techniques of analysis, is reviewed. Students learn how mathematical systems and other formal systems are structured, and they learn strategies for analyzing problems.

*TAP Competency:* Critical Analysis & Logical Thinking

**PHL\* 140****Existentialism 3**

This course is a philosophical introduction to the study of existentialism, a twentieth century movement in philosophy, art, literature and politics. Students will explore basic questions of human existence along with many of the movements, great thinkers, comics, scientists, artists, filmmakers and writers.

*Prerequisite:* ENG\* 101

*TAP Competency:* Critical Analysis & Logical Thinking

**PHL\* 165****Asian Philosophy 3**

This course is an introductory examination of the major philosophies originating within the religious traditions of southern and eastern Asia. Hinduism, Buddhism, Daoism, Confucianism, and the religions of Japan will all be viewed through the lenses of metaphysics, epistemology and ethics in an effort to increase both knowledge of the subject and an appreciation for a diversity of cultures.

*TAP Competency:* Critical Analysis & Logical Thinking

**PHL\* 173****Classical and Medieval Philosophy 3**

This is an introductory course surveying leading philosophical figures of the classical and medieval periods in western philosophy. Beginning with the Milesians in the sixth century B.C., the course concentrates primarily on the works of Plato and Aristotle in the classical period, and Augustine, Anselm, and Aquinas in the medieval period.

*Prerequisite:* ENG\* 101

*TAP Competency:* Critical Analysis & Logical Thinking

**PHL\* 178****Modern Philosophy 3**

An introductory course designed to acquaint the student with leading contemporary philosophers, beginning with Kant. The course gives the student the historical background needed for an enriched understanding of philosophical movements in the twentieth century.

*Prerequisite:* ENG\* 101

*TAP Competency:* Critical Analysis & Logical Thinking

**PHL\* 191****Death and Meaning of Life 3**

A course which examines the questions: Given the inevitability of death, is human existence absurd? What, if anything, can give meaning, purpose, and value to a person's life? The course surveys attempts to understand the meaning of death from a variety of perspectives, as well as how philosophers conceptualize human happiness or fulfillment.

*TAP Competency:* Social Phenomena Knowledge & Understanding

**■ PHYSICAL SCIENCES****PHY\* 121****General Physics I 4**

This is an algebra-based introduction to the basic concepts of classical mechanics. Major topics will include Newton's laws, motion in one, two, and three dimensions, periodic motion, thermodynamics, energy, hydrodynamics, and an introduction to material science. The course will emphasize applications to "real world" problems. Laboratories are designed to allow the student to visualize the important concepts introduced in lecture and to increase student understanding of the scientific process. There will be three hours of lecture and three hours of lab each week.

*Prerequisite:* MAT\* 137 or MAT\* 186; MAT\* 186 may be taken concurrently

*TAP Competency:* Scientific Reasoning

**PHY\* 122****General Physics II 4**

This is a continuation of PHY\* 121. Major topics will include a continuation of the study of solids, electrical phenomena, magnetic phenomena, light, and Maxwell's equations. Laboratories will center around studying electro-magnetic phenomena and enhancing student knowledge of the relationship between electricity, magnetism, and light. There will be two hours of lecture, one hour of problem solving, and three hours of lab each week.

*Prerequisite:* PHY\* 121

*TAP Competency:* Scientific Knowledge & Understanding

**PHY\* 221****Calculus-Based Physics I 4**

This is a calculus-based introduction to the basic concepts of classical mechanics. Major topics will include Newton's laws, motion in n-dimensions, periodic motion, thermodynamics, energy, hydrodynamics, and an introduction to material science.

The course will emphasize the theoretical aspects of physics and will help the student develop effective problem solving strategies. Laboratories will be designed to allow the student to visualize the important concepts introduced in lecture and to increase student understanding of the scientific process. There will be three hours of lecture and three hours of lab each week.

*Prerequisite:* MAT\* 254

*TAP Competency:* Scientific Reasoning

**PHY\* 222****Calculus-Based Physics II 4**

This is a continuation of PHY\* 221. Major topics will include continuation of the study of solids, electromagnetic phenomena, Maxwell's equations, and atomic and sub-atomic phenomena. Laboratories will center around studying electromagnetic phenomena and enhancing student knowledge of the relationship between electricity, magnetism, and light. There will be three hours of lecture and three hours of lab each week.

*Prerequisite:* PHY\* 221, MAT\* 256

*TAP Competency:* Scientific Knowledge & Understanding

**■ PLASTICS****PLA\* 101****Introduction to Polymers 3**

An introduction into polymer materials to include the fundamental concepts of molecular weight, molecular weight distribution, viscosity and polymerization. Topics will include all of the major classes of thermoplastic materials, additive systems, and address both material properties and their applications.

*Prerequisite:* MAT\* 137 and CHE\* 121

**PLA\* 120****Polymer Process Engineering 4**

An introduction into the fundamentals of plastic extrusion. Topics will include such disciplines as sheet, cast film, blown film, wire & cable coating, compounding, laminating, pipe and profile extrusion. Emphasis will be placed on the cause and effect relationship between resin and process parameters through lecture and laboratory instruction.

*Prerequisite:* MAT\* 095 or placement at college level math on Basic Skills Assessment

**PLA\* 160****Physical & Properties Testing Lab 2**

An introduction into the basic concepts of material structure versus mechanical behavior of plastic materials. Emphasis will be placed on the mechanics of material testing, allowing the student to draw comparisons and contrasts between materials.

*Corequisite:* PLA\* 101

**PLA\* 201****Polymer Materials II 3**

A continuation of Introduction to Polymers covering such materials as styrenics, cellulotics, nylons, acetals, urethanes, high temperature polymers and thermosets.

*Prerequisite:* PLA\* 101

**PLA\* 203****Plastics Processing II 4**

A continuation of Plastics Process Engineering with emphasis on injection molding. Other topics include rotational molding, slush molding, casting, compression and transfer molding.

*Prerequisite:* PLA\* 120 and MAT\* 137

**■ POLITICAL SCIENCE****POL\* 102****Comparative Politics 3**

An introductory course in comparative politics in which students will examine the political processes of established democracies, developing democracies and non-democracies. The elements of culture, socialization, voting, political parties and the institutional structures of a variety of nation-states will be studied.

*Prerequisite:* Placement in ENG\*101 or completion of required developmental English courses

*TAP Competency:* Social Phenomena Knowledge & Understanding

**POL\* 103****Introduction to****International Relations 3**

An introductory survey course in international relations designed to help students place international political events into a theoretical framework that allows for analysis of current events. Considerable attention will be given to the inevitable interconnectedness of our world, and how world events are studied.

*Prerequisite:* Placement in ENG\*101 or completion of required developmental English courses

*TAP Competency:* Social Phenomena Knowledge & Understanding

**POL\* 111****American Government 3**

An examination of the American political process: the elements of culture, socialization, voting, interest-group activity, political parties, and the institutional structures involved in policy-making. Special emphasis will be placed on the dynamics of the presidential office.

*TAP Competency:* Social Phenomena Knowledge & Understanding

**POL\* 112****State & Local Government 3**

A concise and current analysis of state and local government functions, the nature of political activity within states and localities and the nature of public policy. Particular attention is paid to Connecticut state government.

*TAP Competency:* Social Phenomena Knowledge & Understanding

**POL\* 160****African Politics 3**

A survey course of the African political experience, looking at traditional institutions, the colonial experience, and post-colonial political systems. A significant amount of time will be spent analyzing current political situations and focusing on specific African countries' political approaches to modern issues. Emphasis will be placed upon the significance of African history, current political processes, and current issues.

*Prerequisite:* Placement in ENG\*101 or completion of required developmental English courses

*TAP Competency:* Critical Analysis & Logical Thinking

**POL\* 290****Legislative Internship Orientation 3**

Orientation involves an intensive three-day introduction to the Connecticut General Assembly, the legislative process, research and legislative monitoring techniques, and constituent casework. This program includes lectures, workshops, readings, and discussion. Seminars held throughout the legislative session focus on the budget process and issues surrounding passage of the budget. From both the executive and legislative branches, officials deeply involved in the state budgeting process serve as seminar presenters. Offered in Hartford and only open to students accepted into the Connecticut General Assembly Legislative Internship Program.

*Prerequisite:* POL\* 294 concurrently



**POL\* 294****Legislative Internship****3-9**

Interns assigned to individual legislators to assist in bill analysis and tracking, research, drafting news releases and speeches, constituent casework, etc. Full time interns (6-9 academic credits) are expected to work five days a week. Part time interns (3 academic credits) work two full days each week, preferably Tuesdays and Thursdays.  
*Prerequisite: POL \* 290 concurrently*

**■ PSYCHOLOGY****PSY\* 104****Psychology of Adjustment****3**

A workshop course designed to increase interpersonal awareness and personal growth. Structured group interaction allows for experience in communication skills, risk-taking, and confrontation. Emphasis of the course is on practical application of skills, not on psychological theory. Offered on a pass/fail basis.

*Prerequisite: PSY\* 111 or PSY\* 112 or permission of instructor*

**PSY\* 111****General Psychology I****3**

A survey course that provides an overview of introductory topics in the basic schools and systems of psychology. Topics include historical and scientific origins, research, biological foundations, sensation and perception, learning, memory, thinking, language, intelligence, emotion, and motivation.

*Prerequisite: Placement at ENG\* 101 or completion of required developmental English courses*

*TAP Competency: Social Phenomena Knowledge & Understanding*

**PSY\* 112****General Psychology II****3**

A survey course that provides an overview of introductory topics in the social, behavioral, and applied areas of the science of psychology. Topics include lifespan development, consciousness, personality, social psychology, health psychology, stress and coping, psychological disorders, and types of therapies.

*Prerequisite: Placement at ENG\* 101 or completion of required developmental English courses*

*TAP Competency: Social Phenomena Knowledge & Understanding*

**PSY\* 126****Introduction to Mental Retardation****3**

This course is designed to acquaint the student with the varied characteristics of people who have mental retardation. A discussion of current practices in assessment, education, and training will be part of the course. A review of recent research and the latest trends in service delivery will also be included.

*Prerequisite: PSY\* 111 or PSY\* 112*

**PSY\* 163****Children with Disabilities****3**

This is a general introduction to children with disabilities, their families, and their education, focusing on all exceptional students. The course includes discussion of the psychological, medical, and sociological aspects of children with disabilities and their relationships to family, community, and especially educational systems. The course emphasizes the inclusion of children with disabilities within family, community, and school.

*Prerequisite: Eligibility for ENG\* 093 or above*

**PSY\* 201****Lifespan Development****3**

This course will focus on the development of the individual from conception through the geriatric stage. In the early weeks of the course, the stress will be on an investigation of the physical, perceptual, intellectual, and emotional development of the child. Special attention will be given to Erik Erikson's theory of psychosocial development and Jean Piaget's theory of cognitive development. Various types of developmental maladjustments will be considered. The course will also consider the developmental tasks of the adolescent and adult. The course, in its final sessions, will investigate the aging process and death.

*Prerequisite: PSY\* 111, or PSY\* 112, or permission of instructor*

*TAP Competency: Social Phenomena Knowledge & Understanding*

**PSY\* 210****Death & Dying****3**

This course explores the psychological and philosophical literature with reference to dying, near-death experiences and death. Through an extensive reading of the literature in the field, directed activities, and field trips, students will examine the

process of grief and dying, with a particular emphasis on the prevailing view of death in American society. An examination of humane possibilities for funeral, bereavement and terminally-ill counseling will also be included. Students will be encouraged to consider their own mortality and its meaning to the process of living.

*TAP Competency: Social Phenomena Knowledge & Understanding*

**PSY\* 211****Psychology of Women****3**

This course studies a variety of psychological issues as they apply to women. Traditional psychological overviews give insufficient attention to or emphasis on topics critical to a psychological depiction of women. This course attempts to redress this imbalance. Topics include how women develop psychologically, how they form values and direct their behavior, women's sexual behavior and anatomy, women and work, women's reactions to stress, and women and substance abuse.

*Prerequisite: PSY\* 111 or PSY\* 112*

*TAP Competency: Critical Analysis & Logical Thinking*

**PSY\* 212****Health Psychology****3**

Using a bio-psycho-social perspective, this course examines factors that promote health through understanding the determinants of health behaviors and primary prevention. Emphasis is placed upon those psychological factors that can sustain/restore health and/or prevent/reverse illness. The role of stress, addictive substances and behaviors, and physiological pain will be explored.

*Prerequisite: PSY\* 111 or PSY\* 112*

*TAP Competency: Critical Analysis & Logical Thinking*

**PSY\* 216****Normal and Exceptional****Child and Adolescent Development****3**

This course examines changes in the individual from conception through adolescence, including both typical and atypical aspects of physical, cognitive, linguistic, and social/emotional development. Traditional and contemporary theories, as well as current research and methodology, will form the basis of the course content.

*Prerequisite: PSY\* 111 or ECE\* 182*

**PSY\* 220****Educational Psychology 3**

Educational psychology encompasses the nature of learning, development, motivation, diversity and assessment. The major areas of emphasis for this course include the development of educational research as a science; developmental psychology's impact on education; effective teaching techniques and strategies; behavior management and discipline; tests and measurements. Intelligence, achievement, exceptionality, and diversity will be discussed.

*Prerequisite:* PSY\* 111

*TAP Competency:* Critical Analysis & Logical Thinking

**PSY\* 230****Counseling Techniques & the Paraprofessional 3**

This is an introductory course in counseling techniques for the paraprofessional. A brief overview of theories will be presented. Major emphasis will be on learning and practicing counseling skills primarily for paraprofessional positions. Such situations as outreach work, crisis intervention, group work, multi-problem families, hard-to-reach clients, and collaborative work with other agencies will be explored.

*Prerequisite:* HSE\* 108

**PSY\* 240****Social Psychology 3**

A study of the principles of interpersonal interaction and of the formation of attitudes and prejudices within groups and nations. The course includes dynamics of individual motivation in social situations, the theoretical bases for social behavior, and application of principles of behavior to attitude change. Prejudice, public opinion, and individual reactions in mass behavior are examined.

*Prerequisite:* PSY\* 111 or PSY\* 112

*TAP Competency:* Critical Analysis & Logical Thinking

**PSY\* 243****Theories of Personality 3**

A study and comparison of theories of personality. The course includes a study of what makes a theory, criteria for analyzing theories and case studies for application of theories. The theories studied are: psychoanalysis, behaviorism, cognitive and social learning theories, person-centered theory, and analytical theory.

*Prerequisite:* PSY\* 111 or PSY\* 112

*TAP Competency:* Critical Analysis & Logical Thinking

**PSY\* 245****Abnormal Psychology 3**

The development, causes, and treatment of abnormal behavior are studied. The disorders include: anxiety disorders, mood disorders, schizophrenia, substance abuse, dissociative, personality, and sexual disorders. The role of stress and genetics is emphasized. Theories of personality related to disorders are introduced along with the therapies related to these theories.

*Prerequisite:* PSY\* 111 or PSY\* 112

*TAP Competency:* Critical Analysis & Logical Thinking

**PSY\* 247****Industrial & Organizational Psychology 3**

The industrial/organizational environment defined in human terms. This course is a survey of theories, methods, and issues involved in the application of psychological principles in work settings. The following topics will be covered: measurement, personnel decisions, training, performance appraisal, worker motivation, job satisfaction, leadership, work design, and work conditions.

*Prerequisite:* PSY\* 111 or PSY\* 112

**PSY\* 250****Psychological Aspects of Human Sexuality 3**

This course will deal with variations in sexual attitudes and behavior. Students will study the interaction of physiological, emotional, cultural, legal, and religious influences on sexual behavior. Some of the topics to be covered are healthy sexual interactions, sexual preferences, sexual anatomy, and development and theories of sexual behavior. In addition, sexual diseases, disorders, and therapies will be discussed.

*Prerequisite:* PSY\* 111 or PSY\* 112

*TAP Competency:* Critical Analysis & Logical Thinking

**PSY\* 258****Behavior Modification 3**

This course will investigate the tenability of the basic philosophical premises of the Skinnerian Movement. The practical extensions of these premises will be studied in considerable depth. Specific areas of application will also be studied.

*Prerequisite:* PSY\* 111 or permission of instructor

*TAP Competency:* Critical Analysis & Logical Thinking

**■ SCIENCE****SCI\* 103****Recent Discoveries in Science I 3**

Recent Discoveries in Science is intended for those persons who wish to learn basic science by investigating new developments in science. The direction learning takes in the course will depend upon the confluence of topics and ideas created by the participants.

*Prerequisite:* ENG\* 101 (may be taken concurrently) or permission of instructor

*TAP Competency:* Scientific Knowledge & Understanding

**SCI\* 107****Modern Scientific Inquiry 3**

A course about the process of science and its unifying method. Topics include an examination of the nature of science, the scope and reliability of scientific knowledge, the relationships between science and culture, and the characteristics of pseudo-science. Scientific theories are studied as cases by which to understand the methods used by scientists. Effective communication is emphasized.

*Prerequisite:* ENG\* 101

**SCI\* 108****Science & Non-Science 3**

A look at ideas presented as science in modern literature. An examination of why certain "scientific" theories are not considered science by most of the scientific community. The course will also explore certain outlandish ideas which, while they are not accepted by most scientists, are still considered "scientific."

*Prerequisite:* ENG\* 101

**SCI\* 110****Space, Time and Order 3**

This course is a history of the physical sciences from the time of Thales to Isaac Newton. It will investigate such problems as Zeno's paradox and the motion of the planets. The course will trace the development of science from its quasi-religious beginnings to its current form.

*Prerequisite: ENG\* 101*

**SCI\* 111****Space, Time and Spacetime 3**

This course is a history of the physical sciences from the time of Isaac Newton through the development of quantum mechanics. It will investigate such issues as determinism versus free will and the twin paradox. The course will discuss the role of philosophy in the development of modern physical thought.

*Prerequisite: ENG\* 101*

**SCI\* 120****Investigations in STEM 3**

This course is designed to assist students in exploring careers in science, technology, engineering, and mathematics (STEM). Students will become more familiar with the expectations of higher education in these areas and the specific skills and aptitudes critical to success in these fields. The course activities are designed to provide experiential learning in STEM and increase scientific literacy. Students may also have the opportunity to visit related industries and/or laboratories.

*Prerequisite: Eligible for ENG\* 101 and MAT\* 095*

**■ SIGN LANGUAGE****ASL\* 101****American Sign Language I 3**

This is a first course of study of American Sign Language (ASL), the language used by the Deaf community in the United States. ASL I introduces students to the fundamentals of ASL grammar, vocabulary, finger spelling, numbers, and visual-gestural communication. Introduction to Deaf culture is integrated into this beginning level course.

**ASL\* 102****American Sign Language II 3**

This is a continuation of American Sign Language I and further covers fundamentals of ASL grammar, vocabulary, finger-spelling, numbers, and visual-gestural communication. Continued study of Deaf culture is integrated into this course.

*Prerequisite: ASL\* 101 with C or better or consent of instructor*

**■ SOCIOLOGY****SOC\* 101****Principles of Sociology 3**

A study of sociological perspectives as they apply to social behavior, social structure, and institutions as well as processes of change and development in American society.

*Prerequisite: Placement in ENG\* 101 or completion of required developmental English courses*

*TAP Competency: Social Phenomena Knowledge & Understanding*

*Embedded Competency: Continuing Learning & Information Literacy*

**SOC\* 114****Sociology of Aging 3**

This course will examine the roles and status of older people in a changing social structure. Social issues of aging such as employment, retirement, family relations, and housing are analyzed.

*Prerequisite: Placement in ENG\* 101 or completion of required developmental English courses*

*TAP Competency: Social Phenomena Knowledge & Understanding*

**SOC\* 150****Sociology in Literature 3**

Students are introduced to basic sociological concepts and perspectives on the institutions of our society, and on social behavior as portrayed in 20th century literature.

*Recommended Prerequisite: ENG\* 101*

**SOC\* 201****Contemporary Social Issues 3**

Sociological perspectives will be used to analyze contemporary social problems in the United States. May include such topics as: the environment, poverty, work, racism, sexism, crime, and drug abuse.

*Prerequisite: SOC\* 101*

**SOC\* 202****Contemporary Values in U.S. Society 3**

Values and beliefs held by the people of the United States since the 1920s will be examined. Analyses of theories offered by critics of U.S. society will provide the overall focus of this course. Elements of mass media and other forms of popular culture will be analyzed as public manifestations of social values.

*Prerequisite: Any SOC, ANT, HSE, or PSY course or permission of instructor*

**SOC\* 210****Sociology of the Family 3**

An examination of the family as a social institution in American society. The course will cover such topics as marriage, the gender division of labor, parenthood, and reconstituted families within the diverse historical and social context of contemporary life.

*Prerequisite: SOC\* 101 or ANT\* 101 or permission of instructor*

**SOC\* 221****Social Inequality 3**

This course examines the types and possible causes of inequality in contemporary U.S. society, from a sociological perspective.

How to recognize and analyze likely determinants of inequality will be explored, through an examination of key issues such as gender, race, class and age, among others. In this context, social inequality in the U.S. will likewise be examined for its potential relationship to global social patterns and processes.

*Prerequisite: SOC\* 101*

**SOC\* 226****Social Movements and American Society 3**

Theoretical and historical analyses of reform and revolutionary movements will provide the overall focus of this course. Case studies will be used to examine the societal roots, characteristics, and impact of particular movements.

*Prerequisite: SOC\* 101*

**SOC\* 250****Sociology of Work 3**

This course will examine issues and concerns related to work in the United States today from a sociological perspective. Participants will learn to recognize and analyze key social, political, economic and cultural factors shaping the experience of contemporary U.S. workers. They will also learn to recognize a range of key theoretical approaches to the study of work which mark the diversity within the social scientific disciplines. In addition, they will examine work from an historical, cross-cultural and global-economic perspective to help understand what shapes the changing experience of workers in the United States, as we move into a new century.

*Prerequisite:* SOC\* 101 or ANT\* 101 or ANT\* 105 or permission of instructor

**■ SPANISH****SPA\* 101****Elementary Spanish I 3**

Introduction to understanding, speaking, reading, and writing Spanish. Students acquire language functions, vocabulary, structures and culture through contextualized presentation, interactive activities and extensive laboratory practice. For beginning students or those with one year of high school Spanish.

*Prerequisite:* Successful completion or placement beyond ENG\* 073 on the Basic Skills Assessment or instructor's permission

**SPA\* 102****Elementary Spanish II 3**

Continuation of SPA\* 101. Emphasis on increasing comprehension and fluency by continued development of listening, speaking, reading, and writing skills, as well as extensive online laboratory practice.

*Prerequisite:* SPA\* 101 or one year of high school Spanish or permission of instructor.  
*Note:* Students with two or more years of high school Spanish should consider enrolling in SPA\* 201 or SPA\* 202. Please see instructor for guidance.

**SPA\* 140****Spanish Writing and Grammar for Spanish Speakers 3**

This course is designed for native speakers, heritage language speakers\*, and other fluent speakers of Spanish whose skills in the reading and writing of Spanish are

limited by minimal knowledge of grammar, spelling and vocabulary. In this course, students with an oral/aural command of Spanish study the grammar, spelling and vocabulary of standard Spanish through reading and writing activities. Attention is given to the influence of English on Spanish spoken in the U.S. and to the substitution of hybrid vocabulary and grammar for standard Spanish vocabulary and grammar. Classes are conducted mainly in Spanish. \*Heritage language speakers in the U.S. generally refers to those who have had life-long exposure to a language other than English through their family life.

*Prerequisite:* Placement test, permission of instructor, placement at ENG\* 101 level, or equivalent developmental courses

**SPA\* 155****Spanish Conversation and Composition 3**

Based on structures and conversational situations presented in SPA\* 101 and SPA\* 102, this course is designed to develop a higher level of proficiency in aural/oral/written communication. Reinforcement and enrichment of vocabulary use in cultural context will be particularly emphasized. Online work is a crucial requirement during this course.

*Prerequisite:* SPA\* 102 or permission of instructor

**SPA\* 201****Intermediate Spanish I 3**

Structural review of SPA\* 101 and SPA\* 102. Emphasis on further development of oral and writing skills. Students do extensive listening comprehension exercises, as well as extensive online laboratory practice outside of class.

*Prerequisite:* SPA\* 102 or permission of instructor

**SPA\* 202****Intermediate Spanish II 3**

Continuation of SPA\* 201. Reinforcement of grammar and reading material. Emphasis on increasing comprehension and fluency by continued development of listening, speaking, and writing skills, as well as extensive online laboratory practice.

*Prerequisite:* SPA\* 201 or permission of instructor

**■ THEATER****THR\* 101****Introduction to Theater 3**

An examination of the functions of theater artists and their contributions to theatrical productions. Students will study the techniques by which a play is translated into theatrical terms. The functions of actors, designers, technicians, the director, the critic, and the audience will be discussed as students learn about the process of theatrical production from script through performance to criticism.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

**THR\* 106****The Movies 3**

A basic study of film as an art form: its history, development, and criticism. Students will view films and/or videotapes of films and will be asked to discuss the film's content, structure, and historical/cultural aspects. Students may be required to attend one or more films in a movie theater outside of class time for the purpose of preparing written critiques.

*TAP Competency:* Appreciation of the Aesthetic Dimensions of Humankind

**THR\* 110****Acting I 3**

Students will explore a variety of techniques used by actors to create characters for performance. Course work will utilize monologues and scenes, including ensemble work and improvisation, to explore character development and the use of stage environment.

**THR\* 121****Plays in Production I 3**

Students will work on some of the problems involved in bringing theatrical productions to the stage. Focusing principally on interpretation, acting techniques, blocking, and the role of the director, students will prepare short scenes for classroom presentation. Technical details involving scenery, lighting, costumes, make-up, and properties will be studied where appropriate.

# ADMISSIONS

Quinebaug Valley Community College maintains an open admissions policy, extending the opportunity for higher education to all who want to prepare more fully for effective participation in modern society. Students must be graduates of an approved secondary school, hold a state high school equivalency diploma (GED), or be certified as home-school completion. Prospective students who are still in high school must meet specific placement scores prior to acceptance.

## Application Procedures

Students interested in attending Quinebaug Valley Community College are encouraged to complete the application process as early as possible before the beginning of their intended semester and prior to registration.

Applications are available online, upon request from QVCC, and from the guidance offices at high schools in the region. They can also be downloaded from the College's website. Call 860-932-4002 or write to the QVCC Admissions Office, 742 Upper Maple Street, Danielson, CT 06239. A \$20.00 non-refundable application fee must accompany the completed application form.

**High school seniors** should take the completed application and fee to their guidance office to be mailed to the College. Immunization records are required prior to registration. Consider requesting a copy from your school nurse to be sent with the application.

Applicants who have **already graduated from high school** must request official transcripts from their high school or attach a copy of their high school diploma to the application. Applicants who obtained a high school equivalency certificate (GED) should attach a copy of their scores, if available.

## New England Regional Student Program

Through the Regional Student Program (RSP), QVCC allows out-of-state students who qualify by either Rule 1 or Rule 2 to enroll at a discount. Students under this program pay in-state tuition plus 50 percent.

### Rule 1: The Uniqueness Rule

When a program of study is not offered at an in-state institution, a qualified student may apply for enrollment at any participating out-of-state institution offering that program of study under the Regional Student Program.

### Rule 2: The Proximity Rule

When a program of study is offered under the Regional Student Program at both an in-state and out-of-state institution, and the out-of-state institution is closer in traveling time to a qualified student's legal residence, that student may apply for enrollment at that out-of-state institution.

Note: Degree or certificate seeking students from Massachusetts and Rhode Island automatically qualify for this discount



Additional information about the Regional Student Program may be obtained from the Admissions Office at QVCC or from the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111, (617) 357-9620.

## International Student Admission

The College is not currently accepting international student admissions. It is recommended that interested international students apply to other Connecticut Community Colleges.

## Senior Citizens

Senior Citizens 62 years of age or older who are Connecticut residents may be eligible to register without paying application, general fees or tuition charges for courses supported by the General Fund. Studio or lab fees are assessed where applicable. This applies to all courses on a space available basis and is subject to approval by the Board of Regents.

## High School Partnership Program

Quinebaug Valley Community College has signed agreements with many area high schools which permit eligible high school juniors and seniors to enroll in general fund supported credit courses at QVCC. The College pays the tuition and waives all fees for students enrolled in the program. Students are responsible for the cost of books and supplies for the classes they take. To be eligible for the program, students must have a minimum cumulative scholastic average of 80 and be recommended by their high school guidance counselor, principal, or designated representative. There are a limited number of slots for each semester; students are accepted on a first come first served basis until slots are filled. Additional information and applications are available through admissions.

## Early Admission of High School Students

High school students who demonstrate sufficient academic ability and maturity may be considered for enrollment in credit courses on a self-paying basis. In addition to completing the application for admission, students may need to submit an official transcript and letter of recommendation from their principal or designated representative. Students are required to satisfy all prerequisites, take the Basic Skills Assessment and meet specific placement scores for acceptance. After acceptance students meet with Admissions or a member of our advisement staff to determine course placement and registration.

## College Career Pathways

College Career Pathways is a federally funded program that enables students to earn college credits and explore career options while still in high school. Teachers of CCP classes are certified as college instructors. These classes have the same requirements and rigor of the class taught on the college campus. Contact the program coordinator, Sara Van Orden, or high school guidance counselors for more information.

## Credit by Transfer

A student seeking transfer credit should be enrolled in a degree or certificate program. Ordinarily, only credits applicable to the student's program at QVCC will be evaluated. Students requesting transfer credit must request official transcripts, with any change of student's name noted, from each institution attended. Students requesting transfer credit must also fill out the "Transfer Credit Evaluation Request" form found on our website and available from the Student Success Center. Transcripts should be sent directly to the Office of Admissions at QVCC. A transfer student who changes programs while at QVCC or seeks a second degree from this college may request a reassessment of potentially transferable credit. At least 25 percent of the minimum credit requirements for the degree must be through coursework at Quinebaug Valley Community College.

Requests for evaluation of transfer credits should be made to the Student Success Center.

### 1. Credit from Other Collegiate Institutions

- A. Degree credit shall be granted for credit courses from regionally accredited collegiate institutions. Regional accreditation includes Middle States, New England, North Central, Northwest, Southern and Western Associations of Schools and Colleges.
- B. Proficiency exams, including CLEP, DSST, and AP exams can also be transferred for credit.
- C. Degree credit shall be granted for credit courses completed with a passing letter grade of "C-" or better. Such credit courses shall be accepted only for credit, and letter grades assigned by other institutions shall not be recorded or included in computation of student grade point averages. Degree credit will also be granted for courses with a grade of Pass (P).

### 2. Military Credit

Veterans also may attain credit for military training, education, and M.O.S. qualifications as recommended in the American Council on Education Guide to Evaluation of Educational Experiences in the Armed Services.

## Immunizations

Connecticut state law requires that all full-time (degree seeking and non-degree/non-matriculating) and part-time matriculating students enrolled in post-secondary schools and born after December 31, 1956, be protected against measles, mumps, rubella, and varicella.

**Measles, Mumps and Rubella:** Students must have two doses of measles, mumps and rubella vaccine at least 28 days apart with dose number one given on or after the first birthday to ensure adequate immunization.

**Varicella (Chicken Pox):** All students born January 1, 1980, and after must show evidence of immunization for varicella. Students must show two doses of the vaccine administered at least one month apart to ensure adequate immunization.

Students may present serologic (blood test) evidence in place of vaccinations to verify immunity, or a physician's or municipal health director's certification of the date that the student was diagnosed with the disease.

## Exemptions

**Medical:** If a medical reason prohibits you from being vaccinated, Option 3 of the immunization form must be signed. The form must be returned to Admissions along with documentation or an explanatory note from the attending physician.

**Religious:** If inoculation is contrary to your religious beliefs or practices, Option 4 of the immunization form must be signed and the form returned to Admissions.

In the event of an outbreak of measles, mumps, rubella or varicella on this campus, students who are not in compliance with the immunization requirements will be excluded from classes until their immunizations are complete.





## Basic Skills Assessment

Quinebaug Valley Community College assesses student skills in English and mathematics using a computer-based Basic Skills Assessment (BSA). Students, with their advisors, use this information to make decisions about the kinds of courses students are prepared to take.

QVCC requires that the following students take the BSA:

1. All new students enrolled in a degree or certificate program.
2. Any student transferring to QVCC who has not successfully completed both an English composition and college level mathematics courses at another college.
3. Any QVCC student who has not taken the BSA and has accumulated 6 or more credits.
4. Any student registering for a course with a mathematics or English prerequisite.
5. Any prospective student who does not have a high school diploma, GED, or home school completion.

The following students are **not** required to take the BSA:

1. Students who have completed an associate's, bachelor's or higher college degree.
2. Non-degree students seeking to enroll in an occasional course for personal enrichment, not to exceed a total of six (6) credits or have BSA prerequisites.
3. Students seeking to enroll only in English as a Second Language courses.
4. Students who present evidence of an SAT critical reading or writing score of 450 or higher or 21 or higher on ACT English or 47 or higher on ACT English and reading.
5. Students who present evidence of an SAT mathematics score of 500 or higher or 18-21 or higher on ACT math test. Assessment for placement in higher level mathematics may require testing.

The results of the BSA may be used at other Connecticut Community Colleges if the student decides to transfer. Students who have taken the Basic Skills Assessment at any of the Connecticut Community Colleges may use the results at QVCC. For further information, contact Enrollment Services.



## Orientation

QVCC offers on-going orientation programs for new students before the beginning of each semester. Students are provided with the opportunity to tour the College and get acquainted with the staff and other students. Student workshops and resource information are provided. Parental sessions will also be available. For more information, contact the Admissions Office at (860) 932-4002.

## FINANCIAL AID

The Financial Aid Office at QVCC is committed to reducing economic barriers to higher education. Financial assistance is provided primarily through federal grants, state grants, scholarships, and work-study. Most aid is awarded based upon the student's financial need as assessed by the federal formula.

### Eligibility Requirements

Students must meet the following criteria to be eligible for financial aid:

1. Be citizens or eligible non-citizens
2. Be matriculated in an eligible program of study
3. Have received their high school diploma or GED
4. Be registered with selective service if required
5. Not be convicted of a drug-related crime within the last year
6. Not be in default from previous student loans
7. Maintain attendance as well as satisfactory academic progress

Eligible programs include all associate degrees and certain certificate programs which lead to employment.

### Financial Aid Programs

Programs of Financial Aid described herein are subject to change due to Federal, State and local regulations or funding fluctuations.

#### Federal Pell Grant Program (PELL)

These grants, based upon financial need, are intended to be the "foundation" of a financial aid package, and may be combined with other forms of aid to meet the direct cost of education. Generally, Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree.

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

This program provides grants to eligible students demonstrating financial need. Preference is given to students with exceptional need. Students must be enrolled with a minimum of 6 credit hours.

#### Community College Grant Program (CCG)

This State program allows for the remission of tax-supported tuition, fees and cost of textbooks for resident students who demonstrate substantial financial need. Students must be enrolled with a minimum of 6 credit hours.



### Capitol Scholarship Program

This need based scholarship program is available to qualified students who are residents of Connecticut or enrolled in the New England Student Regional Program and plan to enroll as full-time students. Awards are given to students with outstanding academic achievement and financial need. This scholarship is sponsored by the Connecticut Department of Higher Education. More information is available at [www.ctdhe.org](http://www.ctdhe.org).

### Governor's Scholarship Program (GSP)

The Office of Higher Education established this scholarship program to make need-based financial aid and need-based merit aid available annually to eligible Connecticut residents enrolled as undergraduates at Connecticut's public and nonprofit independent institutions of higher education.

### Federal College Work-Study Program (FCWS)

This program provides college jobs for students with financial need. Students must be enrolled with a minimum of 6 credits each semester. Hours can be arranged to suit a student's academic schedule. Any student seeking work-study campus employment should contact the Financial Aid Office.

### Stafford Loans

Quinebaug Valley Community College does not participate in loan programs. Please visit the Financial Aid Office to learn more about education tax credits, QVCC Foundation scholarships, and the convenient payment plan offered by the College's Business Office.



## Competitive Scholarships and Awards

Scholarships and awards are presented in May each year to continuing and graduating students whose academic achievement and/or service to the College merit special recognition. Several scholarships are also available for new students who have recently graduated or will be graduating from high school in the spring and plan on enrolling at QVCC in the fall. Currently available scholarships and awards are listed below. Consult the Financial Aid Office for specific information since availability and eligibility criteria may change from year to year.

There are approximately 56 competitive scholarships to which eligible students may apply for award consideration. Applications are available after March 1 each spring semester. Community members and organizations, student organizations, and the Quinebaug Valley Community College Foundation provide funding for these scholarships. A Foundation scholarship committee reviews submitted applications in April and select the scholarship recipients. Current scholarships include:

1. Altrusa International of Northeastern Connecticut
2. Archambault-Beauchamp Memorial
3. Richard C. Berry Memorial
4. David T. Britland Memorial
5. David & Nancy Bull
6. Burke Memorial
7. Rhoda L. & David T. Chase—Academic Achievement
8. Rhoda L. & David T. Chase—Motivation
9. Citizens National Bank
10. Elizabeth Czepiel Memorial
11. Joan Dash
12. Michael F. Davis Memorial
13. Day Kimball Healthcare
14. Demers Family
15. Ryan S. Doyle Memorial
16. Dr. Carlee R. & Michael S. Drummer President's
17. Mary Espinola Memorial
18. Exchange Club of Northeastern Connecticut Norman Corriveau
19. Joan F. Golrick Memorial
20. Betty & Newell Hale
21. W.H.G. Herklots Family
22. Jewett City Savings Bank
23. John Keenan Memorial
24. Keith John Kipper Memorial
25. Hans Langhammer
26. Maria Angelos & George Laktzis
27. George & Demeter Lakatzis
28. Rose Bove & Normand O. LaRose
29. LiR Paul Berthiaume
30. Liberty Bank Foundation
31. May & Frank Messinger Memorial
32. Emil & Alice Miller Memorial

33. Robert E. & Sylvia M. Miller
34. Barbara Morowski Memorial
35. Moumouris-Dykstra Family
36. Virginia Atsales Moumouris Memorial
37. Northeastern Connecticut Arts Council
38. Northeastern Connecticut Chamber of Commerce
39. Dr. Lynn Pasquerella '78 & John Kuchle
40. Mary Patenaude Putnam Bank
41. Alice & Lionel Romney Memorial
42. Rooke-Norman Women's Opportunity
43. Rotaract Mal Schumann Memorial
44. Kathleen A. Russell Memorial
45. William & Dorothy St. Onge Memorial
46. Savings Institute Bank & Trust
47. Norma & David Senger Family
48. A.L. Simonds Memorial
49. Spirol International Corporation
50. Thompson Lions Club
51. Steve & Marjolaine Townsend—Business
52. Steve & Marjolaine Townsend—Fine Arts
53. Steve & Marjolaine Townsend—Liberal Arts & Sciences
54. Steve & Marjolaine Townsend—Veterans
55. United Natural Foods
56. Jeanne L. Zesut Northeastern Connecticut Human Resources Association

## Emergency Scholarships

Quinebaug Valley has two sources of emergency scholarships to aid current students who are experiencing a crisis situation. These scholarships require a written letter outlining the situation from a College faculty or staff member who is aware of the circumstances. Letters should be directed to the Financial Aid Office. All letters and circumstances will remain confidential. Funding is limited for these awards. Funding is provided by the QVCC Foundation.

## Financial Aid Application Procedure

The Free Application for Federal Student Aid (FAFSA) can be completed online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov). This is the only application necessary to apply for financial aid at QVCC. The financial aid application process must be completed each academic year. The application will remain in effect for both the fall and spring semesters. Students who did not apply for the fall semester may still apply for the spring.

1. New students must complete an application for enrollment to QVCC and be matriculated in an eligible program of study.
2. All financial aid applicants must complete a Free Application for Federal Student Aid (FAFSA). This application can be completed online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov)
3. The Financial Aid Office will receive the application electronically, provided the school code is listed, within two weeks. **School Code: 010530.**

4. Parents and students may need to request tax return transcripts from the IRS at [www.irs.gov](http://www.irs.gov) <http://www.irs.gov>, and provide them to the Financial Aid Office if necessary.

Students are encouraged to complete the FAFSA after filing their taxes using the IRS Data Retrieval Tool. Payment of fees will be required at registration if the financial aid process is incomplete.

Priority deadlines are August 1 for the fall semester and December 1 for the spring semester.

## Satisfactory Academic Progress (SAP)

### **Preface**

In March 2005, the Connecticut Community Colleges approved a uniform satisfactory academic progress policy for all students receiving financial aid. Recent changes to federal regulations (effective July 1, 2011) have required the Connecticut Community Colleges to make updates to this policy. This updated standard is reflected in the policy statement below and is effective with the Fall 2011 semester. Questions concerning this revised policy should be addressed to the director of financial aid services at the attending college.

### **Policy**

A student receiving Federal Title IV financial aid or other financial aid directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program of study. Satisfactory academic progress for financial aid recipients is measured by using a quantitative and qualitative standard and is an assessment of a student's cumulative academic record at the college.

A student must successfully complete two-thirds (66.66%) of the credits (earned credits/attempted credits) s/he attempts. All attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, noncredit remedial courses (with appropriate credit equivalency evaluation), and ESL courses will also be included in this assessment. Transfer credits will be counted as both attempted and earned credits in the calculation for determining satisfactory academic progress.

A student must also maintain a cumulative minimum grade point average (qualitative standard) as noted below in order to be making satisfactory academic progress and be eligible to receive financial aid.

Earned Credits	Minimum GPA
≤ 15.99	1.50
≥ 16.00	2.00

A student's cumulative academic history will be evaluated at the end of each enrollment period and prior to the subsequent term's financial aid disbursement. This policy will be used to evaluate all students; regardless of their enrollment level.

### **Maximum Credit Hours**

A student may receive financial aid for any attempted credits in his/her program of study that do not exceed 150% of the published length of the student's educational program at the college. For example, a student enrolled in a 60-credit degree program may receive financial aid for a maximum of 90 attempted credit hours. Similarly, a student enrolled in a 30-credit certificate program may receive financial aid for a maximum of 45 attempted credit hours. Any attempted credits at the college must be included in the calculation. The 150% maximum credit hours rule is applicable to students who change majors or who pursue a double major.

### **Communication**

A student will receive notification prior to the start of a period of enrollment via Connecticut Community College email that will describe any changes to the status of their academic progress. Updates to academic progress standing may also be made available to students through the use of myCommNet online access (<http://my.commnet.edu>).

### **Financial Aid Warning**

Any student who fails to meet the minimum satisfactory academic progress standard will be placed on Financial Aid Warning. The Warning period will be the student's next semester or period of enrollment at the college. The college will communicate the Warning status to the student and inform the student that s/he must meet the academic progress standard by the end of the subsequent enrollment period in order to maintain eligibility to participate in the financial aid programs at the college.

### **Termination**

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. The college will communicate the Termination status to the student and inform the student of the available Reinstatement and Appeal Process.

### **Reinstatement Policy**

A student's financial aid eligibility will be automatically reinstated at such time as the student meets the minimum satisfactory academic progress standard. Reinstatement to the financial aid programs may also occur upon a successful appeal by the student (see Appeal Process below).

### **Financial Aid Probation**

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. Ineligible students have the opportunity to file an appeal regarding their termination from the financial aid programs. Students that have failed the academic progress standard and have been approved with a successful appeal will be considered on Financial Aid Probation.

## Appeal Process

A student may request consideration for reinstatement to the financial aid programs through the following Appeal Process:

If the student feels his/her failure to meet the minimum satisfactory academic progress standard was the result of an unusual or extraordinary situation that affected successful progression, the student may appeal to the Financial Aid Office. Some personal mitigating circumstances could include illness or injury of the student or dependent of the student; a death in the family; or other undue hardship as the result of special circumstances. An appeal form is available in the Financial Aid Office.

To provide consistency in decision-making, a Financial Aid administrator will make all appeal decisions in a timely manner after the receipt of the appeal form. The student must: 1) explain the extenuating circumstances causing the non-compliance; 2) substantiate it with third party documentation, (i.e. letter from the doctor who treated the student); 3) give a detailed explanation of specifically what has changed that will allow satisfactory progress to be demonstrated at the next evaluation; and 4) meet with an academic advisor to create an academic plan.

Should an appeal be approved and the student is not mathematically able to return to satisfactory academic progress at the conclusion of subsequent enrollment period, a Financial Aid administrator will devise an appropriate academic plan for the upcoming semester with the student. For example, the terms of an academic plan may be as follows:

1. Register and successfully complete a minimum of six (6) credits; and
2. Successfully complete these courses with a minimum GPA of 2.0.

At the end of the semester, grades will be evaluated. If the student has met the required terms of the academic plan, the student may continue to receive financial aid the following semester. If the student fails to meet the terms of the academic plan in any subsequent semester, the student will become ineligible to participate in the financial aid programs until the student is able to once again meet the minimum requirements for academic progress. The student's progress will continue to be monitored at the end of each semester with the same terms in place until the student is in compliance with Connecticut Community Colleges' satisfactory academic progress policy.

If the student's appeal is denied and the student is already registered for the upcoming semester, the student is responsible for any monies owed to the college. If the student pays for the next semester and successfully completes all classes with a GPA of 2.0 or better, the student may appeal again after that semester.

## Return of Title IV Funds

Students who receive federal financial aid and withdraw or stop attending all classes are subject to the Return of Title IV Funds calculation. Those students who have completely withdrawn prior to the 60% point in the semester and have received federal funds from loans, Pell grant or FSEOG are subject to a recalculation of their federal awards. QVCC will calculate the earned portion of such awards based upon the number of calendar days completed vs. the number of calendar days in the semester. Any unearned portion will be returned to the Department of Education.

In addition, the student must repay the difference, if any, between the amount of unearned assistance and the amount that the school must return. In most cases, when a student receives Title IV assistance greater than the amount of institutional charges, (s)he will most likely be subject to return some of those funds. However, students who must return grant funds are given an additional consideration: the student's grant repayment is reduced by half.

Students are urged to work closely with an advisor in selecting courses and should consider the demands of work and family when deciding how many credits to take. Regular attendance is required of all financial aid recipients. Students who never attend their classes will not receive financial aid, even if their application is complete and eligibility was determined.



# TUITION

## Schedule of Tuition and Fees (Per semester)

### Fiscal Year 2016-20167

Tuition fund (General Fund courses)	Amount
1. Full-time Student—per semester:1	
a. Connecticut resident <sup>2</sup>	\$ 1,860.00
b. Out-of-state resident <sup>2</sup>	\$ 5,580.00
c. NEBHE	\$ 2,790.00
2. Part-time Student—per semester hour:	
a. Connecticut resident <sup>2</sup>	\$ 155.00
b. Out-of-State resident <sup>2</sup>	\$ 465.00
c. NEBHE	\$ 232.50
3. Excess Credits Tuition Charge (>17 credits)	\$ 100.00
General Fees <sup>3</sup>	
College Services Fee (General Fund Courses)	
1. Full-time Student—per semester	
a. Connecticut resident	\$ 224.00
b. Out-of-state resident	\$ 687.00
c. NEBHE	\$ 351.00
2. Part-time Student—per semester	
a. Connecticut resident	
i. One credit	\$ 77.00
ii. 2-4 credits	\$5-7 for each additional credit hour
iii. 5-11 credits	\$14-18 for each additional credit hour
b. Out-of-state resident per semester	
i. One credit	\$ 231.00
ii. 2-4 credits	\$15-21 for each additional credit hour
iii. 5-11 credits	\$42-54 for each additional credit hour
c. NEBHE-per semester	
i. One credit	\$ 115.50
ii. 2-4 credits	\$7.50-10.50 for each additional credit hour
iii. 5-11 credits	\$22.50-27.00 for each additional credit hour
Mandatory Usage Fee	
1. Laboratory Fee	\$ 91.00
2. Studio Fee	\$ 97.00
Student Activity Fee <sup>4</sup>	
1. Full-time Student—per semester	\$ 15.00
2. Part-time Student—per semester	\$ 10.00
Educational Extension Fees	
1. Credit Courses—per semester hour	
Regular academic year	\$ 168.00
Summer Session	\$ 168.00
2. Non-credit Courses	
Rate set up on a per course basis dependent upon course offered	
Special Fees	
1. Application Fee <sup>5</sup>	
Full-time Student	\$ 20.00
Part-time Student	\$ 20.00
2. Program Enrollment Fee <sup>6</sup>	\$ 20.00
3. Late Registration Fee	\$ 5.00
4. Academic Evaluation Fee	\$ 15.00
5. Portfolio Assessment Fee	\$ 100.00
6. Returned Check Fee	\$ 25.00
7. Late Payment Fee	\$ 15.00
8. Installment Plan Fee	\$ 25.00
9. Replacement of Lost ID Card	\$ 10.00
10. Proctoring Fee - CCC Students	\$ 15.00
11. Proctoring Fee - Non CCC Students	\$35.00

## Tuition Footnotes

<sup>1</sup>Students enrolled in general/tuition courses and/or extension courses carrying 12 semester hours or more in total will be classified as full-time students for general fee purposes.

### <sup>2</sup> Waivers

- Complete waiver of tuition for a dependent child of a person missing in action or former prisoner of war.
- The Connecticut Tuition Waiver is available for veterans who served on active duty for at least 90 days in the U.S. Armed Forces during the time of war and were released from active duty under honorable conditions. The periods of conflict are: the Vietnam Era (12-22-61 to 7-1-75), the Korean Hostilities (6-27-50 to 1-31-55), Operations Desert Shield and Desert Storm (8-2-90 to 6-30-94), World War II. The 100% tuition waiver is available for veterans if they are residents of Connecticut when accepted for admission. (Any child of a Vietnam-era veteran who has been declared a MIA/POW also is eligible, provided the parent entered the service after 1/1/60.)
- The tuition fees of veterans of armed forces who served in either combat or combat support role in the invasions or peace keeping missions listed below shall be waived. To be eligible for such waiver, a veteran must be a resident of Connecticut for at least one year at the time he/she is accepted for admission, and be honorably discharged, or released under honorable conditions, from active service in the armed forces. "Combat or combat support role" means assigned to the theater of operations during the invasion or peace keeping mission. The dates of service shall be defined as: Grenada (10-25-83 to 12-15-83), Lebanon (9-29-82 to 3-30-84), Operations Earnest Will (escort of Kuwaiti oil tankers—2-1-87 to 7-23-87), Panama (12-20-89 to 1-31-90), Operations Desert Shield and Desert Storm (8-2-90 to 6-30-94).
- The tuition fees of veterans who served on active duty in South Korea after 2-1-55, Somalia after 12-2-92, and Bosnia after 12-20-95 shall be waived.
- Tuition, general fees and the application fee are completely waived for those persons 62 years of age or older provided, at the end of regular registration, there is space available in the course. Special fees other than the application fee must still be paid.
- Tuition may be waived or remitted by the president, or his/her designated appointee, for any in-state student who demonstrates substantial financial need and who is enrolled on a full-time or part-time basis in a degree or certificate program or a pre-college remedial program.
- The tuition fees of any eligible member of the Connecticut Army or Air National Guard shall be waived. To be eligible for such waiver, a member of the Connecticut Army or Air National Guard must (1) be a resident of Connecticut, (2) present certification by the Adjutant General or his designee as a member in good standing of the Guard, and (3) be enrolled or accepted for admission to a community college on a full-time or part-time basis in a degree granting program. The tuition waiver shall be reduced by the amount of any educational reimbursement received from an employer.
- The Community College presidents are authorized to waive the student activity fee only for students enrolled in courses offered at off-campus locations.
- Tuition is waived for any dependent child of a police officer, as defined in section 7-294a of the general statutes or a supernumerary or auxiliary police officer or firefighter as defined in section 7-323j, or member of a volunteer fire company, killed in the line of duty.
- Tuition is waived for any Connecticut resident who is a dependent child or surviving spouse of a specified terrorist victim, as defined in section 1 of Public Act No. 02-126, who was a resident of Connecticut.

(Footnotes "a" through "j" per General Statutes of Connecticut – Chapter 185b, Sec. 10a-77.)

<sup>3</sup> General Fees are applicable to students enrolling for all credit courses.

<sup>4</sup> For Summer Session students this fee is optional; collection is determined by president.

<sup>5</sup> Not applicable for the following: (a) CONNTAC applicants, (b) Upward Bound applicants and (c) Needy and deprived students as determined by the College.

<sup>6</sup> Not applicable if student paid the \$20.00 application fee.

## Non-Refundable Fee Deposit

Full-time and part-time students must pay at the time of registration all refundable and non-refundable General Fees pertaining to the courses for which registered, exclusive of tuition.

The total tuition applicable to the courses for which registered is payable in one installment and is due by the payment date specified by the College which shall be not earlier than six weeks nor later than three weeks before the first day of classes unless a deferred payment schedule, in accordance with approved Board of Regents policy, has been approved.

## Fees are Subject to Change

College presidents, with the approval of the chancellor, are authorized to waive general and special fees of students enrolled in special programs when circumstances justify such action.

## Other College Expenses

In addition to tuition and fees, there are other expenses which can vary widely from student to student. For instance, there are items such as meals away from home, transportation, books and supplies, and personal expenses. It is estimated that books for a full-time student cost approximately \$550 per semester.

## Insurance

Students desiring to purchase student accident insurance should consult the College's Business Office.

## Refund Policy

### Tuition Fund—Regular Semesters

#### I. Registration and Fee Deposit

1. Full-time and part-time students must pay a non-refundable deposit of all applicable College services and student activities fees pertaining to the courses for which registered, exclusive of tuition and mandatory usage fees, at the time of registration.
2. The total tuition and mandatory usage fees applicable to the courses for which registered are payable in one installment and are due by the payment dates specified by the College unless a deferred payment schedule, in accordance with approved Board of Regents policy, has been approved.
3. All registrations which occur after the payment dates specified by the College shall be accompanied by full payment of all tuition and mandatory usage fees applicable to the courses for which registered unless a deferred payment schedule\* has been approved.
4. Failure to have made all applicable payments may result in the withdrawal of the student's registration unless a deferred payment schedule\* has been approved.

5. Students presenting bad checks must replace them with cash, money order, or bank check within seven days (one week) of the College's receipt of such notification; otherwise the student's registration shall be immediately withdrawn.

\* *In accordance with approved Board of Regents policy.*

### Installment Plan Policy

An installment plan option will be available to qualified students enrolled in tuition fund credit or developmental courses during the fall and spring semesters. The installment plan fee must be paid upon entering into the installment payment agreement. This fee is non-refundable.

A student wishing to utilize the installment payment plan must make arrangements with the College business office. The Business Office will complete the Tuition Installment Payment Agreement, which will be signed by the student or legal guardian and a College official. Payment must be made in no more than three installments, and all payments must be completed by the mid-point of the semester. If payments are not made timely, the student may be withdrawn from classes. The student will continue to be liable for the amount due and will not be allowed to return to class until their account is paid in full. No student who has past due charges at the College may enter into an installment agreement. Once signing the agreement, the student is responsible to pay, in full, for any additional courses registered for the semester.

The College Cashier's Office will establish accounts receivable for all students using the installment plan. Unpaid amounts will be referred for collection in accordance with existing procedures. The College reserves the right to deny a student use of the payment plan if there is continued pattern of late payments and/or the College has had to send the student's account to a collection agency for payment. In such cases, the dean of academic affairs and student services will make the final decision.



## II. Cross Registration Connecticut Community Colleges

Tuition and fees for students who register for general fund/tuition account courses at multiple colleges within the community college system shall be charged as follows:

1. Full-time students – students who have paid the tuition and college service fees of a full-time student at their “home” institution shall be exempt from further similar charges. Copies of the student tuition and fee receipt from the “home” institution should be accepted by the “host” institution in lieu of payment. Mandatory usage fees are not exempt under this provision.
2. Part-time students – The charges for students who have paid the tuition and fees of a part-time student at their “home” institution and register for additional courses at a “host” institution shall not exceed the amount charged for a full-time student, if the student’s combined registration at the “home” and “host” institutions would classify them as a full-time student. Copies of the student tuition and fee receipt from the “home” institution should be accepted by the “host” institution and the “host” institution should charge the difference between the full-time charges for tuition and fees and the amount paid to the “home” institution as indicated on the “home” institution receipt. The “host” institution must notify the “home” institution of the multiple college registration. Any changes in student status which warrant a refund of tuition and fees will be based on the combined registration at the “home” and “host” institutions. Students who register at multiple colleges whose combined student status is less than full-time shall be charged as a part-time student for the semester credits registered at each of the respective colleges. Student is responsible for all mandatory fees.

### Guidelines for Exchange of Students among Institutions of Public Higher Education

The Board of Regents approves the following guidelines for exchange of students among institutions in the state system of higher education, which will provide an opportunity for students enrolled in a community college, state university, or the University of Connecticut to benefit significantly by taking a course or courses not available where they are registered but offered at another state institution.

1. Preliminary, informal inquiry should first establish that there is a substantial degree of interest on the part of one or more qualified students enrolled at the home institution in a particular course offered by the host but not by the home institution.
2. The host institution, after making accommodation for its own students, will determine the number of vacant student places in the course that could be filled without exceeding the acceptable limit on class size.
3. The home institution will recommend not more than this number of its students to the host institution, which will examine these students’ qualifications for taking the course in question.
4. Students admitted to a course or courses will register under the procedure for unclassified students in the host

institution, which will issue a transcript record of credit earned after the successful completion of the course.

5. The home institution will accept this credit in transfer under its own procedures, making it a part of the student’s record at his or her home institution.
6. Students who have paid the tuition and fees of full-time students at their home institutions shall be exempt from further charges. Copies of their receipted fee bills should be accepted by the host institution in lieu of payment. Mandatory usage fees are not exempt under this provision.
7. Part-time students shall not be exempt, but shall pay the tuition and fees required of unclassified students who take the same course at the host institution.

## III. Withdrawals and Refunds—General

1. A registered student wishing to withdraw must submit a withdrawal request, in writing, to the individual(s) designated by the college president. The effective date of withdrawal is the date the withdrawal is received by the designated official(s). Students may also withdraw online at [www.my.commnet.edu](http://www.my.commnet.edu)
2. For Notice of Withdrawal received prior to the first day of college classes for that semester, a refund of 100 percent of total tuition and mandatory usage fees will be granted for both full-time and part-time students.
3. For Notice of Withdrawal received on the first day of classes and through the fourteenth calendar day of that semester, a refund of 50 percent of total tuition and mandatory usage fees applicable to the courses for which registered will be granted for both full-time and part-time students.
4. For a reduction in load which occurs on the first day of classes and through the fourteenth calendar day of that semester, 50 percent of the difference of the tuition and mandatory usage fees applicable to the original and revised course schedule will be refunded.
5. No refund of tuition and mandatory usage fees will be granted for either full-time or part-time students beyond the fourteenth calendar day after the first day of classes.

## IV. Withdrawals and Refunds—Specific

1. One hundred (100) percent refund of tuition and fees will be granted students entering the Armed Services before earning degree credit in any semester, upon submitting notice in writing of withdrawal accompanied by a certified copy of enlistment papers.
2. Veterans or other eligible persons (war orphans, children of disabled veterans, etc.)
  - A. Those covered by sub-section (d) of section 10a- 77 of the General Statutes (Vietnam Era veterans and dependent children of certain veterans) pay no tuition; only their fees will be refunded as that of all other students.
  - B. Veterans or other eligible persons (war orphans, children of disabled veterans, etc.) studying at an accredited college will be granted a refund in the same manner as any other student.

- C. Accredited colleges are defined as those colleges which have received full accreditation by the New England Association of Schools and Colleges.

## **V. General Conditions**

1. The special fees which are non-refundable are as follows:
  - A. Application fee
  - B. Program enrollment fee
  - C. Late registration fee
  - D. Academic evaluation fee
  - E. Installment plan fee
  - F. Portfolio assessment fee
  - G. Replacement of lost ID fee
2. For purposes of the refund policy outlined above, an individual is considered a student when he/she has registered and paid in part or full, either by cash or by obligation, by the first day of class.
3. All colleges will insert in their catalogues or brochures the same information concerning tuition and refund as herein outlined.
4. Upon written request submitted by a college president, the Board of Regents may modify the tuition refund policy for the student(s) named in the request, due to extenuating or extraordinary circumstances.

## **Educational Extension Fund Regular, Winter and Summer Session Credit Courses**

1. All Educational Extension Fund Fees and related fees appropriate to the Extension Fund Courses for which a student registers must be paid at the time of registration.
2. A student who withdraws before the first class meeting of the course(s) is entitled to a full refund of all Educational Extension Fund fees. A request for withdrawal must be received by the president or his/her designee no later than the end of the last regular college business day before the first class meeting of the course(s).
3. A student reducing his/her Extension Fund course load will be entitled to a full refund of Educational Extension Fees appropriate to the course(s) dropped provided the request for refund is received by the president or his/her designee no later than the end of the last regular business day before the first class meeting of the course.
4. No refund will be made after the first class meeting of the course; however, in case of serious illness or other extraordinary circumstances, and at the discretion of the college president or his/her designee, a full refund may be given.
5. If a class is canceled, the College will provide the student with a full refund of Extension Fund Course fees and related fees.



## VETERANS' AFFAIRS



### Veteran Tuition Waivers

Veterans who served for at least 90 days active duty during wartime, honorably discharged or discharged under honorable conditions, and who are domiciled in Connecticut at the time of acceptance for admission at public colleges in Connecticut may be eligible for free tuition of General Fund courses. Connecticut National Guard members can also receive tuition waivers. Active duty military stationed in Connecticut, including spouse and dependents, are now eligible for in-state tuition at Connecticut Community Colleges.

To use the tuition waiver, a veteran must submit a copy of their DD-214 to the QVCC Veterans Affairs Office for evaluation. National Guard members must apply to their unit for a DD-2384. Those eligible for a Guard waiver must reapply with their units each semester and have the waivers mailed to the QVCC Business Office prior to registration. These waivers do not cover Extension Fund, Summer, Winter Intersession or non-credit courses, student fees, or books.

### Veterans' Monthly Benefits

Veterans, some spouses, and children of deceased or disabled veterans and current members of the Selected Reserves may be eligible for educational benefits.

To receive and maintain monthly benefits:

1. Apply for GI Bill benefits through the website [www.gibill.va.gov](http://www.gibill.va.gov), which contains updated information regarding educational assistance and benefits.
2. Complete the process for enrollment to QVCC. Matriculate into a VA approved program of study. Provide an official transcript of all previous college credits that apply to your QVCC program of study.
3. Submit a Certificate of Eligibility to the QVCC Veterans' Affairs Office.

4. Meet with the school certifying official in the Veterans' Affairs Office each semester to be sure that all courses being registered for are required for your agreed plan of study. Only courses pertaining to the major are certifiable.
5. Register with the QVCC VA Office each semester to continue benefits.
6. Verify attendance twice per semester by returning Monthly Certification Forms (MCF).
7. Notify the QVCC VA Office of any change of program or change in credits during the semester.
8. Maintain satisfactory academic progress.

Check with our Veterans Affairs Office for further information.

### Veterans' OASIS

#### (Operation Academic Support for Incoming Servicemembers)

The QVCC Veterans' OASIS is a comfortable place where student veterans may meet, socialize, study, access information about veterans' benefits, and support one another while pursuing their education.

The OASIS Center is located in the large grey modular building directly behind the cafeteria at our main campus. Available in the OASIS are computers, a study area with chairs, coffee maker, microwave oven, small refrigerator, free books on federal benefits for veterans and dependents, brochures, and tons of information regarding the GI Bill, tuition waivers, disability benefits, and more. The space offers privacy for veterans to meet with various service providers who come to campus.

### Military Friendly School

QVCC has been named to the 2016 Military Friendly Schools list by *Victory Media* magazine, a leader in the world of military education and post-military employment. The list honors the 15 percent of the country's colleges and universities that do the most to welcome military veterans and enhance their experience as students. This is the sixth consecutive year that QVCC has been named to this elite list.

QVCC was informed that it was named the #2 Military Friendly Community College in the United States in the Top 25 by category by *Victory Media* for 2016.



# ADVISING

## Academic Advising

Advising Services primarily works with students who are currently pursuing a degree in Liberal Arts and Sciences and/or General Studies, as well as non-degree seeking students. Students following other programs of study will work directly with faculty and program coordinators within their chosen major. Please note: the Advising staff has an open door policy and strongly encourages all students to utilize the services, which include course planning, degree audit, transfer advising, adding/dropping classes, changing programs of study, and assistance with registering for courses. While advisors are available to guide and support the student, it is the student who must ultimately assume responsibility for her/his academic program. Advising Services is located in the Student Success Center (C129). Please visit us at [www.qvcc.edu/advising](http://www.qvcc.edu/advising)

## Career Investigation

QVCC provides interactive resources such as College Central Network Services (CCN). This online tool offers assistance in career planning and job seeking skills. It also assists with resume development, interviewing skills, and job search techniques. Workshops surrounding these topics are held periodically throughout the academic year. Current job opportunities are posted on the college website as well as on job posting boards on both campuses. For further information, contact Advising Services at (860) 932-4008 in Danielson; in Willimantic call (860) 336-0900; or log on to [www.qvcc.edu/career](http://www.qvcc.edu/career)

## Students with Disabilities

Students with disabilities are invited to disclose their disabilities at the time of admission to the College. The learning disabilities specialist will assist students with documented disabilities in obtaining classroom adjustments, providing them with equal access to educational opportunities offered by the College. Disability Services is located in Room C151.

## Dual Admissions Agreements

Quinebaug Valley Community College has developed partnerships with the Connecticut State Universities (CSUs) and the University of Connecticut (UConn), utilizing the concept of joint admissions. With the CSUs, this program is called the COMPACT. Students wishing to apply for this program must do so before earning 15 transferrable credits. With UConn it is the Guaranteed Admissions Program (GAP). Students wishing to apply for this program must do so before earning 30 transferrable credits. Both programs are designed for students who have come to QVCC with the intent of attending one of these universities upon completion of a QVCC degree program. Certain eligibility requirements apply to each program, and interested students should ask to meet with a transfer advisor as soon as possible during their first semester at QVCC. For more information, contact Advising Services at (860) 932-4008.

## Additional Transfer Agreements

Specific transfer agreements, called articulation agreements, have been negotiated with many local colleges and universities, including Rhode Island College, Bryant University, Nichols College, St. Joseph College, and Charter Oak State College. These agreements facilitate transferring to another institution, usually into a baccalaureate degree program. Certain eligibility requirements apply to each program, and interested students should ask to meet with a transfer advisor during their first semester at QVCC. For more information pertaining to transferring, please visit [www.qvcc.edu/advising/transfer.asp](http://www.qvcc.edu/advising/transfer.asp) or <http://www.qvcc.edu/advising/transfer.asp>

## Changing Programs

A student who wishes to change a program of study should discuss the planned change of program with an advisor and complete a Change of Status form.

## Academic Probation

A student remains in good academic standing by maintaining a minimum of a 2.0 grade point average. Beyond that:

1. Any student with less than a 2.0 GPA will be placed on probation or warning or suspension status. Check the student handbook for specific policy.
2. Any student who does not complete 50 percent or more of his/her courses in a semester may be placed on "Progress Probation."
3. Financial aid academic progress standards require completion of 67 percent of courses attempted.

Students placed on academic probation will be required to have an interview with an advisor and have the approval of the dean of student services or her/his designee before enrolling in further courses. At this interview the dean or her/his designee will set forth the terms of the student's probation. These terms may involve the student carrying a reduced course load or taking specific courses. Although the student will ordinarily have one increment of 12 credits to raise her/his grade point average to a 2.0, this guideline may be waived if the dean or her/his designee determines the student is making substantial progress toward reaching a 2.0 GPA.

**Please note:** Failure to meet the stated terms of the probation will result in suspension. Ordinarily, the student must wait at least one year before applying for re-instatement, subject to the approval of the dean of students or such persons as (s)he may designate. Standards of academic progress will be monitored at the end of the fall and spring semesters, and probation and academic dismissal letters will be sent before the beginning of the next semester.

# REGISTRAR

## STUDENT REGISTRATION STATUS

QVCC schedules credit and non-credit courses. The latter are offered through the Continuing Education Office, described elsewhere in this catalog. The information in this section defines the registration status of students enrolled in college credit courses.

All students must register for courses during designated registration periods preceding each semester. Current and continuing students registered within the past two years are strongly encouraged to register online at [www.my.commnnet.edu](http://www.my.commnnet.edu). New, new transfer, and readmitted students will typically register in person the first time. Online registration usually begins April 1 for fall; April 15 for summer, and November 1 for spring. A schedule of hours of registration is published in advance of each registration period. Payment of tuition and fees or acceptance of a deferred payment obligation is part of the registration procedure.

There are two types of enrollment status:

### Degree Candidate (Matriculated Student)

One who is in a planned program of study which, upon successful completion, will result in the award of either an associate degree or a certificate.

### Non-Matriculated Student

One who is enrolled on a course-by-course basis and is not in a degree or certificate program.

Students in either of the above classifications may be full-time or part-time.

### Full-Time Student

Enrolled in courses totaling a minimum of 12 hours per semester.

### Part-Time Student

Enrolled in courses totaling fewer than 12 hours per semester.

### Audit

Students may register to audit a class. Auditing a class means that the individual will be present during class meetings but is not responsible for completing assignments or tests. No credits are given for an audit grade. A student may change his/her registration from credit to audit until the date listed on the academic calendar for withdrawing from a class. To effect this change the student must complete the appropriate section on the add/drop form. Once a course has been placed on "audit," it may not be reversed to credit.



## Pass/Fail Option

Upon verification of eligibility by Student Services, a student in good standing may elect to take no more than 3 out of 12 consecutive credited semester hours under a Pass/Fail option. Under this option performance in courses is evaluated simply in terms of the normal grading scale. While "Pass" evaluations do not affect the grade point average, "Fail" evaluations carry the same negative impact as normally graded course "F" grades do. The Pass/Fail grade does, however, affect a student's satisfactory progress at the College. Only courses numbered 100 or higher may be eligible for this option. Courses considered "developmental" preparation for college level work are not eligible for the pass/fail option.

The final date in each semester by which a student must exercise the Pass/Fail option is the same as that listed in the academic calendar for withdrawing from a course. To exercise the Pass/Fail option, the student must complete appropriate forms available in the Student Success Center. This decision is not reversible to the normal grading pattern, and students are cautioned that credits earned in this way are not guaranteed transferable to another college.

## CHANGE IN SCHEDULE OR PROGRAM

### Adding a Course

Students may add courses through the date shown on the academic calendar, provided there is an opening in the desired class and the student meets prerequisites, if any.

### Dropping a Course

Students may drop a course up to the drop date as specified in the academic calendar. To drop a course the student may complete appropriate forms available in the Student Success Center or drop online through [www.my.commnnet.edu](http://www.my.commnnet.edu). Unless the dean of students authorizes a late drop due to extenuating circumstances, late drops will not be permitted. Students who

do not complete the withdrawal process will receive an "F" for that course.

### Repeating Courses

Students are permitted to repeat a course. The original grade for a repeated course remains on the record. The highest grade value for the repeated course is used to determine credits earned and calculated into the GPA. Board policy limits repeats to three per course.

### Fresh Start Option

The Fresh Start Option allows students the opportunity to minimize the effects of previous academic history and to develop a more favorable academic record. With this option, the student will receive credit for courses with a grade of "C-" or better ( $\geq 1.7$  GPA), including "P" (Pass), taken prior to re-admission. While all courses and grades remain on the student's transcript, future calculation of GPA (Grade Point Average) will include only courses taken after re-admission. The student's academic record will carry a notation indicating when the Fresh Start Option went into effect.

Students re-admitted to QVCC are eligible to apply for the Fresh Start Option if:

- They have been re-admitted after an absence of two or more years, and
- They have been suspended from QVCC or have been on academic probation prior to being re-admitted, and
- They have an accumulated GPA of less than 2.0, and
- They apply for the option prior to or within one year of re-admission.

The Fresh Start Option does not apply to completed degrees and certificates.

***The Fresh Start Option may be used only once by the student.*** A student must complete a minimum of 15 credits after returning to College under the Fresh Start Option to be eligible for a degree or certificate, and for graduation honors. Fresh Start Option forms may be obtained from the Student Success Center. Submit the application to the director of enrollment management.

### Grade Reports

Final grade reports showing the official grades earned by the student in each course are posted online at the end of each semester. Students may access their grades by logging on to [www.my.comnet.edu](http://www.my.comnet.edu). Grade reports are not mailed to students.

### Transcripts

Official transcripts of college work can be mailed and/or emailed in an electronic format (eTranscript) directly to educational institutions or prospective employers upon application to the Records Office. Transcripts issued to students are classified "unofficial."

Current students or students who have attended the college within two (2) years of today may print their unofficial transcript or request an official transcript on the web at [www.my.comnet.edu](http://www.my.comnet.edu).

Former students, who no longer have access to my.comnet, may request an official e-Transcript, official paper transcript, or unofficial transcript by following the instructions on the link at [www.qvcc.edu/registrar](http://www.qvcc.edu/registrar)

Electronic transcripts (eTranscripts) will be processed within 24 hours. Paper transcripts will be processed and mailed within 7 to 10 days.

*Please note that we do not accept phone requests for transcripts.*

Transcripts will not be processed for student accounts with outstanding holds.

Please refer to [www.qvcc.edu/registrar](http://www.qvcc.edu/registrar) for more information regarding how to request a transcript.

### Withdrawing from College

There are a number of reasons why students may find it necessary to withdraw from the College at any time during the semester. Such an important decision should be given careful consideration and reviewed with an advisor and with the Financial Aid Office if they are receiving financial aid. It is in the student's best interest to have a personal interview before withdrawing.

Students are encouraged to complete the withdrawal process by written notification. Students should complete a form available through the Student Success Center or submit a signed letter indicating their desire to withdraw from all courses. Students may also complete the withdrawal process online or orally by calling the Records Office and speaking with the appropriate staff person. The student will be asked for information to verify that the caller is the student. Students completing the withdrawal from the College orally are encouraged to submit a follow up verification in writing. Students who do not complete the withdrawal process will receive an "F" in each course for which they are registered.

### FERPA (Family Educational Rights & Privacy Act) Confidentiality of Student Records Notification of Rights Under the Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The College 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 College 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 amendment of an education record that the student believes is inaccurate.** Students may ask an appropriate College official to amend a record that they believe is inaccurate. The student should write to the College official, clearly identify the part of the record he or she wants changed, and specify why he/she believes it is inaccurate. The College will notify the student of the decision. If the College decides not to amend the record as requested by the student, the College will advise the student of his or her 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.

**NOTE:** FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

3. **The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosure without consent to school officials with legitimate educational interests. A "school official" includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); a person serving on the Board of Regents who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting 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.

4. **FERPA also permits disclosure of education records without consent in connection with, but not limited to:**
  - To comply with a judicial order or a lawfully issued subpoena;
  - To appropriate parties in a health or safety emergency;
  - To officials of another school, upon request, in which the student seeks or intends to enroll;
  - In connection with a student's request for a receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
  - To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities in connection with certain state or federally supported education programs;
  - To accrediting organizations to carry out their functions;

- To organizations conducting certain studies for or on behalf of the College;
  - The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with the respect to that crime;
  - Directory information as defined in the policy of the Board of Regents.
5. **The right to refuse to permit the College to release directory information** about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the registrar in writing. Once filed, this notification becomes a permanent part of the student's record until the student instructs the College, in writing, to remove it.
  6. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges 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 20202-4605

## DIRECTORY INFORMATION

The Board of Regents has designated the following as directory information: student names and addresses, dates of attendance, full vs. part-time student status, awards and honors and graduation date. For purposes of access by military recruiter only, telephone listings and, if known, age, level of education and major are also designated as directory information.

Colleges may disclose directory information without prior consent, unless a student has exercised the right to refuse to permit the College to release directory information in accordance with paragraph 4 above.

# ACADEMIC AFFAIRS

## General Requirements for Graduation

### All Degree and Certificate Programs

#### 1. High School Graduation

The candidate for a degree or certificate shall have earned a high school diploma or a state equivalency certificate or have been granted a waiver of this requirement by the College president.

#### 2. Degree Candidacy

The candidate shall be enrolled in a planned program of study designated as leading to an associate degree or certificate. The outlines of these planned programs appear elsewhere in this catalog.

#### 3. Fundamental Proficiency

The candidate for a degree or certificate must have passed either the Basic Skills Assessment in English and mathematics, or the recommended developmental coursework.

#### 4. Good Standing

The candidate for a degree or certificate shall have earned a cumulative grade point average (GPA) of not less than 2.0.

#### 5. Credits in Residency

A candidate for a degree or certificate must have completed at least 25 percent of the minimum credit requirements for the degree or certificate through coursework at Quinebaug Valley Community College.

#### 6. Application to Graduate

The candidate for a degree or certificate shall have filed an application for graduation with the Records Office not later than April 1 for spring, June 1 for summer, and November 1 for fall graduation. The professional staff of QVCC also requires that a candidate who is fulfilling part of the degree requirements with credit from another institution shall provide appropriate transcripts reflecting all earned credits.

#### 7. Financial Responsibilities

The candidate for a degree or certificate shall have fulfilled all financial obligations to the College.

#### 8. Second Degree

A student may earn a second degree at QVCC. To earn a second degree, a student must:

1. meet all degree requirements for the second curriculum AND
2. ensure that at least 25% of the courses used to satisfy requirements of the second curriculum are unique to the second curriculum. That is to say, 25% of the courses required for the second degree must be taken over and above the courses used toward the first degree.



Completion of a second option does not constitute a second degree.

#### 9. Additional Degrees

Requests for additional degrees beyond the second require prior approval from the dean of academic affairs. Students who receive approval must then complete all program requirements, including earning at least 25 percent of the minimum requirements for the new curriculum at the College through which the degree is conferred.

## ATTAINING ACADEMIC CREDIT

### Unit of Credit

The semester hour is the unit of academic credit earned at Quinebaug Valley Community College. One semester hour typically corresponds to a 50-minute (minimum) class meeting plus an additional two hours of work outside of class, or to a two-to three-hour laboratory each week for a traditional semester of 15 weeks. A course yielding three semester hours of credit, therefore, usually requires three 50-minute (or two 75-minute) class meetings plus six hours of preparation outside of class per week. When semesters are shortened, class meetings are lengthened.

### Course Load

Usually students will not be permitted to register for more than 18 hours of credit per semester. Some full-time students, due to their academic background, will be limited to taking 12 hours. Students wishing to take more than 18 credit hours during the semester may, providing they have maintained an average of 3.5 or better during the preceding semester, register for one additional course with the approval of the dean of academic affairs or her/his designee.



## Credit by Examination

Credit by examination will be recognized by Quinebaug Valley Community College when applicable to the degree or certificate program in which a student is enrolled. Semester hours of credit earned by examinations are assigned with a "TR" notation on the transcript. No quality points are earned. The student's GPA is not affected.

### 1. External Examinations

- A. Degree credit will be granted on the basis of scores on the Advanced Placement Examinations administered by the College Entrance Examination Board (CEEB). Students who earn scores of 3 or higher receive credit for the courses for which the examinations are stipulated as measures.
- B. QVCC will accept all College Level Examination Program (CLEP) General and Subject Examinations, awarding credit for scores earned according to current CLEP guidelines. Contact the Student Success Center for details.

QVCC will accept DANTES test results, awarding credit for scores earned according to ACE guidelines.

### 1. College-sponsored Examinations

- A. A student may, on the basis of previous study and experience, take a special examination for credit for some approved QVCC course without having enrolled in those courses. Exams may be offered at the discretion of individual faculty members.
- B. The student pays an academic evaluation fee in advance for each examination. Students will not be permitted to earn credit by examination in a course for which they have already received a grade. Students must register for these examinations in advance in the College Learning Center. Credits earned in this manner are not guaranteed transferable.

## Credit for Prior Learning Through Portfolio Assessment

Students who believe that through prior learning (e.g., self-directed study, on-the-job training, or past employment) they have acquired the competence ordinarily associated with satisfactory completion of approved QVCC courses may request evaluation of the experience through the Credit for Prior Learning Portfolio Assessment process. Students seeking credit for prior learning will be required to attend a pre-semester workshop and to register for QVCC's Portfolio Development course (IS 150).

The Portfolio Development course will instruct students in how to clarify, organize, assess, and document learning they have acquired through prior experience, and will assist them in the preparation of a learning portfolio. The portfolio will then be submitted to a specially appointed assessment committee, which will determine what and how many credits the student will be awarded. No more than 50 percent of an approved associate degree program will be awarded for prior experiential learning. There is a one-time portfolio assessment fee of \$50.00 that you pay when you submit your portfolio. Students wishing more information about the CPLPA process should contact the CPL coordinator, Janet Hall.

## Independent Study

By arrangement between individual students and faculty members, the College offers independent study courses designed to provide an opportunity to pursue topics in depth beyond that usually required or available in formal classes. Topics will vary with the student and the subject. Independent study is conducted under the guidance and at the discretion of a faculty member qualified in the subject area of the student's interest. These courses will be identified as "independent study" on transcripts and may yield a variable number of credits (ordinarily 3 credits). Independent study is considered part of a regular course load and regular academic calendar deadlines and requirements will apply. Interested students may obtain information from the Dean of Academic Affairs Office.

## Tutorials

Tutorials are independent studies covering the full content of an approved QVCC course. A student may apply for a tutorial when circumstances make it necessary for her/him to take a course at a time or in a semester when it has not been scheduled. Tutorials carry the department and course number designators of the approved course as it appears in the catalog, but are assigned section numbers beginning with 90.

As with independent study, students taking a tutorial will work with the approval and under the direction of a faculty member qualified to teach the desired course. Tutorials are available only in selected courses and by individual arrangement.



## Summer College, Winter Intersession, & Extension Courses for Credit

Summer College and Winter Intersession offer credit courses over an accelerated time period, generally June through August and January. Various sessions are available and courses are conducted via online or through traditional classroom delivery. Extension courses are credit classes conducted off-campus to fulfill a specific contractual agreement, often with another state agency or business.

## Connecticut General Assembly Legislative Internship Program

In recognition of the need to provide educational opportunities which are not available to college students in the traditional academic setting, the General Assembly established an internship program to acquaint students with both the formal and informal aspects of the legislative process. Accordingly, the program encourages a high level of personal interaction among legislators and interns who serve as aides to their assigned legislators. A major objective is to prepare interns to perform necessary support services, such as bill analysis and tracking, spot and in-depth research, drafting of news releases and speeches, liaison work, and constituent casework.

Students at QVCC may participate in the program and may earn from 6 to 12 college credits. See POL\* 290 and 294. The selection of students is made by the General Assembly's Committee on Legislative Staff Internships. The committee interviews each candidate and selects approximately 90 interns, both full-time and part-time, to serve for a legislative session. Appointments are announced in December following November interviews.

Interns are assigned to legislative leaders, committee chairs, ranking members, and other legislators. A workable and mutually beneficial relationship between the legislator and the intern is a prime goal of the internship program. Every effort is made to match both legislator and intern.

*For further information, please contact Jayne Battye, political science faculty.*

## ACADEMIC EVALUATION

### Grades and Grade Points

Letter grades are given to let students know how well they are learning the material in their courses. Each instructor chooses the factors he/she believes are important in deciding which grade to give (test results, attendance, outside projects, participation in class, etc.). For each letter grade there is a corresponding number of grade points. These are used to provide a numerical expression of a student's work. Effective summer 2015, developmental courses (courses numbered less than 100 and identified with a pound sign #) will not be included in the calculation of grade point averages. The table provided shows the grades and their grade point equivalents.

### Grade Points

A	Excellent	= 4.0
A-		= 3.7
B+		= 3.3
B	Good	= 3.0
B-		= 2.7
C+		= 2.3
C	Average	= 2.0
C-		= 1.7
D+		= 1.3
D	Below Average	= 1.0
D-		= 0.7
F	Failure	= 0.0
I	In Progress*	= 0.0
P	Pass*	= 0.0
AU	Audit*	= 0.0
W	Withdrawal*	= 0.0

*\*not calculated into grade point average*

### Grade Point Average

To determine the relative standing of any student, either for a single semester or for his/her total college career, a composite score, called a Grade Point Average (GPA), is computed from the student's grades.

Grade points for a semester are calculated by multiplying the numerical weight allocated to each grade times the semester hours of credit assigned to each course. The GPA is determined by dividing the total number of grade points by the total number of semester hours of credit attempted by the student.

### Grade Point Average Example:

	Grade	Semester Hours	Grade points Per Semester Hours	Total
History	B	3	x 3 =	9
English	C	3	x 2 =	6
Math	A	3	x 4 =	12
Psychology	D	3	x 1 =	3
		<b>12</b>		<b>30</b>



### Attendance

With enrollment in college the student accepts responsibility to take full advantage of the educational opportunity by regular attendance at classes and laboratories. Each instructor has the responsibility of clearly communicating personal expectations on attendance. Faculty may use their discretion in regard to the effect of absences on a student's grade. In every case of absence, the responsibility for making up work rests with the student.

### Academic Honors

Effective Fall 2013, full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on the Dean's List.

Part-time students who are matriculated in a certificate or degree program are also eligible for Dean's List recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.

A course Withdrawal or Incomplete shall make the student ineligible for the Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.

Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

To graduate with honors, a student must have earned at QVCC at least 30 of the credits accepted for graduation. Graduation honors are:

Summa Cum Laude—GPA equal to 3.9 or higher  
 Magna Cum Laude—GPA equal to 3.7 to 3.89  
 Cum Laude—GPA equal to 3.4 to 3.69

Students with a grade of "I" (Incomplete) are ineligible for graduation honors.

Courses taken at other institutions are not included in computing honor status.

The College also has a chapter of Phi Theta Kappa, a national community college academic honor society, Alpha Beta Gamma, a national community college honor society for business students, Epsilon Pi Tau, a national honor society for engineering and technology students, and Tau Upsilon Alpha, a national honor society for human services students.

### President's Award

Given each year at commencement, the college makes an award to the degree graduate with the highest academic average with at least 45 credits earned in residence at QVCC. This is known as the President's Award.

### In Progress Work

The student whose work in a course is incomplete at the time of grading due to extenuating circumstances and who has the approval of the instructor for an agreed-upon extension of time in which to complete the coursework may receive a grade of "I" (In Progress/Incomplete).

A written contract must be signed by the faculty member and the student and submitted to the dean of academic affairs prior to issuance of the "I" grade. "I" grades which have not been changed by the instructor by the end of the following semester in which they are received will be changed automatically to "F".

### General Educational Outcomes

To meet their academic, professional, and personal goals, learners will:

- Competently and effectively produce, interpret, question, and analyze written text, oral messages, and multi-media presentations to satisfy a variety of contexts and needs
- Apply mathematical concepts and skills to interpret, understand, and communicate quantitative data
- Apply logical, critical, ethical, and creative processes and information to identify problems, evaluate alternative solutions, and make decisions
- Effectively search for and obtain appropriate information through both traditional and electronic media, and evaluate information for accuracy, perspective, and utility
- Demonstrate an understanding and appropriate application of computer technology
- Integrate and apply the fundamental principles and methods of scientific inquiry, social sciences, and arts and humanities
- Demonstrate the ability to work effectively both as an individual and as part of a group
- Recognize and appreciate the diversity of human behaviors and cultures as they relate to individual development and group interaction, including key issues of age, class, disability, ethnicity, gender, race, religion, and sexual orientation.
- Identify and evaluate ethical issues and conflicts, contribute to the community and society, and recognize the responsibility of the individual in a democracy.



## ACADEMIC POLICIES

### Minimum Computer Skills for Online and Hybrid Classes

Use Blackboard to:

- Communicate with instructor and classmates (emails and announcements)
- Participate in discussions
- Find course content
- Turn in assignments
- Take tests or other assessments

Basic Computer Skills:

- Upload or download files, extract all files
- Create folders
- Save documents, spreadsheets, etc. to folders and external devices, compress folders
- Troubleshoot computer and software issues by using technical support
- Update operating system and add-on programs required to view files
- Attach documents to emails and assignments
- Use word processing software to save files in readable format
- Use specific software required for various courses (publisher software)
- View PowerPoint presentations

### Online and Hybrid Course Student Code of Conduct

To establish a safe space in the online classroom, students need to agree to uphold specific expectations for conduct online.

- Maintain an appropriate tone and stay on topic to extend productive discussions. Respectfully disagree with ideas. Do not attack peers or the instructor because their ideas are different from or contrary to your own. Exhibit sensitivity to others when discussing issues and avoid name calling and other put downs.
- Respect the diversity of opinions expressed by the instructor and members of the class and respond to them in a courteous manner. Electronic communication consisting of all caps, large font, or bold print, or containing multiple exclamation points or question marks may be considered unprofessional and a form of verbal abuse.
- Be open-minded. Believe you can learn from the diversity of perspectives in the class. Attempt to think "outside the box" to present new ideas and perspectives.
- Respect the privacy of your peers. Do not republish (i.e. cut and paste contents from our discussions to other social networking forums) or discuss conversations that take place in our classroom site.
- Support classmates in their learning process. No teasing or making fun of peers.
- Only attach information (i.e. documents, images, videos, etc.) that is appropriate to the educational setting.
- Submit work that follows the appropriate conventions of English (i.e. spelling, grammar, sentence structure, word choice, etc.) to ensure that postings clearly communicate your ideas.

- Maintain an environment free of harassments, stalking, threats, abuse, profanity, insults, or humiliation for the instructor and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature; and unwanted sexual advances or intimidations by email, or on discussion boards and other postings in course shells.
- Abide by all rules and regulations published by QVCC with regard to academic honesty and plagiarism and agree to be subject to disciplinary actions as described in the Student Code of Conduct.



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## CONTINUING EDUCATION & COMMUNITY RESOURCES

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### Continuing Education and Workforce Development

QVCC offers a variety of non-credit career programs including: certified nursing assistant (CNA), real estate agent, veterinary assistant, medical office receptionist, pharmacy technician, emergency medical technician (EMT), and many computer skills areas. Training programs frequently change in response to regional employment needs.

### Business and Industry Services

Quinebaug Valley Community College values and encourages a dynamic relationship with the business community. The College works actively to enable area businesses and industries to receive cost-effective, customized employee training and development services. Such services include the following:

- Free consultation/assessment to define training needs
- Implementation of on-site or QVCC-based, company-specific training and development programs.

Course offerings that are provided to businesses are diverse. Programs include training in computer-related software applications, leadership development, customer service, process improvement, lean manufacturing, technical training to include metrology fundamentals and numerous professional development programs for supervisors and managers.

The goal of the business/industry services program is to help businesses in northeastern Connecticut achieve and maintain maximum competitiveness by providing a complete range of training services for workforce development.

### LiR

LiR is made up of more than 400 adult members who enjoy learning in a stimulating and social environment. LiR, which is independently run by its members, organizes and offers a wide array of reasonably priced classes that run from September through June. LiR members pay a nominal membership fee to participate in the organization and take advantage of courses, trips, meetings, and socials. LiR also provides annual scholarships to QVCC students enrolled in credit and continuing education/workforce development courses.

### Connecticut Basic Rider Motorcycle Safety Education Program

The Connecticut Basic Rider Motorcycle Safety Education Program is an introductory course intended for a new rider with little or no experience. Successful completion of this course fulfills the requirements of a State approved novice rider course for licensing purposes. Graduates receive a waiver for 60 days of the Connecticut DMV on-cycle license tests.



### Online Academy

Distance learning classes allow you the opportunity to take courses without leaving the comfort of your home and to schedule them at your convenience. Students with access to the Internet will find a wide range of license and certification, personal interest, and job-focused training courses. Course topics are available in the following fields: business administration, computer technology, healthcare, law and legal professions, languages, teaching professionals, technicians, test preparation, writing, video game design, and much more. Online Academy literally brings the world to your home and desktop.

### Conference & Community Meeting Space

The college encourages the use of its facility by community organizations on a space-available basis. The facility can accommodate groups from 5 to 225. A wide range of audio-visual services and a full-service catering operation are available.

### Financial Options

#### Education Tax Credits

You may be able to claim the tax credits for higher education costs on your income tax. Under the Lifetime Learning Credit, you may be able to claim this tax credit, based on your modified adjusted gross income, for courses used to acquire or improve job skills. The Hope Credit may allow you to claim up to \$1,200 for the qualified tuition and related expenses. Visit [www.irs.gov/taxtopics](http://www.irs.gov/taxtopics) or talk to your tax accountant about these options.

#### Tuition Assistance

Based upon a student's financial need, a portion of the tuition for certain workforce development programs may be paid

through tuition assistance. Applications are available at the Continuing Education Office in Danielson (860-932-4005) and the front desk at the Willimantic Center (860-336-0900). They can also be downloaded from [www.qvcc.edu/ce/payment.asp](http://www.qvcc.edu/ce/payment.asp)

**Workforce Investment Act (WIA)**

Contact the CTWorks East Center in Danielson (860-412-7400) or Willimantic (860-465-2120) for information and eligibility requirements for federal training funds, career advisement, and veterans' benefits.

**QVCC Foundation**

The QVCC Foundation was established in 1971 by the administration of the newly founded Quinebaug Valley Community College as a way to help those who otherwise could not attend college due to financial constraints. By involving area business and community members in the college's fundraising efforts, this small committed group paved the way for today's 30-member strong Foundation, whose mission is clear—to raise funds so that all residents of northeastern Connecticut are provided the opportunity to attend QVCC regardless of income and to support educational excellence, technological advancement and professional development at the college, and to serve as the Regional Advisory Council. The Foundation provides over \$200,000 to QVCC students annually through block grants, program support and scholarships. For information about the Foundation, please contact Monique Wolanin at 860-932-4174 or [mwolanin@qvcc.edu](mailto:mwolanin@qvcc.edu).

**Alumni Association**

The QVCC Alumni Association is open to all graduates of the College. Established in 2013 to serve as a resource for our 5,000 alumni, the association fosters a vibrant and diverse group who wish to remain connected and involved with their college in numerous ways including:

- Class reunions
- Programs, events and travel opportunities
- Career initiatives
- Collaboration with faculty, staff and current students

If interested in getting involved, please contact Maggie Gibeault, associate director of alumni relations, at 860-932-4133.

## COLLEGE POLICIES

### Affirmative Action Policy/Non-discrimination Statement

Quinebaug Valley Community College does not discriminate on the basis of race, color, religious creed, age, sex (including pregnancy, workplace hazards to reproductive systems, or sexual harassment), national origin, marital status, ancestry, present or past history of mental disorder, intellectual disability, learning disability or physical disability, sexual orientation, gender identity, gender expression, or genetic information in its program and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

QVCC offers associate in art and associate in science degrees in more than 30 areas, including accounting, allied health, business administration, computer science and networking, engineering, early childhood education, fine arts, human services, manufacturing, pathway to teaching careers, and technology studies, as well as general studies and liberal arts and sciences. Credit-free certificate and training programs focusing on workforce development are also offered.

QVCC maintains an open admissions policy. Students must be high school graduates, hold a state high school equivalency diploma (GED), or be certified as having completed home-schooling. Admission requires submission of a completed admissions application accompanied by official high school diploma or equivalency or college transcripts or diploma, payment of the application fee, and proof of immunization. Some programs have additional admissions requirements.

The College will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in its programs.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Paul Martland  
Section 504/ADA Coordinator, EEO Officer and Title IX Coordinator  
Quinebaug Valley Community College  
742 Upper Maple Street  
Danielson, CT 06239  
pmartland@qvcc.edu  
860-932-4124

### Title IX Notice

*"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." 20 U.S.C. § 1681*

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs which receive federal financial assistance. Athletics are one component of Title IX. Other programs and activities which may be included are: recruitment, admissions, financial aid, and scholarships; course offerings and access; hiring and retention; and, benefits and leave. Title IX also protects students and employees, both male and female, from unlawful sexual harassment in school programs and activities.

In compliance with Title IX, Quinebaug Valley Community College prohibits discrimination on the basis of sex in employment as well as in admissions, enrollment, and in the provision of all services, programs and activities.

The College's Title IX Coordinator monitors compliance with this law and centrally coordinates the institution's response to complaints of discrimination based on sex. The Title IX Coordinator will ensure complaints of this nature are addressed by the appropriate College entities and will assist complainants in receiving any medical, mental health or other services that may be warranted. The Title IX Coordinator will also facilitate any interim measures that may be necessary to protect the complainant in the College's setting.

Individuals with questions or concerns about Title IX, and/or those who wish to file a complaint of non-compliance, may contact the College's Title IX Coordinator for more information:

Paul Martland  
Title IX Coordinator  
Quinebaug Valley Community College  
742 Upper Maple Street  
Danielson, CT 06239  
860-932-4124  
pmartland@qvcc.edu

Alternatively, or in addition to the Title IX Coordinator, inquiries may be directed to the U.S. Department of Education's Office for Civil Rights, the federal agency charged with enforcing compliance with Title IX:

Boston Office  
Office for Civil Rights  
US Department of Education  
5 Post Office Square, 8th Floor  
Boston, MA 02109-3921  
617-289-0111  
OCR.Boston@ed.gov

## AIDS and Other Communicable Diseases

The Connecticut Community College System reaffirms its commitment to provide a safe and healthy educational environment, safeguard the rights of individuals, and comply with state and federal antidiscrimination laws and regulations. Sound and compassionate legal, ethical, moral, and educational principles require that students and employees with AIDS, HIV infection, and other communicable diseases be accorded the same rights and assume the same responsibilities as all other members of the community college community. It is recognized that the best method of allaying fears and promoting understanding is education: the dissemination of information based on fact and current scientific knowledge.

People with AIDS and other communicable diseases shall be accorded the same rights as all other students and employees. State and federal laws and regulations prohibit discrimination against and harassment of individuals solely because of disability. No individual shall be discriminated against in any college programs, services, or employment solely because of his or her status as AIDS- or HIV-infected or having any other communicable disease.

Each college shall provide information and educational programs and activities concerning AIDS and other communicable diseases for students and employees. Such information and programs shall rely on the most current knowledge about such diseases and shall focus on how such diseases are and are not transmitted, how they can be prevented, and the rights of persons with such diseases.

Each college president shall designate an individual responsible for coordination, delivery, and evaluation of the college AIDS education program. A committee representative of the college community should be involved in formulating educational and information activities.

Restriction shall not be placed on admission, programs, services, or employment offered to an individual on the basis of a diagnosis of AIDS, HIV infection, or other communicable disease, except in individual cases when it has been medically determined that there is risk of infection or danger to others or in programs from which individuals with specific communicable diseases are excluded by law or regulation.

Colleges shall not require testing of students or employees for AIDS, HIV infection, or other communicable diseases for participation in employment, programs, or services of the college, except as required by law or regulation. Where possible, colleges shall maintain a listing of local referral sources for such testing and shall publish such listing with other educational information.

All student or employee information related to inquiries, testing, and disclosure of AIDS, HIV, or other infection status shall be treated confidentially as all other health records. All reasonable steps shall be taken to protect the identity of an individual with AIDS.

Students and employees involved in the direct delivery of health care services and those who might otherwise come in contact with blood and other body fluids (such as in science laboratories or allied health practica) shall at all times follow the guidelines regarding precautions to be taken in the handling of such fluids disseminated by the Department of Health Services or other approved guidelines.

Violations of any part of this policy shall be dealt with under the appropriate disciplinary procedures for students or employees.

This policy shall be published in all college catalogs and student handbooks and shall be made available to all employees.

## Student Code of Conduct

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education ("BOR") in conjunction with the Connecticut State Colleges and Universities ("CSCU") has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU Community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education.

All members of CSCU must at all times govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR's and CSCU's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR's and CSCU's fundamental principles and values. It is the BOR's and CSCU's responsibility to protect our students' right to learn by establishing an environment of civility.

The disciplinary process is intended to be part of the educational mission of CSCU. Student disciplinary proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

## Introduction

This Student Code of Conduct (hereinafter the "Student Code" or "Code") is intended to present a clear statement of student rights and responsibilities established by the Board of Regents for Higher Education. The BOR has charged the president of the Board of Regents for Higher Education with developing procedures to protect those rights and to address the abdication of responsibilities in collaboration with the four State

Universities, the twelve Community Colleges and Charter Oak State College. The Student Code describes the types of acts that are not acceptable in an academic community.

Disclaimer: This Code is neither a contract nor an offer of a contract between any BOR governed institution and any student. The provisions of this Code are subject to revision at any time.

## PART A: DEFINITIONS

The following list of defined terms utilized throughout this Student Code is provided in an effort to facilitate a more thorough understanding of the Code. This list is not intended to be a complete list of all the terms referenced in the Student Code that might require interpretation or clarification. The vice president for student affairs at a University, the dean of students at a Community College, the provost at Charter Oak State College or their designee shall make the final decision of the interpretation of the definition of any term found in the Student Code. For purposes of interpretation and application of the Student Code only, the following terms shall have the following meanings:

1. "Accused student" means any student accused of violating this Student Code.
2. "Advisor" means a person who accompanies an Accused Student or an alleged victim to a hearing (or a proceeding pertaining to a report of sexual violence) for the limited purpose of providing advice and guidance to the student. An advisor may not directly address the hearing body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding pertaining to a report of sexual violence).
3. "Appellate body" means any person or persons authorized by the University vice president for student affairs, Community College dean of students, Charter Oak State College provost or their designee to consider an appeal from a determination by a hearing body that a student has violated the Student Code.
4. "Calendar days" means the weekdays (Mondays through Fridays) when the University or College is open.
5. "College" means either collectively or singularly any of the following institutions: Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.
6. "Complainant(s)" means the person(s) who initiates a complaint by alleging that a Student(s) violated the Code.
7. "CSCU" means either collectively or singularly, any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University; Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.
8. "CSCU affiliates" means individuals and/or entities with whom or with which the College or University has a contractual relationship.
9. "CSCU official" means any person employed by the College or University to perform assigned administrative, instructional, or professional responsibilities.
10. "CSCU premises" means all land, buildings, facilities, and other property in the possession of, or owned, used, and/or controlled by, the University or College, either solely or in conjunction with another entity.
11. "Disciplinary officer" or "conduct administrator" means a University, College or CSCU official who is authorized to determine the appropriate resolution of an alleged violation of the Code, and/or to impose sanctions or affect other remedies as appropriate. Subject to the provisions of this Code, a disciplinary officer or conduct administrator is vested with the authority to, among other duties: investigate a complaint of an alleged violation of the Code decline to pursue a complaint, refer identified disputants to mediation or other appropriate avenues of resolution, establish charges against a student, enter into an administrative agreement developed with an Accused Student in accordance with Section II-B-3 of this Code, advise a hearing body, and present the case before the hearing body.
12. "Hearing body" or "hearing panel" means any person or persons authorized by the University vice president for student affairs, Community College dean of students or Charter Oak State College provost to determine whether a student has violated the Code and to impose sanctions as warranted, including a hearing officer or hearing board.
13. "Institution" means the University or College within CSCU.
14. "Instructor" means any faculty member, teaching assistant or any other person authorized by the University to provide educational services, including, but not limited to, teaching, research, and academic advising.
15. "Member of the CSCU community" means any person who is a student, an official or any other person who works for CSCU, either directly or indirectly (e.g., for a private enterprise doing business on a CSCU campus).
16. "Policy" means the written regulations, standards, and student conduct expectations adopted by the BOR and found in, but not limited to the Student Handbook, the Residence Life Handbook, the housing contract, the graduate and undergraduate catalogs, and other publicized University and College notices.

17. "Prohibited conduct" means the conduct prohibited by this Code, as more particularly described in Part I-D of this Code.
18. "Reporting Party" means any person who alleges that a student has violated this Code.
19. "Student" means either (1) any person admitted, registered, enrolled or attending any CSCU course or CSCU conducted program, whether full-time or part-time, and whether pursuing undergraduate, graduate or professional studies, or continuing education; (2) any person who is not officially enrolled for a particular term but who has a continuing relationship with a CSCU; or (3) any person within two calendar years after the conclusion of their last registered Community College course unless the student has formally withdrawn, graduated or been expelled from the College.
20. "Student Code" or "Code" means this Student Code of Conduct.
21. "Student organization" means an association or group of persons that have complied with the formal requirements for University or College recognition. "Support person" means a person, who accompanies an accused student, a reporting party or a victim to a hearing for the limited purpose of providing support and guidance. A support person may not directly address the hearing body, question witnesses, or otherwise actively participate in the hearing process.
22. "University" means any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University, whichever the alleged violation of the Code occurred.
23. "Shall" and "will" are used in the imperative sense.
24. "May" is used in the permissive sense.

#### PART B: APPLICATION, DISTRIBUTION, AND ADMINISTRATION OF THE STUDENT CODE OF CONDUCT

1. Application of the Student Code: The Student Code shall apply to the four Connecticut State Universities, the twelve Community Colleges, and the online college

An alleged violation of the Student Code shall be addressed in accordance with the Code of Conduct, even if the accused Student has withdrawn from the Institution prior to the completion of the disciplinary procedures.

The Student Code shall apply to Students and to University Student organizations. The term "student" shall generally apply to the student as an individual and to a student organization as a single entity. The officers or leaders of a particular student organization usually will be expected to represent the organization during the disciplinary process. Nothing in this Student Code shall preclude holding certain members of a student organization accountable for their individual acts committed in the context of or in association with the organization's alleged violation of this Code.

2. Distribution of the Student Code: The Student Code shall be made readily available electronically and/or in a printed publication to students, faculty and staff. The office responsible for student affairs will annually distribute and make available to students, faculty and staff, electronically and/or in a printed publication, any revisions to the Code.
3. Administration of the Student Code: A University's and Charter Oak State College's provost or a Community College's dean of students shall be the person designated by the institution president to be responsible for the administration of the Academic Misconduct portion of the Student Code. A University's vice president for student affairs, a Community College's dean of students, or Charter Oak State College's provost shall be the person designated by the institution president to be responsible for the administration of the Non-Academic Misconduct portion of the Student Code.

#### PART C: SCOPE OF AUTHORITY

A student who is found responsible for engaging in conduct that violates the Student Code on any CSCU campus or on property controlled by the BOR or by any CSCU Affiliate or any CSCU sponsored function or event shall be subject to the sanctions described in this Code. The Student Code of Conduct also applies to online activities, where applicable. Students who attempt to engage in conduct that violates this Code, who knowingly encourage, aid or assist another person in engaging in such conduct, or who agree with another person, explicitly or otherwise, to engage in such conduct, may also be subject to disciplinary action.

Community College students conduct is subject to the Code on campus and off-campus whenever such conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to a member or members of the College community. Students must be aware that, as citizens, they are subject to all federal and state laws in addition to all CSCU regulations governing student conduct and responsibilities. Students do not relinquish their rights nor do they shed their responsibilities as citizens by becoming members of the CSCU community. However, where a court of law has found a student to have violated the law, an institution has the right to impose the sanctions of this Code even though the conduct does not impair institution-related activities of another member of the university or college community and does not create a risk of harm to the college or university community. The decision to exercise this right will be in the sole discretion of the president of the impacted institution or his/her designee.

#### PART D: PROHIBITED CONDUCT

The following list of behaviors is intended to represent the types of acts that constitute violations of this Code.

1. Academic misconduct, which includes, but is not limited to, plagiarism and all forms of cheating.

Plagiarism is defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution.

Cheating includes, but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

2. Acts of dishonesty, including but not limited to the following:
  - A. Misuse of University or College documents, including, but not limited to forging, transferring, altering or otherwise misusing a student fee card, student payroll card, identification card or other College or University identification document, course registration document, schedule card, transcript, or any other institution-issued document or record.
  - B. Knowingly furnishing false information to any CSCU Official, faculty member or office.
3. Theft of property or services, or damage to, defacement or destruction of, or tampering with, real or personal property owned by the State of Connecticut, CSCU/BOR, the institution, or any member of the CSCU community.
4. Actual or threatened physical assault or abuse, threatening behavior, intimidation, or coercion.
5. Sexual misconduct may include engaging in one of more behaviors:
  - A. Sexual harassment, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:
    - sexual flirtation, touching, advances or propositions
    - verbal abuse of a sexual nature
    - pressure to engage in sexual activity
    - graphic or suggestive comments about an individual's dress or appearance
    - use of sexually degrading words to describe an individual

- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

- B. Sexual assault shall include but is not limited to a sexual act directed against another person when that person is not capable of giving consent, which shall mean the voluntary agreement by a person in the possession and exercise of sufficient mental capacity to make a deliberate choice to do something proposed by another. A person who initially consents to sexual activity shall be deemed not to have consented to any such activity which occurs after that consent is withdrawn. Consent cannot be assumed because there is no physical resistance or other negative response. A lack of consent may result from mental incapacity (e.g., ingestion of alcohol or drugs which significantly impair awareness or judgment) or physical incapacity (e.g., the person is unconscious or otherwise unable to communicate consent). Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.
- C. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:
  - Prostituting another person;
  - Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
  - Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
  - Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
  - Engaging in non-consensual voyeurism;
  - Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
  - Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
  - Possessing, distributing, viewing or forcing others to view illegal pornography.



6. Intimate partner violence is defined as:

- Including intimate partner violence, which is any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault, as defined in section 5 above; (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment, as defined in section 5 above or, (5) sexual exploitation, as defined in section 5 above.
- Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.
- Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse, which can include but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.

7. Violations of privacy, including, but not limited to, voyeurism and the use of web-based, electronic or other devices to make a photographic, audio or video record of any person without his or her express consent, when such a recording is intended or likely to cause injury or distress. This includes, but is not limited to: (i) surreptitiously taking pictures or videos of another person in spaces such as sleeping areas, bathrooms, gymnasiums, locker rooms, and changing areas; and (ii) sexually exploiting another person by electronically recording or permitting others to view or electronically record, consensual sexual activity without a partner's knowledge or permitting others to view or listen to such video or audio tapes without a partner's knowledge and consent. Publicizing or threatening to publicize such records will also be considered a violation of this Code.

8. Hazing, which is defined as an act which endangers the mental or physical health or safety of a Student, or which destroys, damages, or removes public or private property for the purpose of initiation or admission into, affiliation with or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense to an allegation of hazing. Consenting to the activity by remaining silent or not objecting in the presence of hazing is not a neutral act and is also a violation of this Student Code.

9. Stalking, which is defined as repeatedly contacting another person when:

- A. The contacting person knows or should know that the contact is unwanted by the other person; and
- B. The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on-line community or any other internet communication) or remaining in the physical presence of the other person.

10. Harassment, which is defined as conduct which is abusive or which interferes with a person's pursuit of his or her customary or usual affairs, including, but not limited to, such conduct when directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation or expression, age, physical attribute, or physical or mental disability or disorder, including learning disabilities and mental retardation.

11. Conduct that is disorderly, lewd or indecent (including, but not limited to, public nudity and sexual activity in areas generally open to members of the campus community), breach of peace or aiding, abetting or procuring another person to breach the peace on CSCU premises or at functions sponsored by, or affiliated with the University or College.

12. Behavior or activity which endangers the health, safety, or well-being of oneself or others.

13. Offensive or disorderly conduct which causes interference, annoyance or alarm or recklessly creates a risk thereof at CSCU or CSCU premises, CSCU web or social media sites, at a CSCU-sponsored activity or in college or university courses, including cyber bullying. This offense does not apply to speech or other forms of constitutionally protected expression.

14. Unauthorized possession, duplication or use of keys (including, but not limited to, card access, card keys, fobs, etc.) to any CSCU premises or forcible and/or unauthorized entry on or into CSCU premises.

15. Starting fires, causing explosions, falsely reporting the presence of fire, bombs, incendiary or explosive devices, or falsely reporting an emergency.

16. Unauthorized or improper possession, use, removal, tampering or disabling of fire and/or safety equipment and warning devices, failure to follow standard fire and/or emergency safety procedures, or interference with firefighting or emergency response equipment or personnel.

17. Use, possession, purchase, sale or distribution of alcoholic beverages, except as expressly permitted by law and CSCU regulations. Alcoholic beverages may not, under any circumstances, be used by, possessed by, or distributed to any person under 21 years of age.

18. Use, possession, purchase, sale, distribution or manufacturing of narcotics, controlled substances and/or drugs, including, but not limited to, marijuana and heroin, or drug paraphernalia, except as expressly permitted by law.

19. Use, possession or distribution of firearms, ammunition for firearms, other weapons or dangerous instruments, facsimiles of weapons or firearms, fireworks, explosives or dangerous chemicals. A dangerous instrument is any instrument, article or substance that, under the circumstances in which it is being utilized, is capable of causing death or serious physical injury. The possession of a deadly weapon or dangerous instrument on campus is strictly prohibited, even if such item is legally owned.
20. Gambling, including, but not limited to, promoting, wagering, receiving monies for wagering or gambling for money or property on CSCU premises.
21. Disruption or obstruction of any college or university function, activity or event, whether it occurs on or off the campus, or of any non-university or college function, activity or event which is authorized by the institution to occur on its premises.
22. Intentional obstruction of the free flow of pedestrian or vehicular traffic on CSCU premises or at university or college-sponsored or supervised functions or interference with entry into or exit from CSCU premises or with the free movement of any person.
23. Failure to comply with the directions of CSCU officials or law enforcement officers acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
24. Conduct that violates published BOR/CSCU policies, rules, and regulations, including, but not limited to, residence hall rules and regulations.
25. Conduct prohibited by any federal, state, and/or local law, regulation or ordinance.
26. Unauthorized use of CSCU property or the property of members of the CSCU community or of CSCU affiliates.
27. Theft, unauthorized use, or abuse of University or College computers and/or peripheral systems and networks, including, but not limited to:
  - A. Unauthorized access to CSCU computer programs or files;
  - B. Unauthorized alteration, transfer or duplication of CSCU computer programs or files;
  - C. Unauthorized use of another individual's identification and/or password;
  - D. Deliberate disruption of the operation of CSCU computer systems and networks;
  - E. Use of the institution's computing facilities and resources in violation of copyright laws (including unauthorized peer-to-peer file sharing of copyrighted material, including, but not limited to, copyrighted music, movies, and software);
  - F. Use of computing facilities and resources to send obscene messages (which are defined as messages which appeal

mainly to a prurient, shameful or morbid interest in nudity, sex, excretion, sadism or masochism, go well beyond customary limits of candor in describing or representing such matters, and are utterly without redeeming social value); and

- G. Violation of the BOR Policy Statement on Acceptable and responsible use of Information Technology resources and/or any applicable BOR computer use policy.

28. Abuse of the CSCU conduct and disciplinary system, including but not limited to:

- A. Failure to obey the notice from a hearing body or CSCU official to appear for a meeting or hearing as part of the Student Conduct system;
- B. Falsification, distortion, or intentional misrepresentation of information to a disciplinary officer or conduct administrator, or before a hearing body;
- C. Initiation of a conduct or disciplinary proceeding knowingly without cause;
- D. Disruption or interference with the orderly conduct of a disciplinary proceeding;
- E. Attempting to discourage an individual's proper participation in, or use of, the disciplinary system;
- F. Attempting to influence the impartiality of a disciplinary officer, conduct administrator or member of a hearing body prior to, and/or during the course of, the disciplinary proceeding;
- G. Harassment (verbal or physical) and/or intimidation of a disciplinary officer, conduct administrator, or member of a hearing body prior to, and/or during the course of the disciplinary proceeding;
- H. Failure to comply with the sanction(s) imposed under the Student Code; and
- I. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

#### **PART E: HEARING PROCEDURES FOR SEXUAL MISCONDUCT, SEXUAL INTIMATE PARTNER, AND DOMESTIC VIOLENCE CASES**

1. In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College students in Section IV, for any hearing conducted involving allegations of sexual misconduct, the accuser and the accused student shall each have the following rights:
2. At any meeting or proceeding, both the alleged victim and accused may be accompanied by an advisor or support person of the student's choice provided the advisor or support person does not cause a scheduled meeting or hearing to be delayed or postponed;
3. The alleged victim of sexual misconduct, sexual exploitation, sexual harassment, sexual assault, intimate partner or domestic violence is entitled to request that disciplinary proceedings begin promptly;
4. Any hearing regarding an accusation of sexual misconduct, sexual assault, sexual exploitation, sexual harassment,

intimate partner or domestic violence shall be conducted by an impartial hearing party or panel trained in issues relating to sexual misconduct, sexual, intimate partner and domestic violence;

5. In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused and the alleged victim have the right to keep their identities confidential;
6. Normally no later than within one business day of the conclusion of a hearing, receive a written report from a CSCU Official indicating the determination of the impartial party or panel and the sanction(s) imposed on the accused student, if any;
7. Request review of the decision of the impartial panel or party.

#### **PART F: CONDUCT AND DISCIPLINARY RECORDS**

The written decision resulting from an administrative conference or a hearing under this Code shall become part of the student's educational record and shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). A student's disciplinary record shall be maintained separately from any other academic or official file maintained by the Institution. Disciplinary records will be maintained for a period of five (5) years from the date of the incident, except that the sanction of expulsion shall be noted permanently.

While student education records are generally protected from disclosure by FERPA, there are a number of exceptions to this rule. Students should be aware that a record concerning his/her behavior while a student at the College or University may be shared with other colleges or universities to which the student may subsequently wish to transfer or be admitted. Similarly, prospective employers may require a student to provide access to his/her education records as part of the employment application process. A record of having been sanctioned for conduct that violates Section I.D. of the Code may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

#### **PART G: INTERPRETATION AND REVISION**

Questions regarding the interpretation of this Code shall be referred to the University's and Charter Oak State College's provost or a Community College's dean of students or their designees for the administration of the Non-Academic Misconduct portion of the Student Code and to the University's vice president for student affairs, a Community College's dean of academic affairs or Charter Oak State College's provost or their designees for the administration of the Academic Misconduct portion of the Student Code.

This Code shall be reviewed and revised, if and as necessary, every five (5) years, or as directed by the president of the Board of Regents for Higher Education.

#### **Disturbances on Campus/Guidelines**

In the interest of assisting in the preservation of academic freedom, including the important characteristics of access to sources of knowledge, freedom to reach un-pressured conclusions, and respect for freedom of movement, and the

performance of responsibilities relating to this, the Board of Regents sets forth the following policies to guide faculty, students, and administrators in cases of disruption on campuses of the public community colleges in Connecticut.

College staff, faculty, and students shall be free to exercise their rights as professional staff, students, and citizens of the United States or as foreign nationals protected by the laws of the United States respecting those professional and humane courtesies which contribute to the success of the academic community.

The president, staff, faculty, and students should work to maintain study and research of ideas and facts of humanity and the universe, lawful free assembly, access to sources of knowledge, and the freedom of staff to perform teaching and administrative functions.

The Board of Regents believes that activities as listed below and those akin to them might result in the need to take disciplinary action to maintain the rights and opportunities for all segments of the campus community to learn and to teach and to administer:

- A. Occupying and preventing authorized use of facilities;
- B. Damaging, removing, or destroying college property;
- C. Preventing instruction, research, or other authorized activity by disorderly conduct and/or interfering with access to facilities;
- D. Physically detaining or removing any person engaged in lawful and/or normal college functions;
- E. Failing to comply with directives from college officials or law enforcement personnel issued in the performance of their duties.

For greater detail, please consult 5.2.1 Policy on Student Conduct in the Board Policy Manual.

#### **Drugs and Alcohol**

The Board of Regents endorses the statement of the network of colleges and universities committed to the elimination of drug and alcohol abuse, which is based on the following premise:

American society is harmed in many ways by the abuse of alcohol and other drugs—decreased productivity, serious health problems, breakdown of the family structure, and strained social resources. Problems of illicit use and abuse of substances have a pervasive effect upon many segments of society—all socio-economic groups, all age levels, and even the unborn. Education and learning are especially impaired by alcohol abuse and illicit drug use.

The Board recognizes that education regarding alcohol and substance abuse is an appropriate and even necessary part of the contemporary college life. Since the unauthorized use of controlled substances, in addition to the potential harmful effect it may have on students and employees, is contrary to state and federal law and regulation, it must be prohibited in any college activity, on or off the college campus. Although the conditions of alcohol and drug dependency may be considered disabilities or handicaps under state and federal law and regulation and Board of Regents' policy, employees and

students will not be discriminated against because they have these disabilities. All students and employees are considered to be responsible for their actions and their conduct.

1. These provisions shall apply to all colleges under the jurisdiction of the Board:
2. No student or employee shall knowingly possess, use, distribute, transmit, sell, or be under the influence of any controlled substance on the college campus or off the college campus at a college-sponsored activity, function, or event. Use or possession of a drug authorized by a medical prescription from a registered physician shall not be a violation of this provision.
3. All colleges shall develop and enforce policies regarding the sale, distribution, possession, or consumption of alcoholic beverages on campus, subject to state and federal law. Consistent with previous Board policy, the consumption of alcoholic beverages on campus may only be authorized by the President subject to the following conditions, as appropriate:
  - A. when a temporary permit for the sale of alcoholic beverages has been obtained and Dram shop act insurance has been purchased;
  - B. when a college permit has been obtained;
  - C. when students bring their own beverages;
  - D. when alcoholic beverages are provided by a student organization and no fee is charged for attendance or for said beverages.
4. This policy shall be published in all college catalogs, faculty and staff manuals, and other appropriate literature.
5. All colleges shall provide educational programs on the abuse of alcohol and other drugs and referral for assistance for students and employees who seek it. Colleges are encouraged to establish campus-wide committees to assist in development of these programs in response to particular campus needs and identification of referral resources in their respective service planning regions.
6. Failure to comply with this policy will result in invocation of the appropriate disciplinary procedure and may result in separation from the college and referral to the appropriate authorities for prosecution.

## Grievances

See Student Handbook for further information.

## People with Disabilities

The Board of Regents and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the community colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits, or otherwise be subjected to discrimination under any program or activity on a community college campus or in the central office of the Board of Regents.

The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role. Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, attitudinal; it also means taking care not to erect new barriers along the way.

The efforts of the community colleges to accommodate people with disabilities should be measured against the goals of full participation and integration. Services and programs best promote full participation and integration of people with disabilities when they complement and support, but do not duplicate, the regular services and programs of the college.

This statement is intended to reaffirm the Board's commitment to affirmative action and equal opportunity for all people and in no way to replace the equal opportunity policy statement.

Students with disabilities are encouraged to contact Bob Kozlowski or Chris Scarborough in the Student Success Center

## Racism and Acts of Intolerance

The community colleges have long been committed to providing educational opportunities to all who seek and can benefit from them, as evidenced in the mission statements and policies concerning student rights, affirmative action, and equal opportunity. The Board and the colleges recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differentness. At the same time, colleges and universities have traditionally been at the cutting edge of protection of our most cherished freedoms, most notably freedom of speech and non-violent action, which protect even unpopular or divisive ideas and perspectives.

Such constitutionally-protected expression can contribute to an unwelcoming and even offensive social and educational environment for some individuals in the college community, particularly when it concerns race, religion, sex, sexual orientation, disability, national origin, or ethnicity, and the First Amendment does not preclude colleges from taking affirmative steps to sensitize the college community to the effects of creating such a negative environment.

Therefore, the community colleges recognize that they have an obligation not only to punish proscribed actions, but also to provide programs which promote pluralism and diversity and encourage the college community to respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, hostility, and violence but supportive of individual academic, personal, social and professional growth.

Acts of racism or harassment directed against individuals or specific groups of individuals will not be tolerated and will be dealt with under the employee affirmative action grievance procedure and the student grievance and disciplinary procedures.

Each college will provide a comprehensive educational program designed to foster understanding of differentness and the value of cultural diversity. This will include plans to (1) promote pluralism, (2) educate the college community about appropriate and inappropriate behaviors to increase sensitivity and encourage acceptance, and (3) widely disseminate this policy statement to the entire college community.

## Sexual Harassment

Sexual harassment is a form of sex discrimination which is illegal under state and federal law and is also prohibited by the Board of Regents' Nondiscrimination Policy. The Board's policy recognizes that sexual harassment undermines the integrity of employer-employee and student-faculty-staff relationships and interferes with the right of all members of the College community to work and learn in an environment free from harassment. Such conduct will not be tolerated.

Sexual harassment may be described as:

Any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may be verbal, visual or physical. It may be overt or implicit and may, but need not, have tangible adverse effects on the victim's employment or learning experience.

Examples of conduct which may constitute sexual harassment include but are not limited to:

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual
- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's employment or educational status is contingent upon toleration of or acquiescence in sexual advances.

The perpetrator of sexual harassment, like the victim of such conduct, may be a man or a woman. Sexual harassment may involve individuals of the same or opposite sex and, in the College environment, may involve an employee and a student, an employee and another employee or a student and another student. Harassment in any of these relationships is a violation of the Board's policy.

Because of the power relationship between faculty and student, and between supervisor and subordinate employee, freedom of choice may be compromised in such relationships. Accordingly, this policy holds that where a faculty member or professional staff member has responsibility for a student through teaching, advising, supervision or other obligation, romantic or sexual liaisons between such persons shall be deemed a violation of this policy. Romantic or sexual liaisons between supervisors and subordinate employees, while not prohibited, are strongly discouraged.

It should be noted, additionally, that retaliation against a person for complaining or being associated in any way with the resolution of a complaint of sexual harassment also violates Board policy.

## What to do if You Are the Victim of Sexual Harassment:

When an employee or student feels that he or she has been the victim of sexual harassment, he or she should report such incident(s) to a College official.

- Employees may report incidents of sexual harassment to the dean of the area of the College in which the individual is involved, the College Affirmative Action Officer, or another College official who has been designated by the president as a recipient of such complaints.
- Students may report incidents of sexual harassment to the dean of learning and student development or to such other College official as the president may have designated. Nothing shall prevent students from speaking to a college counselor about their concerns. However, such communication is not a substitute for filing a complaint of sexual harassment with an appropriate College designee.

A claim that an employee of a third party contractor has engaged in sexual harassment on College premises or in connection with the performance of the third party contract should be reported immediately either to the president or to another appropriate College official as set forth in this document. The president will ensure that appropriate follow-up action is taken.

Depending on the nature of the complaint and the desires of the complainant, the College official to whom the complaint has been made may attempt to resolve the complaint informally. Any informal resolution of a complaint must be approved by the College president. No person shall be forced to pursue informal avenues of resolution before filing a formal complaint of sexual harassment.

If informal resolution is not possible or appropriate, a written complaint should be filed in accordance with the existing Affirmative Action Grievance Procedure for Employees (see Board Policy 2.1.3) or Student Grievance Procedure for students (see Board Policy 5.2.2).

- For employees, a written complaint should be filed within fifteen (15) calendar days of the alleged harassment. This time frame may be extended by up to fifteen (15) additional

calendar days if efforts at informal resolution have been made.

- For students, a written complaint should be filed within thirty (30) days of the date the grievant knew or should have known of the alleged harassment. However, a delay in filing a formal complaint will not be a reason for refusing to investigate such complaints. Although the ability to investigate may be compromised by delay, a written complaint will be treated in the manner prescribed by this policy if filed within 180 days of the date the student knew or should have known of the alleged harassment.

When a formal complaint of sexual harassment is received, the College will investigate it. The rights of all persons involved in the investigation shall be respected and every effort will be made to protect the confidentiality of both the alleged victim and the alleged harasser. Toward this end, only persons with a need to know shall be made privy to the complaint. However, complete anonymity cannot be assured, given the College's obligation under law to investigate and take appropriate action in all cases of sexual harassment.

All complaints of sexual harassment shall be taken seriously. It is expected that complaints will be made in good faith, however. Frivolous or vexatious complaints can cause irremediable damage to the reputation of an accused person, even though he or she is subsequently vindicated. Therefore, any person who files a false complaint of sexual harassment shall himself or herself be subject to disciplinary action, up to and including termination, if an employee, or expulsion, if a student.

In addition to invoking the available grievance procedure, an employee who believes he or she has been sexually harassed may file a complaint with the Connecticut Commission on Human Rights and Opportunities, 25 Sigourney Street, Hartford, CT 06106 and/or with the Equal Employment Opportunity Commission, John F. Kennedy Federal Building, 475 Government Center, Boston, Massachusetts 02203, within 180 days of the date when the harassment occurred. A student who believes he or she has been sexually harassed may, in addition to the available grievance procedure, file a complaint with the federal Office for Civil Rights, U.S. Department of Education (Region 1), 8th Floor, 5 Post Office Square, Boston, Massachusetts 02109-3921.

### Sex Offender Registry

As a result of a recent decision by the U.S. Supreme Court, the Connecticut Department of Public Safety (CDPS) is again publishing the names of persons who have been convicted of criminal sex offenses and who are required to register in Connecticut. Sex offender registry information is available at CDPS offices throughout the State, at local police departments and at the state police troops with regional jurisdiction. It is also available online at [http://www.state.ct.us/dps/Sex\\_Offender\\_Registry.htm](http://www.state.ct.us/dps/Sex_Offender_Registry.htm).

The Campus Sex Crimes Prevention Act consists of three major components:

1. Registered sex offenders are required to provide notice to the CDPS of each institution of higher education at

which the offender is employed or is a student and of any change in such status.

2. While institutions of higher education are not required to request information concerning registered sex offenders, they are required to inform the college community where criminal record information concerning registered sex offenders may be obtained.
3. If a student is a registered sex offender, information provided to an institution concerning this status is not subject to protection from disclosure under the Family Educational Rights and Privacy Act.

Inclusion in the sex offender registry does not disqualify any person from being a student at an institution of higher education. Also note that it is a criminal offense to use information in the sex offender registry to injure, harass or commit a criminal act against any person included in the registry.

If you have any questions or concerns about this information, please direct them to the dean of students.

### Smoking

Quinebaug Valley Community College is a smoke-free college, both in Danielson and Willimantic. No smoking is allowed in the buildings, and is allowed outdoors only at designated sites.

### Students Rights

Under Board of Regents' policies, students are guaranteed that educational offerings are available to them. Please consult the Student Handbook or the college website for the specific policies on the rights of students, the grievance procedure, and a review of academic standards.

### Transfer-Acceptance of Credit at Community Colleges

At all Community Colleges, degree and certificate credit shall be granted only for credit courses completed at all institutions within the Connecticut state system of higher education and at all other collegiate institutions accredited by an agency recognized by the Council for Higher Education Accreditation as either a "Regional Accrediting Organization" or a "Specialized and Professional Accrediting Organization" in accordance with the following:

1. Degree and certificate credit shall be granted for all credit courses that are applicable to the objectives of, or equivalent to the course requirements of, the curriculum in which the transferring student enrolls. Credit work that is not applicable or equivalent to curriculum requirements shall be accepted for credit at the discretion of the college. Degree and certificate credit shall also be granted on the basis of performance on examinations in accordance with standards and limits approved by the Board of Regents.
2. Degree and certificate credit shall be granted for credit courses completed with a letter grade of "C-minus" or better, or with a grade of "P" (Pass). Such credit courses shall be accepted only for credit, and letter grades assigned by other

institutions shall not be recorded or included in computations of student grade point averages.

3. Notwithstanding the number of degree or certificate credits which shall be granted in accordance with the foregoing, the student must complete at least twenty-five percent of the minimum credit requirements for the degree or certificate through coursework at the college awarding the degree or certificate.
4. When a student seeks transfer credit for technical or specialty courses into a program that is also accredited by a national or regional specialized accrediting agency, such credits must be from a comparably accredited program. In the case of a request for transfer credit for technical or specialty courses from a non-specialty accredited program, the college shall provide appropriate means for the validation of the student's competency in the technical specialty course areas.
5. This policy shall appear in all college catalogs.

*(Adopted January 16, 1973; amended November 19, 1979; May 16, 2005; May 21, 2007)*

## Uniform Campus Crime Report

In accordance with Public Act 90-259, Quinebaug Valley Community College makes copies of the QVCC Uniform Campus Crime Report available for review. Copies are available in the Library and in the Office of the Dean of Administrative Services, and electronically via our web site at [www.qvcc.edu](http://www.qvcc.edu).

## Policy on Violence Prevention and Response

For purposes of this policy, "violence" is defined as an overt act or threat of harm to a person or property, or any act that poses a substantial threat to the safety of any person or property.

"Premises" is defined as any space owned or leased by the Community Colleges or any of its constituent units, including vehicles and any location where college or system business or activities are conducted. Conduct that may violate this policy includes, but is not limited to the following:

- Intimidating, harassing or threatening behaviors
- Physical abuse, including hitting, slapping, poking, kicking, punching, grabbing, etc.
- Verbal abuse, including yelling, shouting, use of sexually, racially, or ethnically charged epithets, etc.
- Vandalism
- Carrying or possessing weapons or dangerous instruments of any kind on Community College premises, unless properly authorized
- Using such weapons
- Any other act that a reasonable person would consider to constitute a threat of violence, including oral or written statements, gestures or expressions that communicate a direct threat or physical harm

## Reporting Threats or Violent Acts

A person who feels that he or she has been subjected to threats or acts of violence as defined herein, or a person who witnesses such threats or acts, must report the incident to a supervisor or

manager. Supervisors and managers who receive such reports shall report all complaints to the human resources director, who will identify the appropriate action to take. Serious incidents or serious threats of imminent danger to the safety of persons or property should immediately be reported to proper law enforcement authorities (dial 911) and the dean of administrative services.

Any individual who has applied for or obtained a protective or restraining order which lists the premises of the Community Colleges as protected areas, must provide to the Human Resources Office a copy of the petition and declaration used to seek the order, a copy of any protective or restraining order that is granted, and a copy of any protective or restraining order that is made permanent. The sensitivity of the information requested is understood and colleges are responsible for treating such information in a manner that recognizes and respects the privacy of the reporting person.

## Enforcement of this Policy

All reported incidents of violence will be taken seriously and will be dealt with appropriately, including prompt evaluation, investigation and response. An individual who makes a substantial threat of violence or commits an act of violence as defined in this policy shall be removed from the premises. Any weapon or dangerous instrument will be confiscated and turned over to appropriate law enforcement/public safety authorities. There is no reasonable expectation of privacy with respect to such items on college premises.

Violations of this policy, including knowingly providing a false report, or failing to cooperate fully with an investigation, may lead to disciplinary action up to and including dismissal from employment or expulsion from the college. Violations may also result in criminal penalties.

Any questions or concerns regarding this policy should be directed to Paul Martland, dean of administrative services, or Alfred Williams, dean of academic affairs and student services.

## Weapons

The policy provided herein applies to all Quinebaug Valley Community College faculty, staff, students, visitors and contracted services. The weapons policy applies to both the Danielson campus and the Willimantic Center and offsite activities sponsored by Quinebaug Valley Community College.

To protect the Quinebaug Valley Community College community from the threat of violent acts, all weapons concealed or otherwise are prohibited on all owned or leased properties of QVCC with the exception of those carried by on duty law enforcement officials according to Connecticut State law.

The carrying of any weapon about the person of any individual with the exception of on duty law enforcement officials as cited in the policy portion of this procedure is prohibited. Weapons are defined as follows:

Any pistol, revolver, or other weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, razor slingshot, spring stick, metal knuckles, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as nun chuhka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart.

Due to the risk of being identified as a real weapon, any item which looks like a weapon in appearance and which is utilized for any purpose on QVCC property must be reported to and approved by the College administration prior to being used in any activity. Examples of these activities include but are not limited to plays, class presentations and Student Government events.

### Hoverboards

Due to concerns about fire and rider safety, hoverboards will not be allowed to be either charged, operated, or stored on CSCU campuses. This prohibition is consistent with the CSCU Student Code of Conduct, Article 1, Part D, Section 12, which prohibits "behavior or activity which endangers the health, safety, or well-being of others."

### Weather Closings

Winter can bring inclement weather and the possibility of class cancellations. Students and teaching staff must be aware that the College does not have the same operating schedule as local school systems. Students are advised to anticipate college closing with prior arrangement for child care or transportation. The College should not be called concerning the possibility of classes being canceled. Office personnel do not make any decisions concerning class cancellations.

Announcements will be made via:

Everbridge Mass Notification System (texts and emails)

QVCC Web Site	www.qvcc.edu
QVCC Weather Line	(860) 932-4901
NBC Connecticut News	Channel 30 (WVIT)
Eyewitness News	Channel 3 (WFSB)

The College will also announce closings on these radio stations:

WTIC	1080 AM	WXMX	93.7 FM
WICH	1310 AM	WTIC	96.5 FM
WINY	1350 AM	WCTY	97.7 FM
WILI	1400 AM	I-98	98.3 FM
		WNLC	98.7 FM
		WRCH	100.5 FM
		WKNL	100.9 FM

It is to be understood that radio stations may change or modify information provided by the College.

### Information Technology Policy

The Board of Regents for Higher Education provides information technology resources (IT resources) to faculty, staff, and students for academic and administrative use. IT resources may also be available to members of the college community through college libraries and websites. This policy applies to all users of IT resources.

IT resources include, but are not limited to, computers and peripheral hardware, software, networks, databases, electronic communications and Internet connectivity. IT resources are the property of the Board of Regents. Use of such resources is a privilege and is subject to such IT policies, standards and procedures as may be promulgated from time to time.

IT resources shall be used solely for legitimate and authorized academic and administrative purposes, and in furtherance of the Board of Regents' mission and goals. They shall not be used for personal purposes, including monetary gain. Use of IT resources may be monitored by the appropriate BOR authority to ensure proper and efficient usage, as well as to identify problems or to check for security violations.

Any unauthorized or illegitimate use of IT resources may subject the user to disciplinary action, up to and including dismissal or expulsion, as well as loss of computing privileges. Users must comply with all applicable state and federal laws and may be subject to criminal prosecution for violation thereof under state and federal laws.

The president of the Board of Regents is authorized to promulgate necessary and appropriate IT policies, standards and procedures, including but not limited to those affecting acceptable uses of IT resources, electronic communications and network security. Colleges shall ensure that users of IT resources are aware of all IT policies, standards and procedures, as appropriate.

In accordance with the BOR IT Resources Policy, the president of the Board of Regents has promulgated IT policies, standards and procedures (e.g. Acceptable Use, Electronic Communications, Network Security, etc.). They can be found in the following location: <http://www.edu/it/policy>



# DIRECTORIES

## Board of Regents for Higher Education

The Board of Regents for Higher Education, formed by Governor Dannel P. Malloy in 2011, is charged with overseeing the Connecticut State University System, the Community College System and Charter Oak State College.

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Yvette Meléndez, *Vice Chair*  
Richard J. Balducci  
Naomi K. Cohen  
Lawrence DeNardis  
Merle W. Harris  
David R. Jimenez  
William J. McGurk  
JoAnn H. Price  
Elease E. Wright

Mark E. Ojakian, *President*

Elsa Nunez, *Vice President for State Universities*

David L. Levinson, *Vice President for Community Colleges*

## QVCC Foundation, Inc.

The QVCC Foundation is a non-profit organization 501 (C)(3) established in 1971 as a way to involve area business leaders and community members in the college's fundraising efforts. Today, the Foundation provides the college in excess of \$200,000 annually in support of its mission...to raise funds so that all residents of Northeastern Connecticut are provided the opportunity to attend QVCC regardless of income, to support educational excellence, technological advancement and professional development at the college, and to serve as the Regional Advisory Council.

## 2016-2017 FOUNDATION MEMBERS

### Executive Committee

Christian Sarantopoulos, *President*  
Mary Jane Burke, *1<sup>st</sup> Vice President*  
Joseph Adiletta, *2<sup>nd</sup> Vice President*  
Peter Deary, *Treasurer*  
Donna Lefevre '74, '91, *Secretary*

### Directors

Marc Archambault  
Katalin Borner  
Brenna Boyden '08  
Murray Buttner  
Joy Chartier '78  
Kevin Cole  
Lynne Comtois  
Matt Desaulnier  
Sean Doyle '98, '02  
Mae Flexer '08  
Rusty Haines  
Thomas Harney

Susan Harrod  
George Lakatzis  
Mark Light '02  
Joe Markley  
Karen Osbrey  
Jeff Paul  
William Poirier  
Barbara Presson  
Jeffrey Rawson  
Gail Rooke-Norman  
Diana Rose  
Mark Scrivener  
James Turner  
James Zahansky

Dr. Carlee Drummer, *President*

Monique Wolanin, *Director of Institutional Advancement*

Maggie Gibeault, *Associate Director of Alumni Relations*

Maureen Brodeur, *Foundation Assistant*

## Learning in Retirement Representative

Bill Brower

## Faculty Representative

Denise Walsh '90

## Student Representative

Heather Vogt

## Emeritus

Rheo Brouillard  
Laurence Hale  
Dr. Robert E. Miller  
Frank Postemski  
Donald St. Onge  
Steven Townsend  
Dianne E. Williams

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M.A., Ph.D., State University of New York at Stony Brook

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**• DUPLICATING/MAILROOM SERVICES**

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## GLOSSARY OF ACADEMIC TERMS

This glossary, or small dictionary, is a list of some common academic words and their definitions. You will come across these words as you consult this catalog and the Credit Course schedule for each semester. In the definition of most terms there are some words written in *italics*. These terms are defined elsewhere in this glossary

### Academic Credits and Institutional Credits

At QVCC, *credits* can be academic or institutional. Institutional credits are granted for *developmental courses*. Academic credits are granted for all other courses. These credits count toward your *degree* or *certificate*.

### Add/Drop

You can change the *courses* you are registered for by adding or dropping one or more courses. This is done through a formal procedure in which you fill out and sign an ADD/DROP form.

According to federal regulations, students receiving *financial aid* are warned that they must complete (pass) at least 66% of the *credits* for which they originally register. Therefore, if you register for courses totaling 9 credits and you drop one 3-credit course, you must pass the other 6-credits in order to continue receiving financial aid.

### Application for Admission/Application for Enrollment

You apply to become a student at QVCC by filling out an application form and paying the application fee. (You don't have to pay the application fee if you have ever applied to another community college in Connecticut.) The application form is important to the College because it provides four kinds of information about you: (1) basic contact information, (2) statistical information, for example, your age and gender, (3) background information about your previous education, (4) information about your educational plans at QVCC and beyond.

When you are accepted for admission to QVCC, this does not mean that you are *registered*.

### Associate's Degree

An associate's degree is a diploma granted by a community college, usually after a student earns at least 60 *academic credits*. Most students who earn associate's degrees need at least two academic years to earn all the academic credits they need for their *degree*. For this reason, an associate's degree is also referred to as a "two-year degree," and a community college is sometimes referred to as a two-year college.

### Bachelor's Degree

A bachelor's degree is a *degree* granted by a college or a university after the equivalent of 4 years of full-time study. For this reason, colleges and universities are sometimes referred to as "four-year schools," or "four-year institutions." A bachelor's degree is usually at least 120 *academic credits*, while an associate's degree is usually 60 credits. If you want to earn a bachelor's degree, you can transfer the credits from your associate's degree to a college or university that grants bachelor's degrees, for example, Eastern Connecticut State University or the University of Connecticut.

### Certificate

A certificate is a diploma granted by the community college for fewer *credits* than a degree. A certificate program is the collective term for all the *courses* and other requirements you fulfill in order to earn a certificate in an academic or technical area. Your **certificate program** is the area in which you earn your certificate, for example Criminal Justice. At QVCC, certificate programs are from 16 to 31 credits.

### Course

A course is a series of classes, research, assignments and related activities, usually lasting one *semester*. A course is worth a certain number of *credits*. In a course you study a specific topic with a broader academic area (a degree program or a certificate program). A *degree program* consists of a certain number of courses. For example, "The Human Services Worker" is a course in the Human Services *degree program*. Students usually take 1 to 5 courses each *semester*.

The courses offered by QVCC each semester are listed in the Credit Course Schedule in the fall and in the spring. Not all of QVCC's courses are offered each semester, but the College Catalog lists all the College's courses. See also: *Prerequisite*.

### Credit (or Semester Hour)

A credit is a unit used in the calculation of the accumulated value of the *courses* you take. Each course is worth a certain number of credits, usually 1 to 4. A student accumulates credits by passing courses. A certain number of *academic credits* are required for a *degree program* or a *certificate program*. Usually the number of hours spent in class each week is equal to the number of credits for that course.

### Dean

A dean is a director of an entire academic or administrative division of a college or a university. He/she is a high-level administrative official.



## Degree

A degree is a diploma granted by a community college, a college, or a university. A degree represents a certain level of education and expertise in an academic or technical area. At a community college, you study an academic or technical area in order to get a degree in that area. For example, you can get a degree in Medical Assisting, Human Services, and many other areas. A **degree program** is the collective term for all the *courses* and other requirements you fulfill in order to earn a *degree* in an academic or technical area. Your degree program is the area in which you will earn your degree. Degree programs at QVCC are from 60 to 68 credits. Also see *Associate Degree*.

## Developmental Courses

Courses that provide students with the fundamentals in a certain academic area in order to prepare them for college-level courses are developmental courses. For example, "Writing: Introduction to the Essay" provides students with the fundamental writing skills they need in order to prepare them for the demands of college-level English courses.

Students take a Basic Skills Assessment shortly after being admitted to the College in order to determine whether they need to take developmental courses. If they score below a certain level on the assessment, they must take developmental courses.

There is *institutional credit*, not *academic credit*, for developmental courses. QVCC offers developmental courses in English and math.

## Elective

An elective is a *course* that you choose, rather than one that is named among the *requirements* for your *degree program*.

## Faculty

The faculty is the group of people who teach the *courses* at a college or university. The faculty consists of lecturers, instructors, assistant professors, associate professors, and professors.

## Financial Aid

Students who need financial assistance to attend QVCC can apply for financial aid. This is a scholarship which pays some or all of your expenses, such as tuition, fees, and books. A scholarship is money that is paid to the school on your behalf, so that you do not pay it. A scholarship is also known as a "grant." Scholarships and grants are not student loans, because you do not have to pay them back. You must pay back student loans.

## Full-time Student

You are a full-time student if you are enrolled in courses which total 12 credits or more. See also: *Part-time student*

## General Education Core

This is a group of courses in certain areas (for example, math, social sciences, humanities and communication) that provides you with basic knowledge related to all of the *degree programs* at QVCC. A highly similar General Education core is also required by universities and colleges for their *bachelor's degree* programs.

## Humanities

Generally, the fields of art, communication, languages, literature, philosophy and religion are grouped into the broader academic area referred to as the humanities. At QVCC, the humanities requirements for degree programs and *certificates* can be satisfied with courses in the areas of art, communication, English, foreign Languages, humanities, music, philosophy, sign language, and theater.

## Liberal Arts

The academic areas of *social sciences*, natural sciences, fine arts, literature, and the *humanities* are combined under the broad collective term "liberal arts."

## Major

Your major is the area of studies in which you receive your *degree*. "Major" also means to concentrate on an academic area by taking courses required for a degree in that area. For example, at QVCC you can major in one of several areas: Arts and Sciences, Accounting, Computer Services, Fine Arts, Human Services, Medical Assisting, Plastics Engineering, among others.

## Part-time Student

You are a part-time student if you are enrolled in *courses* totaling fewer than 12 *credits* in a *semester*.

## Prerequisite

A prerequisite is a course that you are required to take before taking a more advanced course. Think of a prerequisite as one course that qualifies you for another course. A prerequisite prepares you for a course at a higher level.

## Program

Your program is the area of study in which you will receive your degree. See also *Degree Program*.

## QPA or GPA

(*Quality Point Average or Grade Point Average*)

The QPA or GPA is the average of your grades in all the *courses* you have taken at a school, as interpreted on a scale from 1 to 4, with 4 being the highest equivalent to a grade of "A".

## Register

When you select, schedule, enroll in *courses* for the next *semester*, you register. In order to register you refer to the schedule for the semester and you consult an advisor. After determining which courses to take, you present proof of payment and have your name and courses entered into the statewide community college computer system. By registering, you make an official commitment to take the courses you have selected.

## Requirement

A requirement is whatever you must fulfill in order to progress to the next level in the completion of something broader. For example, requirements can be *courses* you must pass, exams you must pass, or research papers you must write in order to complete a course, a *degree program*, or a *certificate program*.

## Semester

A semester is a way of dividing the school year into two equal sessions, each session lasting 14 or 15 weeks. At QVCC, fall semester is from the end of August or the beginning of September to the middle of December, and spring semester is usually from the end of January to the middle of May.

## Social Sciences

Generally, the fields of sociology, anthropology, economics, psychology, political science, education, and history are grouped into the broader academic area referred to as "social sciences." At QVCC, the social sciences requirements for *degree programs* and *certificate programs* can be satisfied with courses in these fields.

## Syllabus

A written description of the contents and requirements of a *course* is a syllabus. The syllabus contains the dates of the classes, the assignments, quizzes, exams, research, projects, and other work scheduled for a course in one semester. The instructor for the course gives the students a syllabus at the beginning of the course.

## Transcript

A transcript is an official list of *courses* taken and grades earned for those courses at a specific school. Transcripts are issued by high schools, colleges, and universities. A transcript is official if it has the original stamp or seal of the school that issues it.

## Withdraw

You withdraw from the College by *dropping* all of your courses before the end of the *semester* and before the deadline for dropping courses. Withdrawal must be done by the student according to procedures established by the QVCC Division of Student Services.

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# ACCREDITATION & MISSION

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## Accreditation & Mission

A State of Connecticut Two-Year Institution of Higher Education Governed by The Board of Regents for Higher Education.

## Accreditation Statement

Quinebaug Valley Community College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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

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

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New England Association of Schools and Colleges  
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## Community Colleges Mission Statement

Connecticut's 12 two-year public colleges share a mission to make educational excellence and the opportunity for lifelong learning affordable and accessible to all Connecticut citizens.

The colleges support economic growth of the state through programs that supply business and industry with a skilled, well-trained work force.

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## DIRECTIONS

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### Danielson Campus

#### From the South:

Take Interstate 395 North to Exit 37 (Route 6 west). Follow Route 6 to the third traffic light. Go right; you will be on Maple Street. Follow Maple Street north approximately 2 miles to QVCC on the right.

#### From the North:

Take Interstate 395 South to Exit 41 (Route 101 Dayville). At the end of the exit ramp go right on Route 101. Travel approximately 1 mile. At traffic light at Upper Maple Street go left. Follow Upper Maple Street 1.5 miles to QVCC on the left.

#### From the West:

Take Route 44 or Route 6 East. If Route 44, travel to Route 101 East. Follow Route 101 to second traffic light (Upper Maple Street). Go right on Upper Maple Street. QVCC will be approximately 1.5 miles down Upper Maple Street on the left. If Route 6, travel through Brooklyn, CT. Look for McDonalds on the left. Travel to the fourth set of traffic lights. Go left on Maple Street. Follow Maple Street north approximately 2 miles to QVCC on the right.

#### From the East:

Take Route 6 or Route 101 west. If Route 6, go under Route 395 and follow directions from the south. If Route 101, go under Route 395 and follow directions from the north.

### Willimantic Center

#### From the South:

Take Route 32 North to the intersection of Route 66 (Main Street). Proceed on Main Street. The Willimantic Center is located at 729 Main Street, on the right.

#### From the East:

Take Route 6 West to Route 66 West, which becomes Main Street in Willimantic. Continue on Main Street, past the Windham Mills and Jillson Square. The Willimantic Center is located at 729 Main Street, on the right.

#### From the West:

Follow Route 6 to the Route 195 exit. At the exit ramp go straight across to the next light, at the intersection with Route 195. Turn right on Route 195. At the intersection with Ash Street (where Route 195 turns left), continue straight across on Jackson Street. Follow Jackson Street to the end. Turn right on Main Street. The Willimantic Center is located at 729 Main Street, on the right.

#### From the North:

Take Route 195 South. At the intersection with Ash Street (where Route 195 turns left), continue straight across on Jackson Street. Follow Jackson Street to the end. Turn right on Main Street. The Willimantic Center is located at 729 Main Street, on the right.

# ACADEMIC CALENDAR

## Fall 2016

August	8	Tuition due date
August	26	Last day to withdraw and receive full tuition refund & Senior Registration
August	28	Last day to withdraw and receive full tuition refund online by midnight
August	29	<b>First day of classes</b>
September	2	Last day to add a class in person
September	5	Labor Day - College is closed; last day to add a class online by midnight
September	9	Last day to withdraw and receive partial tuition refund in person
September	11	Last day to withdraw and receive partial tuition refund online by midnight
October	10	Columbus Day – Classes in session
November	1	Last day to drop a class or withdraw with a grade of "W" or to put a class on audit or pass/fail
November	11	Veterans' Day – Classes in session
November	23	No credit classes
November	24-27	Thanksgiving Recess - College is closed
December	6 & 9	Make-up days - No credit classes
December	8	Last day of classes
December	10-16	Final exams

## Spring 2017

December	16	Tuition due date
January	18	Martin Luther King Day - College is closed
January	18	Last day to withdraw and receive full tuition refund & Senior Registration
January	19	<b>First day of classes</b>
January	26	Last day to add a class in person
February	1	Last day to withdraw and receive partial tuition refund
February	17	Lincoln's Birthday observed – No credit classes
February	20	Washington's Birthday observed – College is closed
March	13-19	Spring break - No credit classes
March	29	Last day to drop a class or withdraw with a grade of "W" or to put a class on audit or pass/fail
April	14-16	Easter Recess – College is closed
May	4	Make-up day – No credit classes
May	8	Last day of classes
May	9-15	Final Exams
May	25	Commencement
May	30	Memorial Day - College is closed



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