

Quick Facts

Location

Main Campus: Danielson, CT
(860) 412-7200

Willimantic Center: Willimantic, CT
(860) 423-1824

Type

- Public, two-year, coeducational, nonresidential
- Semester calendar

Credit Programs

Associate degree (two-year) programs in:

- Accounting
- Aviation Maintenance
- Business Office Technology: Administrative Assistant
- Computer Networking
- Computer Services
 - Software Applications
 - Technical Support
- Early Childhood Education
- Engineering Science
- Fine Arts
 - Graphic Arts Option
 - Photography Option
- General Studies
- Human Services
- Liberal Arts and Sciences (college transfer)
- Management
- Medical Assisting
- Pathway to Teaching Careers
- Technology Studies
 - Biomolecular Science Option
 - Computer Aided Design Option
 - Construction Technology Option
 - Lean Manufacturing & Supply Chain Management Option
 - Plastics Option

Certificate programs also available in:

- Applied Accounting
- Advanced Accounting
- Applied Management
- Advanced Management
- Arts Entrepreneur
- Associate Network Specialist
- Business Office Technology: Medical Office Skills
- Business Office Technology: Medical Secretary
- Business Office Technology: Office Skills Update
- Business Office Technology: Secretarial

- Child Development Associate Preparation
- Community Health Worker
- Computer Services: Technical Support
- Construction Technology
- Criminal Justice
- Early Childhood Education
- Graphic Arts
- Health Career Pathways
- Health Information Management Technician: Coding Specialist
- Lean Manufacturing
- Microcomputer Software Applications
- Microcomputer Software Fundamentals
- Patient Care Technician
- Phlebotomy
- Photography
- Plastics Technology
- Senior Network Specialist
- Studio Art
- Supply Chain Management

Additional programs:

- English as a Second Language program in Willimantic
- Pre-College and Basic Skills courses
- Credit for Prior Learning

Features

- Excellent faculty committed to student learning
- Concerned, helpful advisors
- Day, evening, and online classes
- Part-time students welcome
- Accessible, affordable, attractive
- Incorporation of technology
- Extensive job-focused training and credit-free certification options
- Tutoring support for enrolled students through the Learning Center
- Career and advising services
- CLEP, DANTES, and Credit by Exam testing services
- Summer College & Winter Intersession

Credit Enrollment

- 2,110 - Fall 2009
- 2,032 - Spring 2010

Student Profile

- 37% full-time, 63% part-time
- 34% male, 66% female
- 60% receiving financial assistance
- 27 average age

Tuition

- \$1,600 – Tuition and fees per semester, for full-time, in-state student
- \$427 – Tuition and fees for one 3 credit course

Tuition and fees subject to change

Financial Aid

Federal and State financial aid programs available in addition to grants provided by the QVCC Foundation, Inc. (grants, loans, campus jobs).

Library

- Online library catalog
- Online interlibrary loan service
- 30,000 volume book collection
- 135 print periodicals
- Online periodical databases and electronic book collection
- Internet access, including library web page with subject indexes
- Media services for class instruction
- Research instruction
- State-of-the-art library classroom

Credit-Free Enrollment

- 5,770 (2008-2009)

Credit-Free Programs

- Job-Focused training
 - Certified Nursing Assistant
 - Dietary Assistant
 - Emergency Medical Technician
 - Medical Office Billing with Coding
 - Pharmacy Technician
 - Real Estate
 - Veterinary Assistant
 - Web Page Design
- Supervisory Development
- Learning in Retirement
- Kids Academy
- Personal Development
- Online Academy
- Business & Industry Services
- Basic Motorcycle Rider Safety

Accreditation

- New England Association of Schools and Colleges
- Connecticut Board of Governors for Higher Education

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QVCC: An Overview

President's Welcome



I want to take this opportunity to welcome you to Quinebaug Valley Community College (QVCC). Everyone working at QVCC is committed to student success and eager to help you succeed in whatever educational goals you have set for yourself. Whether you are taking classes to earn a certificate or degree for a rewarding career, to earn credits to transfer to a four-year university, to obtain training to help you advance in your current position, or to just enjoy learning something new for personal pleasure, QVCC is ready to help you achieve those goals.

Please take advantage of the many services available here at QVCC to help you succeed. Whether it is assistance with tutoring and other help outside of class, financial aid, career and program advising, or scholarship applications, just to mention a few, our faculty and staff want to provide you with the information and tools to succeed. We want you to be excited about learning and to embrace the importance of lifelong learning in today's world.

Opportunities start here...

Dr. Ross Tomlin
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 Trustees of Community-Technical Colleges. It is accredited by the Board of Governors for Higher Education and by the New England Association of Schools and Colleges. One of twelve institutions in the community-technical college system, QVCC's service region is Windham County in the northeastern corner of the state. QVCC has developed comprehensive degree and certificate programs to be responsive to the needs of the residents of the area it serves.

QVCC prides itself on offering academic programs of high quality. Its graduates transfer easily to many four-year colleges and universities, and its occupational programs and business and industry services are highly regarded by area employers. QVCC also has a strong and growing program of continuing education and community service activities. The College also functions to a large extent as a community center, opening its library and many events to the general public. It presents lectures, art exhibits, concerts, and occasional dramatic productions. Training for local business is also a major activity. QVCC has established itself as a viable and significant educational institution in and for the community it serves.

History

As early as 1946, a group of area citizens sought to establish a two-year junior college in northeastern Connecticut, primarily to meet educational needs of returning World War II veterans. While their efforts were not successful at that time, a renewed drive was begun with the formal organization of the state system of community colleges in 1965. The Northeast Regional Community College Committee was established that fall and worked diligently during the next several years. The result was passage of legislation in 1969 authorizing the establishment of the College. Between 1969 and 1971 strong pressures at the state level built up 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 announcement in January 1971 that funds would be budgeted by the state so that classes could start in the fall.

The College took its name from the area drained by the major river in northeastern Connecticut. The name derives from a small tribe of Indians that inhabited the region. According to some sources, Quinebaug means literally "crazy river" – signifying the meandering course of the river that now bears the name.

Dr. Robert E. Miller was selected as the first president and quickly assembled a small staff. On September 27, 1971, the College opened with 215 students and eight full-time professional employees. This cadre was supported by a few office support personnel and several part-time instructors. Space was leased from and later college office trailers were located on the grounds of the Harvard H. Ellis Regional Vocational Technical School. Classrooms for afternoon and evening classes were leased from the Ellis Technical School as well as from 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, while it was operating simultaneously from four "temporary" sites in and around Danielson, QVCC was faced with perhaps the most difficult period in its history. The then Board of Education cut one million dollars from the requested appropriation for the QVCC campus and voted to delay the beginning of construction. There was speculation that QVCC was about to be merged with another of the state's community colleges. An outpouring of expressions of citizens' concern persuaded the Board of Higher Education to rescind its delay order and to restore half a million dollars in funding. Construction proceeded and the new facility was dedicated in June 1983.

The College's first commencement was held in June 1973 when 19 degrees were conferred. In the 2008-2009 academic year, 2,751 students enrolled in credit courses and 2,213 registered for credit-free activities. At the 37th commencement in June 2009, 199 graduates received degrees and certificates.

In 1986, the College opened a satellite location in Willimantic. In the summer of 1992 the legislature authorized the merger of the community and technical colleges in the five cities where both existed and expanded the mission of all the colleges, including QVCC, to include technical programs. In May 1992 Dianne E. Williams was appointed as the College's second president following the retirement of Dr. Miller, and in January 1993 the College became a comprehensive community college.

Dr. Ross Tomlin began his tenure as the college's third president in March 2010 following the retirement of President Williams.

Vision

QVCC will be a center for intellectual and cultural enrichment that serves as a source of pride for our students and the community.

By providing high quality, and continuing education in a learner-centered environment, the College will foster accomplished, well-rounded, employable graduates and lifelong learners.

The College will be an active partner with the community in local economic, social, and cultural development.

QVCC pledges to reaffirm and revitalize its vision through continual self examination, purposeful change, and innovation.

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

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

East wing: Classrooms, the science and computer laboratories, medical assisting labs, and faculty offices

North wing: Art studios

Central core: Robert E. Miller Auditorium, general administrative and support services offices together with the library, learning center, cafeteria, light manufacturing/plastics lab, and the Center for Community & Professional Learning.

West wing: Art gallery, bookstore, classrooms, career services, physics lab, and community room

The building was dedicated in May 1983. Its architecture, its setting, and its functional and well-equipped facilities have attracted statewide attention. It was designed to serve not only as QVCC's campus, but also as a regional community center for educational and cultural events.

Under the leadership of President Williams, a 30,000 square foot addition was constructed on the west side of the building and opened for the fall 2006 semester. The QVCC Foundation raised \$1.5 million through a capital campaign to purchase furniture and equipment for the new space as well as provide scholarship funding for students.

Learning & Student Development Office

Known as the LSD Office, this area is the hub of services for credit students. Admissions, Financial Aid, Disability & Transfer Services, and Registrar's Office can all be found here. Across the hall is the Co-curricular Programming/Student Activities office.

Center for Community & Professional Learning

The Center for Community & Professional Learning (CPL) houses a number of departments, mostly related to credit-free programs for job-focused training and lifelong learners. Business and Industry Services, Continuing Education, Small Business support, Quinebaug Valley Plastics Institute, Summer College, the STRIDE program, Learning in Retirement, and Kids Academy are all based in the CPL Office, as is the College's Marketing & Public Relations Office. The division also arranges conference and community meeting space.

Library

The QVCC Library provides a range of information resources and services to the college community. The library collection contains more than 30,000 books and 130 periodical subscriptions. Interlibrary loan service extends the collection to libraries across the state and nation. Electronic resources include an online catalog, more than 40 online databases, an electronic book collection of 6,500 book entries, and Internet access. The



library's media department maintains the library web site and also provides comprehensive media support for college programs and classes. The library has an active instruction program, teaching research skills to classes as well as individual students. The library classroom contains 24 computers, which gives students an opportunity for hands-on learning. In addition, a branch library is maintained and staffed at the Willimantic Center Library Learning Center.

Learning Center

The Learning Center provides extensive learning support services to individual students and classes at the College, including basic skills testing, 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 to both day and evening students. Similar services are provided at the Willimantic Center Library Learning Center. Online tutoring services are also available.

Career/Advising Services

The Career Services Center offers assistance in career planning and job seeking skills. Career counseling services include assessing interests, values and work attitudes and providing career and occupation information. Job placement services include workshops, and individual sessions to assist in resume writing, interviewing skills, and job search techniques. Also provided are Sunday and daily newspapers, a FAX service, a resource library, access to computers, and an up-to-date job posting board to assist students in keeping abreast of local job opportunities. The Career Services Center also maintains job placement files for interested students. In addition, students wishing to transfer to other institutions can obtain information and assistance from this office.

Also housed within the Career Services Center is the Advising Center. Advising services are primarily focused on students in the Liberal Arts and Sciences and General Studies degree programs, but all QVCC students, credit and non-credit, may seek advising at the Center.

Quinebaug Valley Middle College High School

In the fall of 2008, the Quinebaug Valley Middle College High School opened its doors on the Danielson campus to tenth graders. Eleventh grade was added for the 2009-10 year. Over the next three years the middle college will grow to accommodate grades 10-12. Students enrolled in the middle college will create an individualized plan of study that will include both high school and college courses. Ultimately, every student will achieve a high school diploma and college credits.

Steppingstones

Also on the Danielson campus is Steppingstones, a pre-school child day care center. Open to the public, Steppingstones provides high quality childcare as well as observation opportunity for students in child development classes.



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, a library, 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 423-1824 or 423-4491, inquire by mail or in person at 729 Main Street, Willimantic, CT 06226, or visit the Willimantic Center website: www.qvcc.commnet.edu/willi

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. The course requirements for these programs are outlined on pages 8-19. 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.)

- Fine Arts
 - Graphic Arts Option
 - Photography Option
- Liberal Arts and Sciences
- Pathway to Teaching Careers

Associate in Science (A.S.)

- Accounting
- Aviation Maintenance
- Business Office Technology: Administrative Assistant
- Computer Networking
- Computer Services
- Early Childhood Education
- Engineering Science
- General Studies
- Human Services
- Management
- Medical Assisting
- Technology Studies
 - Biomolecular Science Option
 - Computer Aided Design Option
 - Construction Technology Option
 - Engineering Technology 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:

- Applied Accounting
- Advanced Accounting
- Applied Management
- Advanced Management
- Arts Entrepreneur
- Associate Network Specialist
- Business Office Technology: Medical Office Skills
- Business Office Technology: Medical Secretary
- Business Office Technology: Office Skills Update
- Business Office Technology: Secretarial
- Child Development Associate
- Community Health Worker
- Computer Services: Technical Support
- Construction Technology

- Criminal Justice
- Early Childhood Education
- Graphic Arts
- Health Career Pathways
- Health Information Management Technician: Coding Specialist
- Lean Manufacturing
- Microcomputer Software Applications
- Microcomputer Software Fundamentals
- Patient Care Technician
- Phlebotomy
- Photography
- Plastics Technology
- Senior Network Specialist
- Studio Arts
- Supply Chain Management

College of Technology

Pathway to Technology & Pathway to Engineering

The Connecticut College of Technology is a Pathway Program that allows students to take prescribed courses at the community colleges as a pathway into various baccalaureate programs. The program provides two-distinct paths—one in pre-technology and one in pre-engineering. A full description of the two pathways appears on pages 20-23.

College Goals

The College will:

- Continuously review our systems, facilities, and processes to improve our delivery of services.
- Provide the skills and knowledge for career and personal goal achievement. This preparation for the future will include problem solving, decision making, teamwork, and technological skills.
- Aggressively market our services to all our constituents, to improve visibility within our region.
- Enhance support services from point of entry to leaving the College to help our students maximize their potential.
- Optimize our information processing capabilities to better understand and meet our students' educational needs.
- Develop additional partnerships with local and appropriate educational institutions, business, government, and other agencies to better serve our customers.
- Actively pursue alternate funding to accomplish our goals and remain fiscally viable.

*Adopted by the College
August 26, 1994*

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.



Associate Degree Programs

Accounting

Associate in Science Degree (63 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 ¹	3
	Foreign Language Elective ²	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 ³	3

Program Core

ACC* 113	Principles of Financial Accounting	3
ACC* 117	Principles of Managerial Accounting	3
ACC* 123	Accounting Software Applications ⁴	3
ACC* 241	Federal Taxes I	3
ACC* 271	Intermediate Accounting I	3
ACC* 272	Intermediate Accounting II	
or	or	
	Business Directed Elective ⁵	3
BBG* 101	Introduction to Business	
or	or	
BES* 218	Entrepreneurship	3
BBG* 230	Survey of Business Law	3
BBG* 280	Problem Solving & Decision-Making	3
BBG* 294	Business Internship	3
BFN* 201	Principles of Finance	3
CSA* 135	Spreadsheet Applications ⁴	
or	or	
BBG* 115	Business Software Applications	3
Total Program Credits		63-65

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

² The language requirement excludes Sign Language.

³ A survey of History course is recommended.

⁴ Students without computer experience should take CSA* 105 first.

⁵ Please see the program coordinator for guidance.

Aviation Maintenance

Associate in Science Degree
(60 semester hours minimum)

This program is designed to give FAA-certified aviation mechanics increased career opportunities by providing them with an associate degree. FAA certification can be earned in conjunction with the Harvard H. Ellis Regional Vocational Technical School. Students may be concurrently enrolled at Ellis Tech and QVCC. This is a unique degree program which provides graduates with excellent career potential.

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

- Obtain current FAA certification in "A" and "P"

For more information contact Susan Huard, dean of learning and student development.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 3 Credits			
ENG*	101	Composition	3
Humanities 6-12 Credits			
		Humanities Electives	6-12
Math/Science 6 or 7 Credits			
MAT*	137	Intermediate Algebra	3
		Science Elective	3/4
Social Sciences 6 – 12 Credits			
		Social Science Electives	6-12
Program Core			
		Current FAA Certification in "A" & "P"	30
Electives 3 Credits			
		Open [Other than from specialty area]	3
Total Program Credits			60

Business Office Technology: Administrative Assistant

Associate in Science Degree
(60 semester hours minimum)

This program is designed to provide a flexible option for those who desire associate degree-level proficiency for career entry or promotion to administrative assistant in a variety of office settings. The administrative assistant will have well-developed secretarial and data processing skills as well as some critical management perspectives. It is anticipated that the administrative assistant will work in close support with an executive or serve as office manager with supervisory responsibility for other employees.

In addition to General Education Outcomes, learners who complete the Business Office Technology: Administrative Assistant degree will:

- Demonstrate appropriate skills in word processing and other computer applications
- Use appropriate business office procedures
- Prepare standard business communication
- Demonstrate keyboarding speed and accuracy
- Recognize and use appropriate business terminology
- Understand the principles of management
- Apply basic accounting principles

For more information contact Program Coordinator Anita Sherman.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 6 Credits			
ENG*	101	Composition	3
COM *	171	Fundamentals of Human Communication	
	or	or	
COM*	176	Business & Professional Communication	3
Humanities 6 Credits			
		Literature, Philosophy, or Language	3
		Elective	
		Humanities Elective	3
Math/Science 9 or 10 Credits			
MAT*	137	Intermediate Algebra	3
MAT*	167	Statistics with Technology	3
		Science Elective	3/4
Social Sciences 6 Credits			
PSY*	112	General Psychology II	3
SOC*	101	Principles of Sociology	3
Elective 3 Credits			
		Open Elective	3
Program Core			
ACC*	113	Principles of Financial Accounting	3
BBG*	101	Introduction to Business	3
BMG*	202	Principles of Management	3
BMG*	220	Human Resource Management	3
BOT*	111	Keyboarding for Information Processing I	3
BOT*	112	Keyboarding for Information Processing II	3
BOT*	137	Word Processing Applications	3
BOT*	251	Administrative Procedures	3
CSA*	105	Introduction to Software Applications	3
		Any Accounting, Business, Computer	3
		Science, or Business Office Technology	
		Electives	
Total Program Credits			60

Computer Networking

Associate in Science Degree
(66 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 John Hall.

General Education Core

Dept. & No.	Title of Course	Credits
<i>Communication Skills 9 Credits</i>		
ENG* 101	Composition	3
ENG* 202	Technical Writing	3
COM* 171	Fundamentals of Human Communication	
or	or	
COM* 176	Business & Professional Communication	3
<i>Humanities 6 Credits</i>		
	Fine Arts Elective	3
	Humanities Elective	3
<i>Math/Science 6 or 7 Credits</i>		
MAT* 137	Intermediate Algebra	
or	or	
higher	Higher Level Mathematics	3
	Science Elective	3/4
<i>Social Sciences 3 Credits</i>		
	Social Science Elective	3
<i>Interdisciplinary Studies 3 Credits</i>		
IS 135	Principles of Problem Solving	3

Program Core

CSC* 106	Structured Programming	3
CST* 265	Networking with Linux	3
CSC* 295	Cooperative Education/Work Experience	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* 171	LAN System Management	3
CST* 192	Wide Area Networks	3
CST* 270	Networking Security Fundamentals	3
CST* 196	Protocol Analysis	3
CST* 260	System Architecture	3
CST* 261	Network Design	3
Total Program Credits		66

Computer Services

Associate in Science Degree
(60/63 semester hours minimum)

This program prepares students for careers in computer services. Students elect to specialize in either Software Applications or Technical Support.

In addition to General Education Outcomes, learners who complete the Computer Services: **Software Applications Option** degree will:

- Demonstrate introductory knowledge of a programming language and of operating systems
- Demonstrate appropriate skills in electronic spreadsheets, database management systems, integrated applications, computer graphic applications, and Internet usage
- Apply appropriate skills to a practicum setting
- Demonstrate awareness of the professional, ethical, and social issues faced by people working in computer fields

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

- Demonstrate appropriate skills in hardware troubleshooting, networking, and Internet usage
- Apply appropriate skills to a practicum setting
- Demonstrate awareness of the professional, ethical, and social issues faced by people working in computer fields
- Demonstrate introductory knowledge of a programming language and of operating systems

For more information contact Program Coordinator John Hall.

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 ¹	3
Math/Science 6 or 7 Credits		
MAT* 137	Intermediate Algebra	
or	or	
higher ²	Higher Level Mathematics	3
	Science Elective ³	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

BOT* 137	Office Word Processing Applications	3
	Business Elective	3
CSA* 135	Spreadsheet Applications	3
CSA* 145	Database Management	3
CSC* 106	Structured Programming	3
CSC* 295	Cooperative Education/Work Experience I	3
CSC* 296	Cooperative Education/Work Experience II	3
CST* 270	Network Security Fundamentals	3
EDU* 200	The Peer Educator Experience	
or	or	
Comp. Gra	Computer Graphic Application Course ⁴	3
CST* 110	Introduction to Information Technology	3
CST* 120	Introduction to Operating Systems	3
PHL* 117	Computers, Ethics and Society	3

Total Program Credits 60/63

Program Core: Technical Support Option

CSC* 106	Structured Programming	3
CSC* 295	Cooperative Education/Work Experience I	3
CSC* 296	Cooperative Education/Work Experience II	3
CSC* ELE	Advisor Approved Electives	6
CST* 110	Introduction to Information Technology	3
CST* 120	Introduction to Operating Systems	3
CST* 130	Network Essentials I	3
CST* 140	Introduction to Computer Hardware	3
CST* 150	Web Design and Development	3
CST* 240	Advanced Computer Hardware	3
CST* 270	Network Security Fundamentals	3
PHL* 117	Computers, Ethics and Society	3

Total Program Credits 60/63

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

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

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

⁴ Including such topics as desktop publishing, graphics software, and computer intensive art courses.

Early Childhood Education

Associate in Science Degree (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* 171	Fundamentals of Human Communication	3
ENG* 114	Children's Literature	3
ART* ELE	(Fine Arts or Music Appreciation Elective)	3
MAT* 146	Math for Liberal Arts	3
SCI* ELE	Science Elective	3/4
PSY* 112	General Psychology II	3
ANT* 105	Introduction to Cultural Anthropology	3
CSA* 105	Introduction to Software Applications	3
General Education Core Total		27/28

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* 176	Health, Safety, & Nutrition	3
ECE* 182	Child Development	3
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
	Open Elective	3
Program Core Total		33
Total		60/61

Fine Arts

Associate in Arts Degree (60 semester hours minimum)

The Fine Arts degree provides both a strong basic foundation in the visual arts and a broad background in general education. Many students who earn this degree transfer their credits to a four-year art school, college or university. Some students have used the knowledge and skills gained in this program to launch an art career. Students may follow two plans or tracks of study while pursuing the Associate Degree in Fine Arts. Students can follow a **traditional studio art track** with the program core centered on drawing, painting, sculpture and printmaking. Elective or alternative disciplines in this track include ceramics and photography. Likewise, students may follow the **graphic design track**, with a program core centered on drawing, graphic design, digital imaging, animation and illustration. **Photography** is an alternative strategy in this track. Students pursuing this track are encouraged to take Three-Dimensional Design as well as Portfolio Preparation. Both program tracks share the same General Education core. A **Graphic Arts Certificate** is also available for those students working in several related graphic arts/graphic communications fields who want to hone their skills or learn new skills. Students are encouraged to consider the increased benefit of the associate degree in fine art/graphic design track. Students in the certificate program may apply their credits to the associate degree.

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

- Effectively utilize the fundamental elements of design, such as color, composition, line, form, texture, pattern, value, and space
- Demonstrate skills and techniques necessary for studio art, graphic arts, or photography including dexterity with tools and equipment specific to various media and plans of study
- Demonstrate the ability to conceptualize their ideas into a visual representation
- Demonstrate the ability to follow a creative project from conception to completion
- Demonstrate the process of presenting one's work to the public
- Demonstrate desirable work habits, creative thinking, the ability to solve problems, good artistic judgment, self-reliance, and self-discipline
- Effectively critique their own work and the work of others
- Communicate clearly using specific art vocabulary
- Demonstrate an understanding and appreciation of the relationships of works of art, whether studio art or commercial art/graphic design, to the diversity of human culture and experience

For more information contact Program Coordinator Mark Szantyr.

Continued on following page

General Education Core - Fine Arts

Dept. & No.	Title of Course	Credits
<i>Communication Skills 6 Credits</i>		
ENG* 101	Composition	3
COM* 171	Fundamentals of Human	
or	or	
COM* 176	Public Communication	3
<i>Humanities 9 Credits (No ART*, DGA*, or GRA* for Art Majors)</i>		
ART* 101	Art History I	
or	or	
ART* 102	Art History II	3
	Humanities Elective ¹	3
	Humanities Elective ¹	3
<i>Computer Science 3 Credits</i>		
DGA* 111	Intro to Computer Graphics	3
<i>Liberal Arts and Sciences 6 Credits (No ART*, DGA*, or GRA* for Art Majors)</i>		
	Liberal Arts and Sciences Electives ²	3
	Liberal Arts and Sciences Electives ²	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 ³	3
	Social Science Elective ³	3
	History Elective	3
Program Core 21 Credits		
ART* 111	Drawing I	3
ART* 121	Two-Dimensional Design ⁴	3
<i>Studio Art Option</i>		
ART* 112	Drawing II	3
ART* 122	Three-Dimensional Design ⁴	3
ART* 136	Ceramic Sculpture	
or	or	
ART* 131	Sculpture I	
or	or	
ART* 161	Ceramics I	3
ART* 151	Painting I	3
ART* 167	Printmaking I	3
Total Program Credits		60

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

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

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

⁴ Full-time students enrolled in the Fine Arts degree program should complete ART* 121 and ART* 122 during their first two semesters. Part-time students enrolled in the Fine Arts degree program should complete ART* 121 and ART* 122 as part of their first 12 ART credits.

Fine Arts-Graphic Arts Option

In addition to the outcomes listed for the parent Studio Art degree track, students following the Graphic Arts track will:

- Demonstrate an understanding of the role of the graphic artist in the field of computer graphics as it pertains to the specifics of graphic design, illustration, animation/motion graphics and web design.

- Demonstrate a competency in the skills and techniques needed to pursue a BA or a BFA in the area of graphic design, illustration, and animation/motion graphics.

Recommended Electives for Graphic Arts Option: ART 112- Drawing II, GRA* 230 -Digital Imaging, ART* 289 Portfolio Preparation*

For more information contact Program Coordinator Mark Szantyr.

General Education Core – Graphic Arts Option

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 9 Credits</i>		
ART* 101	Art History I	
or	or	
ART* 102	Art History II	3
	Humanities Elective ¹	3
	Humanities Elective ¹	3
<i>Computer Science 3 Credits</i>		
DGA* 111	Introduction to Computer Graphics	3
<i>Liberal Arts and Sciences 6 Credits</i>		
	Liberal Arts and Sciences Electives ²	3
	Liberal Arts and Sciences Electives ²	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 ³	3
	Social Science Elective ³	3
	History Elective	3
Program Core 21 Credits		
ART* 111	Drawing I	3
ART* 121	Two-Dimensional Design ⁴	3
<i>Graphic Arts Option</i>		
DGA* 212	Advanced Computer Graphics	3
GRA* 151	Graphic Design I	3
<i>Three of the following:</i>		
GRA* 221	Illustration I	3
GRA* 271	Computer Animation I	3
GRA* 252	Graphic Design II	3
CST* 150	Web Page Design & Development	3
Total Program Credits		60

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

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

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

⁴ Full-time students enrolled in the Graphic Arts program should complete ART* 121 during their first two semesters. Part-time students enrolled in the Graphic Arts program should complete ART* 121 as part of their first 12 ART credits.

Fine Arts-Photography Option

In addition to the outcomes listed for the parent Studio Art degree track, students following the Photography track will:

- Develop a solid and professional portfolio of work showcasing their strengths and abilities in the field of Photography and Digital Media.
- Develop a level of proficiency in the traditional darkroom, with Adobe Photoshop, with digital video and media software and other professional photographic tools and materials and demonstrate this ability at a professional level.
- Develop and demonstrate the studio skills, as evidenced by their portfolio, enabling them to pursue immediate employment at several ground-level positions in the field of photography.

For more information contact Program Coordinator Mark Szantyr.

General Education Core – Photography Option

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 9 Credits</i>		
ART* 101	Art History I	
or	or	
ART* 102	Art History II	3
	Humanities Elective ¹	3
	Humanities Elective ¹	3
<i>Computer Science 3 Credits</i>		
DGA* 111	Introduction to Computer Graphics	3
<i>Liberal Arts and Sciences 6 Credits</i>		
	Liberal Arts and Sciences Electives ²	3
	Liberal Arts and Sciences Electives ²	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 ³	3
	Social Science Elective ³	3
	History Elective	3
Program Core 21 Credits		
ART* 111	Drawing I	3
ART* 121	Two-Dimensional Design ⁴	3
<i>Photography Option</i>		
ART* 141	Photography I	3
ART* 142	Photography II	3
ART* 241	Photography Workshop	3
DGA* 212	Advanced Computer Graphics	3
GRA* 230	Digital Imaging I	3
Total Program Credits		60

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

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

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

⁴ Full-time students enrolled in the Graphic Design program should complete ART* 121 during their first two semesters. Part-time students enrolled in the Graphic Design program should complete ART* 121 as part of their first 12 ART credits.

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 Dr. Scott DeShong.

General Education Core

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	
or	or	
COM* 176	Business & Professional Communication	3
<i>Humanities 9 Credits</i>		
	Humanities Elective ¹	3
	Humanities Elective ¹	3
	Humanities Elective ¹	3
<i>Computer Science 3 Credits</i>		
	Computer Science Elective ²	3
<i>Math/Science 6 – 8 Credits</i>		
	Mathematics Elective	3/4
	Science Elective ³	3/4
<i>Social Sciences 9 Credits</i>		
	Social Science Elective ⁴	3
	Social Science Elective ⁴	3
	History Elective	3
<i>Open Electives 25-27 Credits</i>		
Total Program Credits		60

¹ Courses must be selected from at least two of the following disciplines: ART*, COM*, ENG*, FRE*, HUM*, MUS*, PHL*, SGN*, SPA*, THR*

² Select one course from CSA*, CSC*, DGA*, or GRA* 237

³ Select from AST*, BIO*, CHE*, GLG*, OCE*, PHY*, SCI*

⁴ 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 life long learning for themselves and those whom they serve

For more information contact Program Coordinator Barbara Presson.

General Education Core

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* 176	Business & Professional Communication	3
<i>Humanities 6 Credits</i>		
	Literature or Philosophy Elective ¹	3
	Humanities Elective ²	3
<i>Math/Science 7 Credits</i>		
BIO* 115	Human Biology	4
MAT* 137	Intermediate Algebra	3
<i>Social Sciences 9 Credits</i>		
POL* 111	American Government	3
	Social Science Electives ³	3
	Social Science Electives ³	3
<i>Computer Science 3 Credits</i>		
CSA* 105	Introduction to Software Applications ⁴	3

Program Core

ANT* 105	Introduction to Cultural Anthropology	3
HSE* 101	Introduction to Human Services	3
HSE* 108	Human Service Worker	3
HSE* 281	Human Services Field Work I ⁵	3
HSE* 282	Human Services Field Work II ⁵	3
PSY* 111	General Psychology I	3
SOC* 101	Principles of Sociology	3
SOC* 210	Sociology of the Family	3
SOC* 201	Contemporary Social Issues	3

Open Elective 3 Credits

Open Electives ⁶ 3

Total Program Credits 61

No course may be used to satisfy two requirements in this program.

¹ Transfer students should select a Literature course.

² Transfer students should select ART* 101 or 102.

³ Transfer students should select HIS* 101 and non-western culture elective.

⁴ Students may select an advanced computers course with the approval of the instructor.

⁵ By special application to the coordinator of the Human Services program. The College reserves the right to make the final determination on acceptance into the Field Practicum.

⁶ Transfer students should select two semesters of a foreign language, unless they have the equivalent of two years of a high school foreign language.

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 Dr. Scott DeShong.

General Education Core

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>		
ENG* 110	Introduction to Literature	3
HUM* 101	Introduction to Humanities	3
<i>Fine Arts 3 credits</i>		
	Elective ¹	3
<i>Math/Science 13-15 credits</i>		
MAT* 137	Intermediate Algebra ²	3
MAT*	Elective above Intermediate Algebra	3/4
	Science Elective (one of which must be lab science) ³	3/4
	Science Elective ³	3/4
<i>Social Sciences 12 credits</i>		
	History Elective	3
	Social Sciences Elective ⁴	3
	Social Sciences Elective ⁴	3
	Social Sciences Elective ⁴	3
<i>Liberal Arts and Sciences 15-24 credits</i>		
	Foreign Language ⁵	3
	Foreign Language ⁵	3
	Liberal Arts and Sciences Elective ⁶	3/4
	Liberal Arts and Sciences Elective ⁶	3/4
	Liberal Arts and Sciences Elective ⁶	3/4
<i>General Electives 0-6 credits</i>		
	General Elective (<i>Recommended: CSA* 105</i>)	3
	General Elective	3
Total		61

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

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

³ One must be a lab science. Select from AST*, BIO*, CHE*, GLG*, OCE*, PHY*, SCI*.

⁴ 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*.

⁵ 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.

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

Management

Associate in Science Degree (63 semester hours minimum)

The management 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 Management 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
<i>Communication Skills 6 Credits</i>		
ENG* 101	Composition	3
	Communication Elective	3
<i>Humanities 6 Credits</i>		
	Humanities Elective ¹	3
	Foreign Language Elective ²	3
<i>Math/Science 6 or 8 Credits</i>		
MAT* 137	Intermediate Algebra	
or		3/4
higher	Higher level Math	
	Science Elective	3/4
<i>Social Sciences⁴ 9 Credits</i>		
ANT* 105	Introduction to Cultural Anthropology	
or		
HSE* 213	Conflict Resolution	
or		
SOC* 101	Principles of Sociology	
or		
PSY* 111	General Psychology I	
or		
PSY* 112	General Psychology II	3
	Economics Elective	3
	History Elective ⁴	3

Program Core

ACC* 113	Principles of Financial Accounting	3
ACC* 117	Principles of Managerial Accounting	3
BBG* 101	Introduction to Business	
or		
BES* 218	Entrepreneurship	3
BBG* 215	Global Business	3
BBG* 230	Survey of Business Law	3
BBG* 280	Problem Solving and Decision-Making	3
BBG* 294	Business Internship	3
BFN* 201	Principles of Finance	3
BMG* 202	Principles of Management	
or		
BMG* 201	Principles of Supervision	3
BMG* 220	Human Resource Management	3
BMK* 201	Principles of Marketing	3
CSA* 135	Spreadsheet Applications ³	
or		
BBG* 115	Business Software Applications	
or		
ACC* 123	Accounting Software Applications ³	3

Total Program Credits 63

¹ The humanities elective is to be chosen from all humanities, excluding writing and communication courses, with a preference for art courses.

² The language requirement excludes sign language.

³ Students without computer experience should take CSA* 105 first.

⁴ A survey of History course is recommended.

Medical Assisting

Associate in Science Degree (63 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 QVCC Medical Assisting Program is accredited by the Medical Assisting Education Review Board (MAERB) on recommendation of the Curriculum Review Board of the American Association of Medical Assistants' Endowment (AAMAE).

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 internship 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:

- MED* 131 and MED* 245 must have been taken within three years of applying for externship.
- Students must have a grade of "C" 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 externship 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
<i>Communication Skills 6 Credits</i>		
ENG* 101	Composition	3
COM* 171	Fundamentals of Human Communication	
or	or	
COM* 173	Public Communication	
or	or	
COM* 176	Business & Professional Communication	3
<i>Liberal Arts and Sciences 6 Credits</i>		
PHL* 112	Medical Ethics	3
	Liberal Arts and Science Elective	3
<i>Math/Science 15 or 16 Credits</i>		
MAT* 137	Intermediate Algebra	
or	or	
MAT* 186	Precalculus	3/4
BIO* 121	General Biology	4
BIO* 211	Anatomy and Physiology I	4
BIO* 212	Anatomy and Physiology II	4
<i>Social Sciences 3 Credits</i>		
	ANT*, PSY*, or SOC* Elective	3

Program Core

HLT* 111	Basic Life Support	1
BOT* 111	Keyboarding for Information Processing I ¹	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 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
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Total Program Credits 63

¹ Or proven proficiency in keyboarding and word processing.

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 coordinators Jon Andersen or Denise Walsh.

General Education Core			
Dept. & No.		Title of Course	Credits
Communication Skills 6 credits			
ENG*	101	Composition	3
COM*	173	Public Speaking	3
Humanities 6-12 credits			
ENG*	102	Literature and Composition	3
PHL*	101	Introduction to Philosophy	
or		or	
PHL*	111	Ethics	3
		Foreign Language Elective ¹	3
		Foreign Language Elective	3
Fine Arts 6 credits			
		Fine Arts Elective ²	3
		Fine Arts Elective	3
Math/Science ³ 10 -14 credits			
MAT*	143	Math for Elementary Education: Algebra, Number Systems	3
MAT*	146	Math for Liberal Arts (for Secondary Education)	3
BIO*	115	Human Biology	
or		or	
BIO*	121	General Biology I	4
		Earth or Physical Science Elective ⁴	3/4
Social Sciences 12 credits			
HIS*	201	U.S. History I	3
PSY*	111	General Psychology I	3
PSY*	216	Child and Adolescent Development	3
PSY*	220	Educational Psychology	3
Education 2 - 5 credits			
HLT*	115	Current Issues in Health Education	1
ECE*	182	Child Development (for Elementary Education only)	3
EDU*	104	Pathways to Teaching Careers	1
Content Area Electives ⁵ 8 - 18 credits			
		Elective	3
		Elective	3
		Elective	3
		Elective	3
		Elective	3
		Elective	3
Total			60

¹ Select SPA* 101 and 102, or three years high school foreign language or two semesters other foreign language in college.

² Two courses from two different fine arts disciplines: ART*, MUS* THR*; one course to fulfill ECSU Arts Core Tier 1 Arts in Context, and one to fulfill LAS Tier II Creative Expression.

³ MAT* 143 for Elementary Education; MAT* 146 (or higher) for Secondary Education; Additional MAT* course above MAT* 146 recommended for Secondary Education.

⁴ AST*, CHE*, EVS*, GLG*, OCE*, PHY*, should be selected to fulfill ECSU Liberal Arts Core Tier II Natural Sciences.

⁵ One content area course may be chosen to satisfy ECSU's Tier II Cultural Perspectives requirement.

College of Technology

The Connecticut College of Technology is an innovative program leading to a bachelor of science degree in engineering or technology. The program consists of two distinct Pathways, one in engineering and one in technology. After completing the associate degree in Technology Studies at Quinebaug Valley Community College, students may enter directly into technical fields at Central Connecticut State University or Charter Oak State College (Connecticut's External Degree Program). The associate degree in Engineering Science leads directly into the School of Engineering at the University of Connecticut, the University of Hartford, the University of New Haven, Central Connecticut State University, or Fairfield University. These programs offer students who continue their studies at the four-year level automatic junior status upon transfer, without any loss of credit. Additionally, these Pathway courses will transfer to engineering and technology programs at many other public and private universities.

A QVCC student who is interested in either of the Pathways should meet with Mark Vesligaj, coordinator for the program.

Engineering Science

Associate in Science Degree (65 semester hours minimum)

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

- Transition seamlessly into a Bachelor of Science Degree Program in Engineering with junior level status in the receiving institution as part of the Engineering Pathway Program
- Demonstrate the ability to assist in research, development, design, production, testing and various other functions associated with engineering
- Demonstrate a good understanding of engineering principles/concepts
- Demonstrate a good understanding of mathematical concepts
- Demonstrate good working knowledge of state-of-the-art hardware and software in support of engineering design
- Demonstrate the ability to think through a problem in a logical manner
- Organize and carry through to conclusion the solution to a problem
- Demonstrate good communication skills
- Demonstrate teamwork skills

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 ¹	3
ART* 101	Art History I	
or	or	
ART* 102	Art History II	3
	Social Science Elective ²	3
CHE* 121	General Chemistry I	4
CHE* 122	General Chemistry II	
or	or	
EGR* 214	Engineering Thermodynamics	4
MAT* 254	Calculus I	4
MAT* 256	Calculus II	4
HIS* 101	Western Civilization I	
or	or	
HIS* 102	Western Civilization II	3
PHL* 111	Ethics	3

Specialized Core 25 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
CSC* 106	Structured Programming	3

Electives 6 Credits

Technical electives	6
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Total Program Credits 65

¹ ENG* 110 may be substituted for ENG* 102 with permission of coordinator.

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

Technology Studies

Associate in Science Degree (66 semester hours minimum)

Upon successful completion of the technology studies degree program requirements, graduates will:

- Transition seamlessly into a Bachelor of Science Degree Program in Technology with junior level status in the receiving institution as part of the Technology Studies Pathway Program
- Demonstrate team-oriented skills that permit effective participation in multicultural work and social environments
- Apply appropriate mathematical and scientific principles to industrial technology applications
- Perform competently in mathematics
- Express ideas effectively through written and oral communications
- Demonstrate proficiency in technical fundamentals to analyze industrial technology and make appropriate decisions
- Maintain a practical knowledge of state-of-the-art hardware and software
- Apply skills and knowledge to effectively and efficiently plan, organize, implement, measure, and manage technology
- Demonstrate a thorough knowledge and understanding of engineering graphics as well as conventional drafting practices, such as orthographic and isometric projection, section, detail, auxiliary views, descriptive geometry, as well as geometric dimensioning and tolerancing basics

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 Elective	3
PHL* 111	Ethics	3
	Psychology or Sociology Elective	3
ECN* 102	Principles of Microeconomics	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/Management Core 9 Credits

MFG* 126	Drafting	3
	Directed Elective	3
	Directed Elective	3

Specialization Electives 15 Credits

	Technical Electives	15
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Total Program Credits 66

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 27 Credits

Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3
COM* 173	Public Speaking	3
	Fine Arts Elective	3
	History Elective	3
PHL* 111	Ethics	3
	Psychology or Sociology Elective	3
ECN* 102	Principles of Microeconomics	3
	Geography, Political Science, or History Elective	3
ENG* 202	Technical Writing	3

Science and Math Core 12 Credits

CHE* 121	General Chemistry I	4
PHY* 121	General Physics I	4
MAT* 186	Precalculus	4

Technology/Management Core 12 Credits

PHY* 122	General Physics II	4
BIO* 121	General Biology I	4
BIO* 122	General Biology II	4

Specialization Electives 15 Credits

	†Technical Electives	15
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Total Program Credits 66

† Technical Electives to be selected from the following: BIO* 260; BIO* 235; BIO* 211; CHE* 122; or MAT* 254

Technology Studies: Computer Aided Design (CAD) Option

Associate in Science Degree
(66 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 27 Credits

Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3
COM* 173	Public Speaking	3
	Fine Arts Elective	3
	History Elective	3
PHL* 111	Ethics	3
	Psychology or Sociology Elective	3
ECN* 102	Principles of Microeconomics	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/Management Core 9 Credits

MFG* 126	Drafting	3
CAD* 110	Introduction to CAD	3
EGR* 118	Material Science	3

Specialization Electives 15 Credits

CAD* 271	CAD Solids Mechanical Pro-Engineer	3
	CAD Electives (up to 12 credits)	3
		3
		3

Total Program Credits 66

Technology Studies – Construction Technology Option

Associate in Science Degree
(67 semester hours minimum)

The degree option program will prepare men and women for careers in Connecticut's growing residential construction industry. This program will provide students with basic and advanced skills in the area of residential construction by exploring an overview of the American housing market and

architectural design, and concentrating on construction tools and materials, basic construction principles, construction safety, site work, floor, wall and roof framing, and interior and exterior finishing techniques. It will also offer skilled workers who are currently in the field of construction an opportunity for advancement in the area of construction. The associate degree will provide students with other technical skills as well as construction skills. Students completing the degree will be able to transfer to Central Connecticut State University into one of two programs.

In the area of construction-specific learning, students will gain knowledge in:

- Tools and materials used in the construction industry
- Planning and permitting
- Reading and understanding construction drawings using the techniques associated with mechanical drafting and CAD
- Developing a bill of materials and cost estimation
- Construction safety meeting OSHA guidelines
- Residential site work, utilities and foundations
- Building systems such as floor, wall and roof framing techniques
- Interior and exterior finishing systems including windows, doors, gypsum board, flooring, stair structures, insulation, and exterior siding
- Developing reports, proposals, manuals, memos, and other workplace documents
- Communicating effectively at the worksite
- Contrasting and comparing material to determine what is best for a given application

For more information contact Instructor John Lombardi.

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 Elective	3
PHL* 111	Ethics	3
	Psychology or Sociology Elective	3
ECN* 102	Principles of Microeconomics	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/Management Core 10 Credits

CAD* 110	Introduction to CAD	3
CAD* 117	Principles of Residential Design	3
CTC* 102	Introduction to Residential Housing	4

Specialization Electives 15 Credits

EGR* 118	Material Science	3
CTC* 104	Residential Construction Safety	1
CTC* 200	Residential Site, Foundation, & Floor Svstems	3
CTC* 201	Residential Building Exteriors	3
CTC* 202	Residential Building Finishes	3
CTC* 216	Advanced Residential Building Finishes	2

Total Program Credits 67

Technology Studies: Lean Manufacturing and Supply Chain Management

Associate in Science Degree
(63 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 27 Credits

Dept. & No.	Title of Course	Credits
ENG*	101 Composition	3
COM*	173 Public Speaking	3
ENG*	202 Technical Writing	3
PHL*	111 Ethics or Philosophy Elective	3
	Fine Arts Elective	3
	History or Economics Elective	3
	Geography, Political Science, or History Elective	3
	Economics Elective	3
	Psychology or Sociology Elective	3

Science and Math Core 15 Credits

CHE*	111 Concepts of Chemistry or	
CHE*	121 General Chemistry I	4
PHY*	121 General Physics I	4
MAT*	167 Statistics	3
MAT*	186 Trigonometry or Pre-Calculus	4

Technology/Management Core 9 Credits

Technical Drafting or CAD	3
Directed Elective	3
Directed Elective	3

Courses in Option 12 Credits

MFG*	171	Introduction to Lean Manufacturing	3
MFG*	271	Advanced Lean Manufacturing	3
MFG*	172	Introduction Lean Supply Chain Management	3
MFG*	272	Implementation Lean Supply Chain Management	3

Total Program Credits 63

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 Elective	3
PHL*	111 Ethics	3
	Psychology or Sociology Elective	3
ECN*	102 Principles of Microeconomics	3
	Geography, Political Science, or History Elective	3
ENG*	202 Technical Writing	3

Science and Math Core 15 Credits

CHE*	121 General Chemistry I	4
PHY*	121 General Physics I	4
MAT*	167 Principles of Statistics	3
MAT*	186 Precalculus	4

Technology/Management Core 10 Credits

MFG*	126 Drafting	3
EGR*	118 Material Science	3
PLA*	120 Polymer Process Engineering	4

Specialization Electives 15 Credits

PLA*	101 Introduction to Polymers	3
EGR*	116 Hydraulics and Pneumatics	3
PLA*	201 Polymer Materials II	3
PLA*	160 Physical & Properties Testing Lab	2
PLA*	203 Plastics Processing II	4

Total Program Credits 67

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 ¹	3
ACC* 241	Federal Taxes I	3
CSA* 135	Spreadsheet Applications ¹	3
Total Program Credits		15

¹ 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 ¹	3
ACC* 117	Principles of Managerial Accounting ¹	3
ACC* 123	Accounting Software Applications ^{1,2}	3
ACC* 241	Federal Taxes I ¹	3
ACC* 271	Intermediate Accounting I	3
ACC* 272	Intermediate Accounting II	3
	or	
BBG* 101	Business Directed Elective ²	3
	Introduction to Business	
	or	
BES* 218	Entrepreneurship	3
BBG* 294	Business Internship	3
CSA* 135	Spreadsheet Applications ¹	3
BFN* 201	Principles of Finance	3
Total Program Credits		30

¹ Prerequisites from the Certificate in Applied Accounting

² 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* 201	Principles of Supervision	3
or BMG* 202	Principles of Management	
BMK* 201	Principles of Marketing	3
ACC* 113	Principles of Financial Accounting	3
<i>Choose one of the following for the fifth course:</i>		
BBG* 230	Survey of Business Law	3
or BBG* 215	Global Business	
or BMG* 220	Human Resource Management	3
or BBG* 294	Business Internship	
CSA* 135	Spreadsheet Applications ¹	3
or MFG* 171	Introduction to Lean Manufacturing	
or MFG* 172	Introduction to Lean Supply Chain	3
or ACC* 117	Principles of Managerial Accounting	
or BFN* 201	Principles of Finance	3
Total Program Credits		15

¹ 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 ¹	
or	or	
BES* 218	Entrepreneurship ¹	3
BBG* 230	Survey of Business Law	3
BBG* 215	Global Business	3
BMG* 220	Human Resource Management	3
BMK* 201	Principles of Marketing ¹	3
BMG* 201	Principles of Supervision ¹	3
or	or	
BMG* 202	Principles of Management ¹	3
BBG* 294	Business Internship	3
CSA* 135	Spreadsheet Applications ^{1,2}	3
or	or	
ACC* 123	Accounting Software Applications ²	3
Choose one of the following:		
ACC* 117	Managerial Accounting	3
or	or	
MFG* 171	Introduction to Lean Manufacturing	3
or	or	
MFG* 172	Introduction to Lean Supply Chain	3
or	or	
BFN* 201	Principles of Finance	3
Total Program Credits		30

¹ Course is included in the Certificate in Applied Management

² Students without computer experience should take CSA* 105 first

Arts Entrepreneur

Certificate

(27 semester hours minimum)

The Arts Entrepreneur Certificate provides emerging artists with useful business management skills while providing them with a pathway for future career growth. The ideal candidates are those seeking self employment from selling their art related products or services. Musicians, potters, photographers, sculptors, painters, graphic artists, performers, and textile artisans could all benefit from the pragmatic, flexible interdisciplinary nature of the program.

Learners who complete the Arts Entrepreneur Certificate will:

- Understand the U.S. legal system and those facets of law applicable to the world of business
- Understand, create, and analyze basic financial statements
- Communicate effectively
- Understand the individual business disciplines and their relationship to the world of business
- Know the importance of satisfying consumer needs and the central role of marketing in the business process
- Demonstrate an understanding of related software applications

For more information contact Program Coordinator Jennifer Oliver.

Program Requirements

Dept. & No.	Title of Course	Credits
ACC* 113	Principles of Financial Accounting	3
ACC* 123	Accounting Software Applications ¹	3
BES* 218	Entrepreneurship	3
BBG* 230	Survey of Business Law	3
BMK* 201	Principles of Marketing	3
ENG* 101	Composition	
	or	
	Communication Elective	3
	Fine Arts Electives ²	6
Choose one of the following:		
BMG* 201	Principles of Supervision	
	or	
BMG* 202	Principles of Management	
	or	
BMG* 220	Human Resource Management	3
Total Program Credits		27

¹ Students without computer experience should take CSA* 105 first.

² Students should meet with their advisor and the art program coordinator to select these courses. Students are encouraged to take ART* 289 Portfolio Preparation as one of their fine art electives.

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 John Hall.

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
Total Program Credits		15

Business Office Technology: Medical Office Skills

Certificate
(15 semester hours minimum)

By taking various courses in business office technology and administrative medical assisting, students learn such tasks as appointment scheduling, medical billing and medical transcription. The medical office skills certificate can lead to various administrative positions in physician's offices, HMO's, hospitals and clinics.

For more information contact Program Coordinator Cheri Goretti.

Program Requirements

Dept. & No.	Title of Course	Credits
BOT* 111	Keyboarding for Info. Processing I ¹	3
BOT* 280	Medical Transcription and Document Production	3
MED* 111	Administrative Medical Assisting	3
MED* 112	Medical Insurance and Billing	3
MED* 125	Medical Terminology	3
Total Program Credits		15

¹ Students having some secretarial skills may earn credits for this course by passing examination.

Business Office Technology: Medical Secretary

Certificate
(30 semester hours minimum)

This certificate provides recognition to students who have successfully completed a group of specialty courses appropriate for work in the health services.

Learners who complete the Business Office Technology: Medical Secretary Certificate will:

- Communicate effectively
- Maintain medical records
- Demonstrate appropriate skills in word processing
- Maintain appointment schedules
- Use medical terminology
- Transcribe medical documents
- Maintain patient accounts
- Apply basic accounting principles

Note: Because of course sequencing, it may take more than one year to complete this program.

For more information contact Program Coordinator Anita Sherman.

Program Requirements

Dept. & No.	Title of Course	Credits
ACC* 113	Principles of Financial Accounting	3
BOT* 111	Keyboarding for Info. Processing I ¹	3
BOT* 112	Keyboarding for Info. Processing II ¹	3
BOT* 137	Word Processing Applications	3
BOT* 280	Medical Transcription	3
COM* 171	Fundamentals of Human Communication	3
or	or	
COM* 176	Business & Professional Communication	3

ENG*	101	Composition	3
MED*	111	Administrative Medical Assisting	3
MED*	112	Medical Insurance and Billing	3
MED*	125	Medical Terminology	3

Total Program Credits 30

¹ Students having some secretarial skills may earn credits for these courses by passing examinations.

Business Office Technology: Office Skills Update

Certificate
(15 semester hours minimum)

This short program is designed to give students immediate job training for office work. Students may then use these credits in any other BOT certificate or degree program. After completing this program, students would be prepared for entry-level office positions such as office assistant, clerk typist, file clerk, or receptionist.

Learners who complete the Business Office Technology: Office Skills Update certificate will:

- Communicate effectively
- Maintain office records
- Prepare written documents
- Maintain department schedules
- Demonstrate keyboarding speed and accuracy
- Use appropriate business office procedures
- Apply word processing skills

Note: Completion of MAT 075 or appropriate score on the placement test also required.*

Note: Because of course sequencing, it may take more than one year to complete this program.

For more information contact Program Coordinator Anita Sherman.

Program Requirements

Dept. & No.	Title of Course	Credits
BOT* 111	Keyboarding for Information Processing I ¹	3
BOT* 112	Keyboarding for Information Processing II ¹	3
or	or	
BOT* 137	Word Processing Applications	3
CSA* 135	Spreadsheet Applications	3
or	or	
BOT* 219	Integrated Office	3
BOT* 251	Administrative Procedures	3
COM* 171	Fundamentals of Human Communication	3
or	or	
COM* 176	Business & Professional Communication	3
or	or	
ENG* 101	Composition	3
Total Program Credits		15

¹ Students having some secretarial skills may earn credits for these courses by passing examinations.

Business Office Technology: Secretarial

Certificate
(24 semester hours minimum)

This certificate provides preparation for immediate employment or upgrading in secretarial positions in business, industry, or government. Credits from this program may be applied to the requirements for an Associate in Science Degree in any of the Business Office Technology Programs.

Learners who complete the Business Office Technology: Secretarial certificate will:

- Communicate effectively
- Demonstrate appropriate skills in word processing
- Demonstrate keyboarding speed and accuracy
- Transcribe documents accurately and efficiently
- Apply appropriate business office procedures
- Apply mathematical concepts and skills OR understand the principles of psychology
- Apply basic accounting principles OR understand the principles of management OR understand the basic structure of business organizations OR apply office software applications

Note: Because of course sequencing, it may take more than one year to complete this program.

For more information contact Program Coordinator Anita Sherman.

Program Requirements

Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3
BOT* 111	Keyboarding for Information Processing I ¹	3
BOT* 112	Keyboarding for Information Processing II ¹	3
CSA* 135	Spreadsheet Applications	3
BOT* 251	Administrative Procedures	3
BOT* 137	Word Processing Applications	3
<i>Business/Secretarial Elective (select 1)</i>		
ACC* 113	Principles of Financial Accounting	3
BOT* 219	Integrated Office	3
BBG* 101	Introduction to Business	3
BMG* 202	Principles of Management	3
CSA* 105	Introduction to Software Applications	3
<i>General Education Elective (select 1)</i>		
COM* 171	Fundamentals of Human Communication	3
or	or	
COM* 176	Business & Professional Communication	3
MAT* 167	Statistics with Technology	3
PSY* 111	General Psychology I	3
PSY* 112	General Psychology II	3
Total Program Credits		24

¹ Students having some secretarial skills may earn credits for these courses by passing examinations.

Child Development Associate (CDA)

Certificate
(12 semester hours minimum)

The Child Development Associate Certificate program will provide training that prepares students for the Child Development Associate (CDA) credential issued by the Council for Early Childhood Professional Recognition. Eligibility requirements: Students must be 18 years of age; hold a high school diploma or GED; be currently employed or regularly volunteer in a state-licensed childcare program; and meet state immunization requirements.

Learners who complete the Child Development certificate will:

- Understand how children grow and develop through successive stages
- Identify basic theories and philosophies of early childhood education
- Implement a program based upon developmentally appropriate practice
- Establish and maintain a safe, healthy learning environment

For more information contact Program Coordinator Susan Spencer.

Program Requirements

Dept. & No.	Title of Course	Credits
ECE* 101	Introduction to Early Childhood Education	3
ECE* 182	Child Development	3
ECE* 180	Child Development Associate Credential Preparation	3
ECE* 181	Child Development Associate II: CDA Seminar and Field Work	3
Total Program Credits		12

Community Health Worker

Certificate

(27 semester hours minimum)

The community health worker is an integral member of the health care team who has the knowledge and skills to provide effective and appropriate support and services to individuals and families within the community. The community health worker is an outreach specialist, often visiting or working in homeless shelters, soup kitchens, clinics and various other health care facilities.

Learners who complete the Community Health Worker certificate will:

- Demonstrate an understanding of the role of the community health worker in the health care delivery system
- Utilize concepts of wellness, health promotion, disease prevention and nutrition to diverse members of the community
- Have the ability to understand and respond to cultural and social issues
- Apply clinical skills in various situations
- Demonstrate an understanding and awareness of the needs of the community that will be served
- Develop concepts for community outreach programs and health education
- Utilize proper documentation techniques
- Utilize effective community skills when interacting with a diverse population
- Maintain client respect and dignity
- Display professionalism and adhere to sound ethical principles

For further information contact Program Coordinator Cheri Goretti.

Program Requirements

Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3
COM* 171	Fundamentals of Human Communication	3
	or	
COM* 176	Business & Professional Communication	3
MED* 125	Medical Terminology	3
MED* 131	Clinical Medical Assisting	3
SOC* 101	Sociology	3
HLT* 150	Introduction to Community Health	3
HLT* 151	Health and Wellness Promotion	3
HLT* 290	Community Health Practicum	3
	Restricted Elective ¹	3
Total Program Credits		27

¹ A restricted elective is chosen in consultation with an advisor and is chosen from the following list of courses: BIO* 111 Nutrition; HSE* 101 Intro to Human Services; HSE* 213 Conflict Resolution; PHL* 112 Medical Ethics; PSY* 201 Lifespan Development; SOC* Sociology of the Family; SPA* 101 Spanish I.

Computer Services: Technical Support

Certificate

(24 semester hours minimum)

A certificate program that provides basic preparation in computer technical support skills for immediate employment or position upgrading. Credits from this program may be applied to the requirements for an Associate in Science Degree in Computer Services.

Learners who complete the Computer Services: Technical Support certificate will:

- Communicate effectively
- Demonstrate appropriate skills in hardware troubleshooting, networking, and Internet usage
- Think critically and creatively and reason effectively to solve problems

For more information contact Program Coordinator John Hall.

Program Requirements

Dept. & No.	Title of Course	Credits
CSA* 105	Introduction to Software Applications	3
CST* 130	Network Essentials I	3
CST* 140	Introduction to Computer Hardware	3
CST* 270	Network Security Fundamentals	3
	Computer Science Elective	3
EDU* 200	The Peer Education Experience	3
ENG* 101	Composition	3
IS 135	Principles in Problem Solving	3
Total Program Credits		24

Construction Technology

Certificate

(25 semester hours minimum)

The certificate will prepare men and women for careers in Connecticut's growing residential construction industry. This program will provide students with basic and advanced skills in the area of residential construction by exploring an overview of the American housing market and architectural design, and concentrating on construction tools and materials, basic construction principles, construction safety, site work, floor, wall and roof framing, and interior and exterior finishing techniques. It will also offer skilled workers who are currently in the field of construction an opportunity for advancement in the area of construction.

In the area of construction-specific learning, students will gain knowledge in:

- Tools and materials used in the construction industry
- Planning and permitting
- Reading and understanding construction drawings using the techniques associated with mechanical drafting and CAD
- Developing a bill of materials and cost estimation
- Construction safety meeting OSHA guidelines
- Residential site work, utilities and foundations
- Building systems such as floor, wall and roof framing techniques
- Interior and exterior finishing systems including windows, doors, gypsum board, flooring, stair structures, insulation, and exterior siding

For more information contact instructor John Lombardi.

General Education Core 3 Credits

Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3

Science and Math Core 3 Credits

MAT* 137	Intermediate Algebra	3
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Technology/Management Core 7 Credits

CAD* 117	Principles of Residential Design	3
CTC* 102	Introduction to Residential Housing	4

Specialization Elective 12 Credits

CTC* 104	Residential Construction Safety	1
CTC* 200	Residential Site, Foundation, & Floor Systems	3
CTC* 201	Residential Building Exteriors	3
CTC* 202	Residential Building Finishes	3
CTC* 216	Advanced Residential Building Finishes	2

Total Program Credits 25

Criminal Justice

Certificate

(27 semester hours minimum)

The Criminal Justice Certificate provides entry-level employment skills for law enforcement, corrections, and related human services jobs. Its curriculum segues easily into the Human Services associate's degree program. Additionally, its reliance on general education courses and a basic career core shared by sister colleges' certificates, provides flexibility and transferability. It is an ideal certificate for those seeking employment in police work, probation and parole; half-way houses, alternative incarceration, recovery and rehabilitation programs; and security and correctional facilities.

Learners who complete the Criminal Justice certificate will:

- Communicate effectively
- Relate an understanding of human behavior in the social environment
- Provide examples of ways in which social forces affect our everyday lives
- Explain the history, development and structure of the criminal justice system in the United States
- Identify the nature, purpose, and constitutional limits of criminal law
- Accurately collect and report information and prepare statements and reports

For more information contact Coordinator of Human Services Barbara Presson.

General Education Core 3 Credits

Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3
COM* 176	Business & Professional Communication	3
POL* 111	American Government	3
SOC* 101	Sociology	3
SOC* 201	Contemporary Social Issues	3
or	or	
SOC* 221	Social Inequality	3
CJS* 101	Introduction to Criminal Justice	3
CJS* 250	Police Organization and Administration	3
HSE* 213	Conflict Resolution	3

Select ONE course from:

CSA* 105	Introduction to Software Applications	3
CJS* 102	Introduction to Corrections	3
HSE* 108	Human Services Worker	3
PSY* 111	General Psychology I	3
SPA* 101	Spanish I	3

Total Program Credits 27

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* 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
Total Program Credits		30

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 Fine 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 Mark Szantyr.

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
Three of the following:		
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
Total Program Credits		27

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 further 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 ¹	3
<i>Science² 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		
BIO* 235	Microbiology	
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 ³	3
Total Program Credits		27/28

¹ Based on Basic Skills Assessment

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

³ Students transferring to nursing school will also need the following courses: PSY* 201 and SOC* 101

Health Information Management Technician: Coding Specialist

Certificate

(28 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
BOT* 280	Medical Transcription and Document Production	3
BIO* 110	Principals of the Human Body	3
ENG* 101	Composition	3
MED* 125	Medical Terminology	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
HIM* 254	HIMT Practicum	4
Total Program Credits		28

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
Total Program Credits		6

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 John Hall.

Program Requirements

Dept. & No.	Title of Course	Credits
ENG* 101	Composition	3
COM* 171	Fundamentals of Human Communication	
or		
COM* 273	Personal & Professional Interviewing	
or		
COM* 176	Business & Professional Communication	3
CSA* 105	Introduction to Software Applications	3
CSC* 106	Structured Programming	
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 John Hall.

Program Requirements

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

¹ 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
BOT* 111	Keyboarding for Information Processing I	3
COM* 171	Fundamentals of Human Communication	
or		
COM* 173	Public Communication	
or		
COM* 176	Business & Professional Communication	3
MED* 111	Administrative Medical Assisting	3
MED* 131	Clinical Medical Assisting	3
MED* 125	Medical Terminology	3
MED* 245	Clinical Laboratory Procedures	4
Total Program Credits		20

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 a practicum 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
COM* 171	Fundamentals of Human Communication	3
MED* 125	Medical Terminology	3
Total Program Credits		16

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 Fine 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 Mark Szantyr.

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
Total Program Credits		27

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
Total Program Credits		25

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 John Hall.

Program Requirements

Dept. & No.	Title of Course	Credits
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* 171	LAN System Management	3
CST* 192	Wide Area Networks	3
CST* 194	Internet Technology	3
CST* 196	Protocols Analysis	3
CST* 260	System Architecture	3
CST* 261	Network Design	3
Total Program Credits		30

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 Fine 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 Mark Szantyr.

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
Total Program Credits		27

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



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

Courses from accounting, business, computer science, economics and office administrative careers

Humanities

Courses from art, communications, English, foreign languages, humanities, music, sign language, philosophy, and theater.

Interdisciplinary Studies

Courses in interdisciplinary studies

Mathematics

Courses from mathematics

Science

Courses from 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 of C- or better.*

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 better 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.*

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.*

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.*

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*

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 pre-historic 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.

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.

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.

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.

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* 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.

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.

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.

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.

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.

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* 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* 111 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* 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 the 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*

■ 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*

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*

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*

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)*

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)*

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*

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* 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*

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 equivalent*

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* 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* 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 117*

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.

Prerequisite: BBG 101 or BES* 218 or permission of instructor*

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.

Prerequisite: BBG 101 or BES* 218 or permission of instructor*

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.

Prerequisite: BBG 101 or BES* 218 or permission of instructor*

■ 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

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

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

■ COMMUNICATION**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.

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.

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* 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

■ 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.

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 contracts (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 orientated 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 the 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 the 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* 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* 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

■ CONSTRUCTION TECHNOLOGY**CTC* 102 Introduction to Residential Housing 4**

Students will be introduced to the American housing market by survey of architecture, markets and finance, community planning and civil regulations. Discussions are held on environmentally sustainable structures and careers in the construction workplace. Interpretive skills for construction documents such as contracts, drawings and specifications, as well as the International Residential Building Code will be developed. Students will gain familiarity with basic tools of the building trades during hands-on lab exercises.

CTC* 104 Residential Construction Safety 1

This course will be offered by an OSHA authorized instructor. The learner will be eligible for a ten (10) hour OSHA construction safety certificate upon completion of this course. Topics will include the areas of highest hazard within the construction workplace, methods of accident prevention, and the rights and responsibilities of all personnel involved in hazardous occupations.

CTC* 200 Residential Site, Foundation, and Floor Systems 3

This course is designed to give students an understanding of the methods and processes used to assess and produce residential site topography, utilities installation, on-site water treatment, and basic structural foundation construction. Various types of main girder arrangements and integral floor systems will also be explored. Lectures will combine with hands-on lab exercises. Basic hand tools will be required.

CTC* 201 Residential Building Exteriors 3

This course is designed to give students a thorough understanding of the methods and processes used to construct the exterior envelope of a common North American residential structure. Topics will include western platform structural framing techniques, various roof and cornice systems, and fenestration (windows and doors). Students will also develop skills in quantity take-off materials lists and job cost estimating. Assembly of these systems will be practiced assembly in a lab environment. Basic hand tools will be required.

Prerequisite: CAD* 117, CTC* 102, CTC* 104, and CTC* 200

CTC* 202 Residential Building Finishes 3

This course is designed to give students an understanding of the methods and processes used to complete residential construction buildings. Topics will include various siding materials, non-structural systems, energy conservation, noise reduction, drywall, and interior trim. Students will demonstrate the ability to describe the components and their interdependencies, and will practice assembly in a lab environment. Basic hand tools will be required.

Prerequisite: CAD* 117, CTC* 102, CTC* 104, CTC* 200, and CTC* 201

CTC* 216 Advanced Residential Building Finishes 2

This course is designed to provide students with a work experience in the construction field that will synthesize the student's previous construction educational activities. Students will be required to work at an externship situation for 20 hours a week over a five-week period. Classroom instruction will take place before and after the externship to ensure specific curricular goals have been met; and construction of advanced elements such as staircases, kitchen and bath finishes, built-up molding details will be demonstrated. Basic hand tools will be required.

Prerequisite: CAD* 117, CTC* 102, CTC* 104, CTC* 200, CTC* 201 and CTC* 202

■ 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 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* 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* 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*

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 (may be taken concurrently)

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 exchanges, and compressors. *Prerequisites:* PHY* 221, MAT* 254, and CHE* 121. PHY* 221 and MAT* 254 may be taken concurrently.

■ ENGLISH

ENG* 073 Reading 3

An intensive course for increasing reading rate and improving comprehension, vocabulary, exam taking, and basic study skills. The course presents important strategies for succeeding in college. Required of students whose Basic Skills Assessment indicates that their chances for success in college would be enhanced by improvement of these skills. Credit for this course does not apply toward a degree or certificate.

ENG* 086 Fundamentals of Writing 3

This course provides fundamental skills for writing essays, concentrating on the development of coherent paragraphs and on organizing the paragraphs into larger structures. The course also covers grammar, punctuation, and other key aspects of writing effective sentences. In addition,

students read, write, and respond to published texts and those of their peers. ENG* 086 is required of students whose Basic Skills Assessment indicates that developing their writing skills would enhance their chances for success in college. Upon completion of the course with a C or better, the student will advance to ENG* 093. Credit for ENG* 086 does not apply toward a degree or certificate. *Prerequisite:* Placement at the ENG* 086 level on the Basic Skills Assessment. ENG* 073 if required by placement test may be taken first or concurrently.

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* 101 Composition 3

Students develop competence in writing academic essays that are clear, logical, and fully developed, employing rhetorical modes such as summary, comparison, analysis, and argument. Research and bibliography skills are involved, as well as reading, critical thinking, multiple revision, interaction with other students' work, and an understanding of writing as a process. *Prerequisite:* ENG* 093 with C or better or placement in ENG* 101 on Basic Skills Assessment.

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

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* 110

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* 110

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.

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 analyses using clear textual and contextual citations. *Prerequisite:* ENG* 101

Recommended: ENG* 110

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* 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;

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

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* 110

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* 110

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* 110

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

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* 110

■ 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 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 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

■ 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

■ 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. 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 course will include a comprehensive overview of the duties and responsibilities associated with didactic education, life management skills, work ethics, and critical thinking skills necessary for all health providers.

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* 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.

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-4) or most recent editions. 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. Emphasis is placed on diagnostic coding utilizing ICD-9-CM coding system or most recent edition. Diagnostic Related Groups (DRGs), 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.

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.

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.

HIS* 121 World Civilization I 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.

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.

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.

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.

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.

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.

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.

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* 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.

■ 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 course*

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.*

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.

■ 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 the ENG 101 or completion of required developmental English courses.*

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* 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* 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*

■ MANUFACTURING

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* 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* 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*

■ 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* 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, 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

A review of the fundamental operations of algebra and an extensive study of relations, functions, exponents, radicals, quadratic equations and inequalities, systems of linear equations and inequalities in two and three variables, and absolute value equations and inequalities. Recommended for students who have some knowledge 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* 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: A grade of C or better in 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 with C or better*

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 with C or better*

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*

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, Fundamental Theorem of Calculus and definite integrals, and techniques of integration.
Prerequisite: MAT 186 or permission of instructor*

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*

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*

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* 285 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*

■ 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-9 coding techniques will also be covered.
Prerequisite: BOT 111*

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*

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.

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.

■ 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.

■ 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.

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.

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*

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.

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.

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.

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 analyses to examine questions of ethics from a gendered perspective.

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.

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.

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.

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.

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.

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.

■ 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*

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*

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 (may be taken concurrently)*

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*

■ 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, cellulose, 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*

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*

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.

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.

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*

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*

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*

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*

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.

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*

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*

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*

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*

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*

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*

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*

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*

■ 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*

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*

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 & 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 & 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*

■ SIGN LANGUAGE**SGN* 101 Sign Language I 3**

This course will provide opportunities for the development of basic communication skills in the language of signs and fingerspelling (manual communication). A brief history of the language of signs, the importance of body language and expression, and an overview of the problems experienced by the deaf and hearing impaired will be included.

SGN* 102 Sign Language II 3

This course gives students the opportunity to expand their vocabulary of signs and to continue developing their conversational and conceptual understanding of sign language. Course content is structured to encourage student participation in events and activities within the deaf community.
Prerequisite: SGN 101 or permission 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*

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*

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 & 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 & 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.

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.

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.

Learning & Student Development

The Learning and Student Development Office coordinates a number of functions vital both to college operation and to student development. This section includes information on: admission, financial aid, student registration status, student services, and tuition and fees.

ADMISSION

Quinebaug Valley Community College maintains an open admission 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 or hold a state high school equivalency diploma (GED). Prospective students who are not high school graduates and have not yet earned a state high school equivalency diploma must meet ability to benefit guidelines. Students who have been home-schooled will be accepted, with verification by parents and a personal interview. Verification forms and further information may be obtained from the Learning & Student Development Office.

Admission to some programs at the College may require a personal interview and/or special academic background. Acceptance to the College does not constitute acceptance into these specialized programs.

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 in writing by their high school 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 from the Admissions Office.

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 full-paying basis. In addition to completing the application for admission, students must present an official transcript and letter of recommendation from their principal or designated representative. Students are required to satisfy all prerequisites and will be required to take the Basic Skills Assessment.

Opportunity for Success

Students who are between the ages of 17-21 may be eligible to join QVCC's Opportunity for Success (OFS) Program. This program is designed to assist young adults who may need extra support in order to navigate the college environment. OFS offers academic, career and one-on-one advising as well as assistance in completing financial aid forms and obtaining employment both on and off campus. Applicants must have received their high school diploma or GED or be able to demonstrate that they have sufficient academic ability to benefit from a college experience. Students who are first generation college students and/or come from alternative high schools are encouraged to inquire.

OFS students begin their education with a unique orientation and first semester college experience course. Students can enroll in any certificate or degree program at QVCC and may attend classes on either a part time or full time basis.

STRONG-CT

The National Science Foundation has made the recruitment and retention of a diverse population of science students a key priority. In Connecticut this has translated into a new academic support program for life science students. The STRONG-CT program – Science and Technology Reaching Out to New Generations in Connecticut – represents an alliance between the University of Connecticut and the three neighboring community colleges, including QVCC. The program targets first generation students and historically under-represented groups (African American, Latino/a and/or Native American) who often begin higher education at community colleges. STRONG-CT enhances the likelihood of success at QVCC and then enables graduates to transfer to UConn. For more information contact QVCC Program Director Melissa Philion, PhD at (860) 412-7227 or mphilion@qvcc.commnet.edu.

New England Regional Student Program

Each New England state admits qualified out-of-state New England residents to its public, degree-granting, two-year colleges and institutions provided that students are eligible by either Rule 1 or Rule 2 (see below), with the reservation that priorities go to Connecticut students in the event of budget and/or space limitations.

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. Upon admission to QVCC, qualified out-of-state students under this program pay in-state tuition plus 50 percent.

Additional information about the Regional Student Program may be obtained from the dean of learning and student development 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 Trustees of Community-Technical Colleges.

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 upon request from QVCC and from the guidance offices at high schools in the region. It can also be downloaded from the College's web site. Call (860) 412-7200 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 along with a copy of their high school transcript.

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.

Transfer applicants: Applicants who have attended other regionally accredited colleges must request official transcripts, with any change of student's name noted, from each institution attended. Transcripts should be sent directly to the Admissions Office. Upon receipt of the QVCC Transfer Credit Evaluation Request form and official transcripts, courses will be evaluated for applicable credits.

MATRICULATION POLICIES

Measles, Mumps, Rubella, and Varicella (Chicken Pox) Immunization Law

Students who have graduated from a Connecticut public or non-public high school as of June 1999 or later are not required to submit immunization proof of MMR, but beginning on August 1, 2010, must provide proof of varicella immunization.

By law (Public Act 89-90), all higher education institutions in Connecticut require all other full time (degree seeking **and** non-degree/non-matriculating), or matriculating students born after December 31, 1956, to provide proof of adequate immunization against measles, mumps, rubella, and varicella before permitting the student to enroll. Any student who (1) presents a certificate from a physician stating that in the opinion of the physician such immunization is medically contraindicated, (2) provides a statement that such immunization would be contrary to his religious beliefs, or (3) presents a certificate from a physician, or the director of health in the student's present or previous town of residence, stating that the student has had a confirmed case of such disease shall be exempt from the appropriate provisions of this section.

Measles: The State Department of Health Services requires two doses of measles vaccine to ensure adequate immunization. The first dose must have been administered after January 1, 1969, and on or after the student's first birthday. The second dose must have been administered after January 1, 1980, and at least one month after the first dose.

Mumps: Same as measles (see above)

Rubella: (German Measles) One dose of vaccine is considered adequate for all students. This dose must have been administered on or after the student's first birthday.

Varicella: Two doses of the varicella vaccine must be documented for all students who were born after January 1, 1980. There is *no* exemption for students who graduated from a Connecticut high school in 1999 or later.

Students may present serologic (blood test) evidence in place of vaccinations to verify immunity, or a physician's or municipal health director's certification that the student has already had measles.

If students are unable to provide the above data due to a documented medical condition, an explanatory note from the attending physician must be attached to the immunization form. The law also allows for exemption for religious reasons. In the event of an outbreak of measles or rubella on this campus, students who are not in compliance with the immunization requirements will be excluded from classes until their immunizations are complete.

Beginning with the fall 2010 semester, the college will require evidence of varicella (chicken pox) immunization as well.

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.

The following students are **not** required to take the BSA:

1. Students who have completed an associate, 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 reading comprehension, writing or verbal score of 450 or higher.
5. Students who present evidence of an SAT mathematics score of 550 or higher. 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 the director of student services or the Learning Center.

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: be citizens or eligible non-citizens, be matriculated in an eligible program of study, have received their high school diploma or GED, be registered with selective service if required, not be convicted of a drug-related crime within the last year, not be in default from a previous student loan, and maintain attendance as well as satisfactory academic progress. Eligible programs include all associate degrees and certain certificates of 24 credits or more.

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

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.

Connecticut Aid for Public College Students (CAPS)

State of Connecticut grants are awarded to Connecticut resident students who have serious financial need. Grants range up to the direct cost of education (tuition, fees, books) per academic year and are based on satisfactory academic progress, financial need and the availability of funds.

Community College Grant Program

This State program allows for the remission of tax-supported tuition, fees and cost of textbooks for resident students who demonstrate substantial financial need.

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.

**State Work-Study funds are also available.*

Federal Family Education Loan Program (Stafford Loan)

Lending institutions and the federal government jointly sponsor this loan program. Interest rates are variable for new borrowers. Repayment begins six months after the recipient stops attending, registers for fewer than 6 credits, or graduates from college. Students must apply for grants before pursuing this option. Loan entrance interviews and pre-certification exams are mandatory requirements for borrowing a loan. Students on financial aid probation or students taking remedial courses are not eligible for loans. Other requirements may apply.

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 40 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:

Altrusa International of Northeastern Connecticut
 Maria Angelos & George Lakatzis
 Archambault-Beauchamp Memorial
 Richard C. Berry Memorial
 Jens & Tomina Braaten - Sergeant Oscar Thompson Memorial
 David T. Britland Memorial
 Burke Memorial
 Rhoda L. & David T. Chase—Academic Achievement
 Rhoda L. & David T. Chase—Motivation
 Citizens National Bank
 CUBIC
 Elizabeth Czepiel Memorial
 Michael F. Davis Memorial
 Ryan S. Doyle Memorial
 Mary Espinola Memorial
 Michael S. Evans
 Exchange Club of Northeastern Connecticut Norman Corriveau
 Joan F. Golrick Memorial
 Betty & Newell Hale
 Keith John Kipper Memorial
 George & Demeter Lakatzis
 Lake Road Generating
 Rose Bove & Normand O. LaRose
 Hans Langhammer Family
 Learning in Retirement
 Liberty Bank
 May & Frank Messenger Memorial
 Emil & Alice Miller Memorial
 Robert E. & Sylvia M. Miller
 Virginia Atsales Moumouris Memorial
 Northeastern Connecticut Arts Council
 Northeastern Connecticut Chamber of Commerce
 Northeastern Connecticut Human Resources Association
 Alice & Lionel Romney Memorial
 Rotaract Mal Schumann Memorial
 Norma & David Senger Family
 Kathleen A. Russell Memorial
 The Savings Institute
 A.L. Simonds Memorial
 Spirol International Corporation
 William & Dorothy St. Onge Memorial
 Student Government Association
 Thompson Lions Club
 Steve & Marjolaine Townsend—Business
 Steve & Marjolaine Townsend—Fine Arts
 Steve & Marjolaine Townsend—Liberal Arts & Sciences
 United Natural Foods
 Ziegler Award

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. Current emergency scholarships are available through the QVCC Foundation.

Financial Aid Application Procedure

The Free Application for Federal Student Aid (FAFSA) can be completed online at www.FAFSA.ed.gov or the paper FAFSA is available in the Learning and Student Development Office. 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
3. Within 3-4 weeks of completing, students should receive the results from this application in the form of Student Aid Report (SAR). Students who complete the FAFSA online can expect to receive their SAR within one week of filing. The Financial Aid Office will receive the same results electronically, provided the school code is listed. School Code: 010530.
4. Copies of parent and student federal tax returns and other documentation may be necessary at that time to determine eligibility.
5. Students are encouraged to complete the FAFSA as soon as tax information is available to ensure their eligibility before registration. Payment of fees will be required at registration if the financial aid process is incomplete.

Satisfactory Academic Progress Policy

In March 2005 the Connecticut Community Colleges approved a uniform academic progress standard for all students receiving student financial aid at all of the 12 community colleges. This standard is reflected in the policy statement below and is effective for periods of enrollment beginning with the fall 2005 semester. Questions concerning this policy should be addressed to the director of financial aid services at the attending college.

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 both quantitative and qualitative standards and is an assessment of a student's cumulative academic record at the college.

A student must complete successfully 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, and non-credit remedial courses (with appropriate credit equivalency evaluation) will be included in this assessment. Transfer credits will be counted as attempted and earned credits in the calculation for determining satisfactory academic progress.

A student must also maintain a cumulative minimum grade point average as noted below 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 prior to each term's financial aid disbursement. This policy will be used to evaluate full-time and part-time students.

Probation Period

Any student who fails to meet the minimum satisfactory academic progress standard will be placed on financial aid probation once. The probationary period will be the student's next semester of enrollment at the College. The College will communicate the probation status to the student and inform the student that s/he must meet the academic progress standard by the end of the probation period in order to maintain eligibility to participate in the financial aid program at the College.

Termination

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the probationary period will be dismissed from the financial aid program at the College. The College will communicate the termination status to the student and inform the student of the reinstatement and appeal process available to the student.

Maximum Credit Hours

A student may receive student 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. This 150% maximum credit hours rule is applicable to students who change majors or who pursue a double major.

Reinstatement Policy

A student's financial aid eligibility will be automatically reinstated at such time as the student meets the minimum satisfactory academic progress requirements. Reinstatement to the financial aid program may also occur upon a successful appeal by the student.

Appeal Process

Students may appeal any decision under the SAP Policy. A student must complete the Satisfactory Academic Progress Appeal form which can be obtained from the Financial Aid Office. Appeals will be considered for emergency circumstances including illness, death of a family member or other unusual situation. All students will be expected to provide clear evidence in their appeal form of the following issues: 1) state the reason for appeal 2) what has changed from that time in with unsatisfactory academic progress occurred and 3) how (s)he will be capable of overcoming past academic difficulties. In addition students must provide third party documentation to support their claims (i.e. medical evidence of illness, death certificate, etc).

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.

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 Financial Aid/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 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. 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.
2. Submit a Certificate of Eligibility to the QVCC Financial Aid/Veterans Affairs Office.
3. Meet with an academic advisor 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.
4. Bring a signed copy of the program curriculum sheet to the QVCC FA/VA Office.
5. Register with the QVCC FA/VA Office each semester to continue benefits.
6. Verify attendance twice per semester by returning Monthly Certification Forms (MCF).
7. Notify the QVCC FA/VA Office of any change of program or change in credits during the semester.
8. Maintain satisfactory academic progress.

Check with our Financial Aid/Veterans Affairs Office for further information.

Updated information regarding educational assistance and benefits can be found on the Internet at www.gjbill.va.gov

STUDENT REGISTRATION STATUS

QVCC schedules credit and non- credit courses. The latter are offered through the Center for Community and Professional Learning, 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.commnet.edu. New, new transfer, and readmitted students will normally 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.

Auditor

A student who wishes to take a credit course without receiving credit can register as an auditor or change their status to auditor by the date listed in the academic calendar for exercising the pass/fail or withdrawal option. Auditors are charged regular tuition and fees but are not required to take examinations. Audited courses are shown on a student's transcript. A student should consult an advisor prior to making this decision. Once made, it is not reversible.

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. After the add period a student must, in addition to the above, obtain written permission from the instructor and the dean of learning and student development.

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 Learning and Student Development Office or drop online through www.my.commnet.edu. Unless the dean of learning & student development 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.

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 students' 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 Learning and Student Development Office 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 Learning and Student Development 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.

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.

ORIENTATION

QVCC offers an orientation program 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. Workshops and resource information are provided. Family and friends are cordially invited to attend. For more information contact the Admissions Office at (860) 412-7220.

OTHER LEARNING & STUDENT DEVELOPMENT SERVICES

Students with Disabilities

Students with disabilities are urged to inquire about services at the time of admission to the College. The director of learner support and the learning specialist will assist students with documented disabilities in obtaining accommodation to provide them with equal access to educational opportunities offered by the College.

Child Care

A licensed child-care center, Steppingstones, is located on the Danielson campus. A full program for preschool-aged children (3 to 5 years) is available. In addition, the center offers an after school program for children up to 10 years old. Reduced fees are available for QVCC students. Further information can be obtained by contacting the center directly at (860) 774-2548.

Co-curricular Programming and Student Activities

The goal of this program is to create an environment outside of the classroom conducive to supporting personal growth and to enhancing classroom learning. Opportunities are available to experiment and grow in self-esteem, personal competencies, and the ability to contribute to one's environment. Toward this end diverse activities are scheduled. They include social and cultural events, community service projects, recreational activities, and leadership workshops. All activities are scheduled and arranged by students on the basis of student interest.

Career and Advising Services

The Career Services Center offers assistance in career planning and job seeking skills. Career counseling services include assessing interests, values and work attitudes and providing career and occupation information. Job placement services include workshops, and individual sessions to assist in resume writing, interviewing skills, and job search techniques. Also provided are Sunday and daily newspapers, a FAX service, a resource library, access to computers, and an up-to-date job posting board to assist students in keeping abreast of local job opportunities. The Career Services Center also maintains job placement files for interested students. In addition, students wishing to transfer to other institutions can obtain information and assistance from this office.

The Advising Center is available to all students who are in a non-occupational degree program (Liberal Arts & Sciences, General Studies, Non-Matriculated/Non-Degree). Services include course planning, degree audit, transfer advising, adding/dropping classes, and assistance with registering for courses.

For further information contact the Career/Advising Services Center at (860) 412-7266; in Willimantic call (860) 423-1824; or log on to www.qvcc.commnet.edu/career/index.html.

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. If you are a 10th grade student with a C+ or higher average, you are eligible to participate in the CCP program during your junior and senior years. Interested students should contact the College Career Pathways coordinator at QVCC or their school guidance counselor.

Partnerships with the Connecticut State Universities and the University of Connecticut

Quinebaug Valley Community College has developed partnerships with the Connecticut State Universities and the University of Connecticut, utilizing the concept of joint admissions. With the CSUs, this program is called the Compact, and with UCONN it is the Guaranteed Admissions Program. Both programs are designed for students who have come to QVCC with the intent of attending one of these two 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 during their first semester at QVCC.

Additional Transfer Agreements

Specific transfer agreements, called articulation agreements, have been negotiated with several local colleges and universities, including Rhode Island College, Bryant College, Nichols College, St. Joseph College, Wells 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.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Enrollment in the College carries with it prescribed rights and responsibilities. Guidelines and procedures to govern the relationship between students and the College are detailed in the on-line Student Handbook under the section of Policy of Student Rights. The Student Handbook is available on the QVCC website.

Notification of Changes of Status

Students should complete a Change of Status form in the following situations:

- Home address and telephone number changes
- Legal name changes
- Citizenship changes
- College program changes

A Change of Status form may be obtained in the Learning and Student Development Office.

Notification of Withdrawal from the College

Students should complete an Add/Drop form or drop online to indicate a complete withdrawal from the College. This form is also used for adding or dropping courses and for putting a course on pass/fail or audit. Students who do not complete the withdrawal process will receive an "F" in each course for which they are registered.

Payment of Tuition and Fees

Students are responsible for payment of tuition and fees at the time of course registration. Alternate payment arrangements may be made only through and with the approval of the Business Office. Students with financial aid, seeking financial aid, or veterans should contact the director of financial aid to make the appropriate arrangements for tuition payments.

Application for Graduation

Students are responsible for completing an application form for graduation. The form should be completed during the semester prior to actually completing the degree or certificate program. Students with questions about their progress should discuss their options with their academic advisors.

TUITION, FEES, AND REFUND POLICY

Community Colleges Schedule of Tuition and Fees (Per semester)

Fiscal Year 2010-2011

Tuition fund (General Fund courses)	Amount
1. Full-time Student—per semester: ¹	
a. Connecticut resident ²	\$ 1,512.00
b. Out-of-state resident ²	\$ 4,536.00
c. NEBHE	\$ 2,268.00
2. Part-time Student—per semester hour:	
a. Connecticut resident ²	\$ 126.00
b. Out-of-State resident ²	\$ 378.00
c. NEBHE	\$ 189.00
3. Excess Credits Tuition Charge (>17 credits)	\$ 100.00

General Fees ³

College Services Fee (General Fund Courses)

1. Full-time Student—per semester	
a. Connecticut resident	\$ 181.00
b. Out-of-state resident	\$ 543.00
c. NEBHE	\$ 271.50
2. Part-time Student—per semester	
a. Connecticut resident	
i. One credit	\$ 60.00
ii. 2-4 credits	\$5 for each additional credit hour
iii. 5-11 credits	\$13-14 for each additional credit hour
b. Out-of-state resident per semester	
i. One credit	\$ 180.00
ii. 2-4 credits	\$15 for each additional credit hour
iii. 5-11 credits	\$39-42 for each additional credit hour
c. NEBHE-per semester	
i. One credit	\$ 90.00
ii. 2-4 credits	\$7.50 for each additional credit hour
iii. 5-11 credits	\$19.50-21.00 for each additional credit

Mandatory Usage Fee

1. Laboratory Fee	\$ 76.00
2. Studio Fee	\$ 82.00

Student Activity Fee ⁴

1. Full-time Student—per semester	\$ 10.00
2. Part-time Student—per semester	\$ 5.00

Educational Extension Fees

1. Credit Courses—per semester hour	
Regular academic year	\$ 135.00
Summer Session	\$ 135.00
2. Non-credit Courses	
Rate set up on a per course basis dependent upon course offered	
3. TV Course Student—per course (3 credit hours)	\$ 7.25

Special Fees

1. Application Fee ⁵	
Full-time Student	\$ 20.00
Part-time Student	\$ 20.00
2. Program Enrollment Fee ⁶	\$ 20.00
3. Late Registration Fee	\$ 5.00
4. Academic Evaluation Fee	\$ 15.00
5. Portfolio Assessment Fee	\$ 50.00
6. Returned Check Fee	\$ 25.00
7. Late Payment Fee	\$ 15.00
8. Installment Plan Fee	\$ 25.00
9. Replacement of Lost ID Card	\$ 1.00
10. CLEP Service Fee	\$ 15.00

Tuition and Fees Footnotes and Explanations

Fee Deposit – Non-refundable

Full-time and part-time students must pay at the time of registration 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.

The total tuition and mandatory usage fees 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 Trustees policy, has been approved.

Footnotes

- ¹ 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.
- ² Waivers
 - a. Complete waiver of tuition for a dependent child of a person missing in action or former prisoner of war.
 - b. 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.)
 - c. 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).
 - d. 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.
 - e. 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.
 - f. 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.
 - g. 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.
 - h. The Community College presidents are authorized to waive the student activity fee only for students enrolled in courses offered at off-campus locations.
 - i. 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.
 - j. 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.)

³ General Fees are applicable to students enrolling for all credit courses except the TV courses.

⁴ For Summer Session students this fee is optional; collection is determined by president.

⁵ Not applicable for the following: (a) CONNTAC applicants, (b) Upward Bound applicants and (c) Needy and deprived students as determined by the College.

⁶ Not applicable if student paid the \$20.00 application fee.

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.

Registration and Fee Policy and 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 Trustees 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 will 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 Trustees policy.

Installment Plan Policy

An installment plan option will be available to students enrolled in tuition fund credit or developmental courses during the fall and spring semesters. General and student activity fees must be paid at registration, and the installment plan fee must be paid upon entering into the installment payment agreement.

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 will 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.

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 administrative 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 Trustees of Community-Technical Colleges 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
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

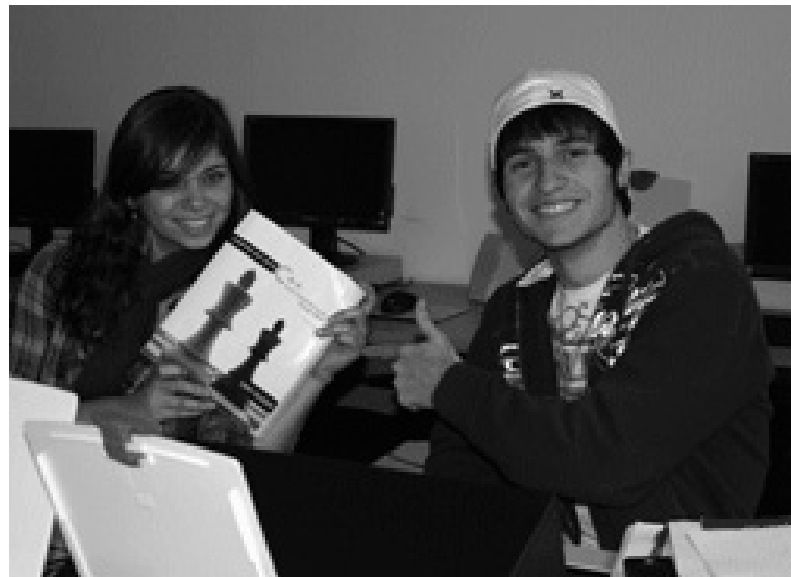
1. One hundred (100) percent refund of tuition and fees will be granted students entering the Armed Services before earning degree credit in any semester, upon submitting notice in writing of withdrawal accompanied by a certified copy of enlistment papers.
2. Veterans or other eligible persons (war orphans, 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 chancellor may modify the tuition refund policy for the student(s) named in the request, due to extenuating or extraordinary circumstances.

Refund Policy – Educational Extension Fund Regular 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.



Academic Information

This section contains information about graduation, attaining academic credit, and academic achievement, as well as the general requirements for a degree or certificate.

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. Graduation Paper Requirement

Every student receiving an associate degree from Quinebaug Valley Community College must complete a research paper of 10 pages minimum plus bibliography. It must be written under the supervision of a faculty member; it may be written in a course, rewritten from a course requirement, or developed independently of course work. To qualify, a paper must achieve a B level and satisfy the requirements of the field in which it is submitted, with appropriate research and documentation, and it must communicate clearly and effectively, not being marred by errors in language. The student should choose a supervisor before the semester of graduation and should inform him or her of graduation deadlines, allowing ample time for revision of the paper. Full descriptions of the requirement are available in the Learning and Student Development Office, and resources for faculty

and students concerning the paper are available in the Library and the Learning Center.

7. Application to Graduate

The candidate for a degree or certificate shall have filed an application for graduation with the Learning and Student Development Office not later than March 1 of the year in which graduation is expected. The professional staff of Quinebaug Valley Community College also requires that a candidate who is fulfilling part of the degree requirements with credit from another institution shall have filed appropriate transcripts reflecting all credits not in progress no later than February 1. Final transcripts reflecting credits earned shall be filed with the Records Office at least five (5) working days before graduation.

8. Financial Responsibilities

The candidate for a degree or certificate shall have fulfilled all financial obligations to the College.

9. 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.

10. Additional Degrees

Requests for additional degrees beyond the second require prior approval from the dean of learning and student development. 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.

ACADEMIC ADVISING

The faculty and staff at QVCC are committed to providing the highest quality of academic advising to ensure students successfully structure their academic programs. Students begin by completing an advising information sheet when they enroll; then, an academic advisor is assigned to each student. Advisors and students work together to develop and monitor an educational plan that is consistent with students' stated goals. Students meet with their advisors by appointment.

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 learning and student development or her/his designee.

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 complete a form available on the college website or at the Learning & Student Development Office. 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 Learning & Student Development Office.

1. Credit from Other Collegiate Institutions

At all regional community colleges, degree credit shall be granted for credit courses completed at all institutions within the Connecticut state system of higher education and at all other accredited collegiate institutions in accordance with the policy adopted by the Board of Trustees of Community-Technical Colleges.

- A. Degree credit shall be granted for all credit courses which are applicable to the objectives of, or equivalent to the course requirements of, the curriculum in which the transferring student enrolls. Credit work which is not applicable or equivalent to curriculum requirements shall be accepted for credit at the discretion of the College. Degree credit shall also be granted on the basis of performance on examination in accordance with standards and limits approved by the Board of Trustees.
- B. Credit courses completed with grade of "Pass" (P) shall be accepted only for degree credit; the "Pass" grade assigned by other institutions shall not be included in computation of student grade point averages.

- 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.

2. Credit for Recognized Courses from Non-collegiate Organizations

Students who have completed courses sponsored by employers, government agencies, labor unions, and professional associations may be eligible for transfer credit. The award of credit will be based on the recommendations of the American Council on Education's National Guide to Credit Recommendations for Non-collegiate Courses and Connecticut Department of Higher Education guidelines.

3. 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.

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 Learning and Student Development Office for details.
- C. QVCC will accept DANTES test results, awarding credit for scores earned according to ACE guidelines.

2. College-sponsored Examinations

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.

The student pays a \$15 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. Students will be assessed a fee for portfolio assessment.

Students wishing more information about the CPLPA process should contact the CPL coordinator, Dr. Scott DeShong.

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 learning and student development.

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.

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 ACHIEVEMENT

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. 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
		12				30

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.

Pass/Fail Option

Upon verification of eligibility by Learning and Student Development, 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. Pass/Fail evaluations do not affect the grade point average. 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 Learning and Student Development Office. 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.

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.

Academic Honors

Effective Fall 2001, the names of full- and part-time (3 or more credits) students who attain a grade point average of 3.4 or higher during a given semester are placed on the Dean's List. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. To graduate with honors, a student must have earned at QVCC at least 30 of the credits accepted for graduation. Graduation honors are:

Highest Honors—GPA equal to 3.9 or higher

High Honors—GPA equal to 3.7 to 3.89

Honors—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, and Epsilon Pi Tau, a national honor society for engineering and technology students.

Medallion for Academic Excellence

The Board of Trustees medallion for academic excellence is awarded in recognition of outstanding academic accomplishment of associate degree graduates of the community colleges and is presented at commencement.

Annually, each community college shall determine the students eligible to receive the medallion in accordance with the following criteria:

- Recipients must be graduating students who have earned a cumulative grade point average of 4.0.
- Recipients must have completed the degree requirements of an approved associate degree program and must have completed at least 50% of the degree requirements in residence at the community college awarding the degree.
- Graduates shall not be disqualified from receiving the award on the basis of having a "W" or other similar transcript notation of official course withdrawal(s). This policy shall be implemented in recognition of the existence and intent of "fresh start" policies of community colleges.

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 learning and student development 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".

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.

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 (≥ 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 Learning and Student Development Office. Submit the application to the dean of learning and student development.

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 learning and student development 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.

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 learning and student development 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.

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.commnet.edu. Grade reports are not mailed to students.

Transcripts

Official transcripts of college work will be mailed directly to educational institutions or prospective employers upon application to the registrar. 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.commnet.edu. There is no charge for transcripts. We can also mail you a transcript request form. Ordinarily, five business days must be allowed for processing and mailing of transcripts.

Please send transcript requests/forms to:

Quinebaug Valley Community College
Attn: Records Office – Transcript Request
742 Upper Maple Street
Danielson, CT 06239

If writing a letter, include the following:

- Your first, entire middle, and last name (please print for legibility)
- Your BANNER ID (if known)
- Your **entire** Social Security Number
- Your date of birth
- Your current address and phone number
- Number of transcripts to be sent, and indicate whether you need official or unofficial
- Name and address of where you wish transcript be sent (include a specific person or office if going to an agency or college)
- Sign and date your request. Your original signature is required to release your transcript.

We do not accept e-mail, fax, or phone requests for transcripts.

FERPA: 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 director of enrollment and research, 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 Trustees 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 or 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 Trustees.
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 director of enrollment and research 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 Trustees had 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.

Community & Professional Learning

The Center for Community and Professional Learning (CPL), which serves lifelong learners from childhood through retirement, works in partnership with college and community constituencies to develop and provide innovative program and service initiatives that respond to learning needs and support local workforce development efforts. Programs and services include credit-free courses, career and skills training options, customized training services, Learning in Retirement, Kids Academy and support for activities and groups that promote social and cultural awareness, and activities and services that assist entrepreneurs and employers.

Call (860) 412-7300 for information or view CPL's complete list of programs and services on our website at www.qvcc.commnet.edu/workforce. E-mail cpl@qvcc.commnet.edu

BUSINESS & INDUSTRY SERVICES

Customized Business Training Solutions

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:

- Consultation to define an existing training issue
- Assessment of 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, supervisory development, customer service, continuous improvement, lean manufacturing, plastics technology, 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.

CONTINUING EDUCATION

Career & Skills Training Programs

The Continuing Education area of CPL provides training options in a variety of career programs, including: certified nursing assistant (CNA), real estate agent, veterinary assistant, medical office billing with coding, dietary assistant, pharmacy technician, emergency medical technician (EMT), and many

computer skills areas. Training programs frequently change in response to regional employment needs. Some programs are available in both Danielson and at the Willimantic Center.

Personal Enrichment Programs

Entertaining courses and workshops in a variety of topics that help students gain a desired skill, learn a new hobby, and even start a new business. Classes change frequently in response to seasonal allowances and community demand. Past courses have included Digital Photography, Learning to Buy and Sell on eBay, Personal Watercraft Safety, Personal Self Defense, Home Gardening, Conversational Japanese, Guide to Getting Published, Seven Secrets to Financial Freedom, Starting a Home-Based Business, and more.

Continuing Education Units (CEUs)

There are various opportunities to receive CEUs, including online classes for teaching professionals seeking continuing education credits, including: Enriching Language Development in Childhood; Ready, Set, Read!; Solving Classroom Discipline Problems; Differentiated Instruction in the Classroom, and more. Please contact Associate Dean David Baty for more information.

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.

Kids Academy

A fun and stimulating educational program for children ages 6 through 14. Course topics include: animal science, computer technology, arts and crafts, earth science, criminal justice, and pop culture. Week-long classes are available in Danielson during the springtime school vacations and a more extensive summertime schedule takes place in both Danielson and Willimantic. ***This program will not be available in 2010.***

Learning in Retirement

Learning in Retirement (LiR) is designed to stimulate and provide the means for intellectual and social activity in retirement, with peer leadership and group participation. Founded in 1994, LiR is an independent, self-governing

membership-driven organization under the auspices of the Center for Community and Professional Learning. Courses and programs are offered in the fall, winter and spring of each year.

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.

QUINEBAUG VALLEY PLASTICS INSTITUTE

The Quinebaug Valley Plastics Institute (QVPI) was formed in 2000 as a strategic partnership between QVCC and area plastics companies to both upgrade the skills of incumbent workers and to prepare a new workforce for the industry. To support the plastics industry, QVCC offers hands-on credit courses and noncredit training seminars that prepare people for entry level career opportunities, transfer into a bachelor's degree plastics engineering program, or jobs that require updated skills. QVPI itself offers a New Technologies for Your Plastics Business seminar series to keep member companies up to date on recent developments in the industry. Additionally, the Institute partners with local high schools each year for the High School Plastics Expo, which allows companies to provide authentic learning opportunities for students through the development, design, production and marketing of a unique product.

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.

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. The facility is open Monday through Friday during the academic year. *Charges may apply.*

PUBLIC RELATIONS & MARKETING

All college publications, including course schedules, program brochures and catalogs, are produced by the Public Relations and Marketing Office. This office is also responsible for the College's web site, media relations, press releases, advertising, the monthly Newsline publication, and the monthly e-NewsFlash for students.

STRIDE

The STRIDE Program is a unique state funded re-entry workforce development program targeting incarcerated females at York Correctional Institute and male inmates at Bergin Correctional Institute. Through pre-release classroom instruction and post-release support, STRIDE is collaboratively designed to work with other state agencies to assist both women and men to successful re-entry in the community and workforce upon their release and to resume their parental roles. STRIDE participants have a 6% recidivism rate compared to other re-entry programs at 39% and 47% with no re-entry program in place.* STRIDE was chosen as a 2007 Bellwether finalist, one of ten in the country, for workforce development for innovative and trend-setting programs. For additional information contact Julie Scrapchansky, program coordinator, at (860) 412-7320.

** Based on 2006 study on prison recidivism in Connecticut conducted by the Department of Corrections and Central Connecticut State University's Institute for the Study of Crime and Justice.*

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 or talk to your tax accountant about these options.

Career Scholarship

Based upon a student's financial need, a portion of the tuition for certain career training programs may be paid through a scholarship. Applications are available at the Community and Professional Learning Office in Danielson or the front desk at the Willimantic Center. Call (860) 412-7300 or download from www.qvcc.commnet.edu/ce/financialoptions.html

Private Loans

Arrangements have been negotiated with private loan companies for qualified persons to receive personal loans for short-term training programs.

- The Education Resources Institute (TERI) at 1-800-255-8374
- SLM Financial Corporation at 1-800-559-3220
- Collegiate Funding Services at 1-866-922-9965
- Gatlin Education Services for Online Academy Gatlin courses only at 1-817-870-2870

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.

Accreditation & Mission

*A State of Connecticut Two-Year Institution of Higher Education
Governed by The Board of Trustees of Community-Technical Colleges*

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:

*Commission of Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
(781) 271-0022
E-Mail: cihe@neasc.org*

Community Colleges Mission Statement

Connecticut's Community Colleges are statewide leaders and partners in the academic, economic, and cultural lives of our communities, providing comprehensive, accessible, innovative, and affordable learning opportunities to diverse populations.

To realize this distinctive mission, the Community Colleges:

- Provide a broad range of credit and non-credit liberal arts and sciences, career, and technical, associate degree and certificate programs leading to: transfer, employment, and lifelong learning;
- Promote learner success and inclusion through a stimulating, nurturing learning environment, high quality instruction, support services, and co-curricular activities;
- Support economic development through partnerships with labor, business, industry, government and our communities, providing workforce development, business development, technology transfer;
- Build community through the sponsorship of intellectual, cultural, social and recreational events and activities;
- Engage students and community members to become active and responsible leaders in their communities.

Statutory Mission of the Connecticut Community College System

Pursuant to the provisions of Public Act 92-126:

- A. The primary responsibilities of the regional community-technical colleges shall be:
 1. to provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community, and state manpower needs;
 2. to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals;
 3. to provide programs of study for college transfer representing the first two years of baccalaureate education;
 4. to provide community service programs as defined in subsection (b) of this section; and
 5. to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.
- B. As used in this section, "community service programs" means educational, cultural, recreational and community-directed services which a community college may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to:
 1. activities designed to enrich the intellectual, cultural and social life of the community;
 2. educational services designed to promote the development of skills for the effective use of leisure time;
 3. activities and programs designed to assist in the identification and solution of community problems; and
 4. utilization of college facilities and services by community groups to the extent that such usage does not conflict with the regular schedule of the college.

About this Catalog

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.

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 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.

Material current and accurate as of March 2010.

College Policies

Affirmative Action Policy/Non-discrimination Statement

The community college system of the State of Connecticut will not discriminate against any person on the grounds of race, color, religious creed, sex (including pregnancy and transsexualism), national origin, veterans status, political beliefs, age, handicap, ancestry, present or past history of mental disability, genetic information, marital status, mental retardation, sexual orientation, learning disability, pregnancy, physical disability, including but not limited to blindness, or prior criminal record, workforce hazards to reproductive systems, unless the provisions of sections 46a-60(b), 46a-80(b), or 46a-81(b) of the Connecticut general statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups. With the respect to the foregoing, discrimination on the basis of sex shall include sexual harassment as defined in section 46a-60(8) of the Connecticut general statutes.

Any questions or concerns regarding the above policy should be directed to: Jerry Blazek, Affirmative Action Officer, telephone (860) 412-7351.

David Bull, Dean of Administrative Services, serves as Coordinator of Title VI, Title IX, and Section 504, telephone (860) 412-7381.

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.

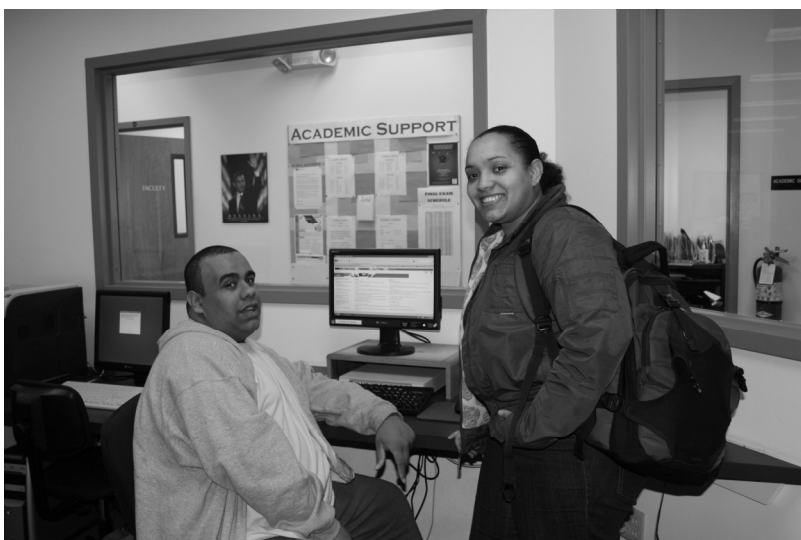
Each college shall provide information and educational programs and activities concerning AIDS and other communicable diseases for students and employees. Such information and programs shall rely on the most current knowledge about such diseases and shall focus on how such diseases are and are not transmitted, 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.

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 Trustees of Community-Technical Colleges 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 Trustees 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 Trustees of Community-Technical Colleges 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 Trustees 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

Students sometimes wish to express a grievance or appeal a decision affecting their progress at the College, in particular a course grade, academic probation, or dismissal. QVCC aspires to the spirit of fairness and to the resolution of problems resulting from decisions that seem unjust. In many situations a lack of information causes the problem. Therefore, direct appeals are usually most effective. A grade should be discussed first with the faculty member involved. In those instances where this recourse fails to settle the question, the case should be taken to the dean of learning and student development of the College. The dean may also be contacted to discuss the appropriateness of an appeal of grievance. Appeals regarding academic probation or suspension should be made directly to the dean. The ultimate authority within the College for resolving appeals rests with the president. For complete information, refer to the grievance policy in the Student Handbook online under the Policy on Student Rights, Section 2. A printed copy of the grievance policy may be obtained by contacting James Grimord, director of learner support and transfer.

Parking Regulations

The college strictly enforces all parking regulations. At the Danielson campus, any car parked illegally in the handicapped or motorcycle parking areas, or blocking fire access lanes will be towed at the owner's expense. Buses for Middle College students will transit the campus at roughly 7:30 am and 2:15 pm. Motorists are required to provide first priority to bus traffic and obey blinking red lights indicating a loading process under way.

Parking for Willimantic

Free public parking lots of various durations are available at a number of locations around the Willimantic Center. Please pay attention to posted regulations to avoid parking tickets.

The Crosbie Municipal lot, located directly in back of the Willimantic Center, is limited to 2-hour parking once a day. Parking in this lot is also allowed with a permit. Cars that exceed the 2-hour limit will be fined. Parking in Jillson Square is free all day and permits are not needed. This is the best parking lot for QVCC students.

If the available free parking does not meet your needs, monthly parking permits are available at the Windham Town Hall. These permits allow for all day parking in several municipal lots. Call 465-3000 for more information.

People with Disabilities

The Board of Trustees of Community-Technical Colleges 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 Trustees.

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 James Grimord, ADA Coordinator, at 412-7215.

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 Trustees' 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, 21 Grand Street, Hartford, CT 06106 and/or with the Equal Employment Opportunity Commission, One Congress Street, Boston, Massachusetts 02114, 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), John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, Massachusetts 02109.

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.

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 learning & student development.

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 Trustees 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 Trustees.
4. 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.
5. 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.
6. 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.
7. 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.commnet.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 seek advice from the Human Resources office regarding investigating the incident and initiating appropriate action. 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 David Bull, dean of administrative services; Susan Huard, dean of learning and student development; or David Baty, associate dean of community and professional learning.

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.

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:

QVCC Web Site www.qvcc.commnet.edu
QVCC Weather Line (860) 412-7399

NBC Connecticut News Channel 30 (WVIT)

The College will also announce closings on these radio stations:

WTIC	1080 AM	WXXM	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 Connecticut Community College (CCC) System 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. CCC IT resources are the property of the Board of Trustees. 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 CCC mission and goals. They shall not be used for personal purposes, including monetary gain. Use of IT resources may be monitored by the appropriate CCC 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 chancellor 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 BOT IT Resources Policy, the chancellor of the CCC 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.commnet.edu/it/policy>

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QVCC Regional Advisory Council

The Council is made up of professional, business, and civic leaders who serve as a local advisory group to the Board of Trustees and to the College administration. With their range of experience and interests, members of the Regional Advisory Council contribute in an important way to reciprocal understanding between community and college.

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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 \$100,000 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 and to support educational excellence, technological advancement and professional development at the college.

2009-2010 FOUNDATION MEMBERS

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B.S., Bryant University

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B.A., Salem State College

Donna Sohan

Director of Institutional Research

B.S., University of Connecticut
M.S., Ph.D., Texas A & M University

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Director of College Development

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M.Ed., Harvard University

◆ **Administrative Services**

David Bull

Dean of Administrative Services

B.S., Michigan State University
M.S., Ohio State University
M.B.A., Auburn University
D.O.D., National Industrial War College

Debra Guntner

Fiscal Administrative Officer

Leigh Lafleur

Administrative Assistant

Linda Lepine

Fiscal Administrative Assistant

Rosemarie Rakowitz

Accountant

B.S., Eastern Connecticut State University

Michelle Weiss

Director of Finance and Administrative Services

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M.B.A., Bryant College

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Emma Peters

Bookstore Manager

◆ **Human Resources**

Jerry Blazek

*Director of Human Resources & Labor Relations/Affirmative
Action Officer*

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Jennifer Hyatt

Clerk Typist

Catherine Kegler

Human Resources Associate

◆ **Information Technology**

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Director of Information Technology

Lecturer in Computer Science

B.A., St. John's University

David Burdette

Information Technology Technician II

Lecturer in Computer Science

B.A., Eastern Connecticut State University

Jeremy Espeseth

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A.S., Mohegan Community College

Robert Therrien

Skilled Maintainer

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Neil Wippert

Skilled Maintainer

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David Baty

Associate Dean of Community & Professional Learning and Willimantic Center

A.A., St. Petersburg Jr. College
B.A., University of South Florida
M.Ed., University of Sarasota

Krissey Larrow

Office Coordinator
A.S., Quinebaug Valley Community College

◆ Continuing Education/Business & Industry Services

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Director of Non-Credit Programs
B.A., William Smith College
M.A., Tufts University

Joseph Couillard

Continuing Education Coordinator
B.S., Framingham State College

Linda Riquier

Business Services Representative at CTWorks
B.S., M.L.S., Southern Connecticut State University

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Jennifer Espeseth

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B.F.A., Rhode Island School of Design

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B.A., Eastern Connecticut State University

Jennifer Eddy

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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 Learning and Student Development.

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(860) 412-7200

From the South:

Take Interstate 395 North to Exit 91 (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 93 (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

729 Main Street
Willimantic, CT 06226
(860) 423-1824

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.

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Academic Calendar

Fall 2010

September	3	Last Day to Withdraw and Receive Full Tuition Refund
September	7	First Day of Classes
September	11	First Saturday Class
September	14	Last Day to Add a Class
September	20	Last Day to Withdraw and Receive Partial Tuition Refund
October	12	Columbus Day – No Credit Classes
November	9	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	24	Advising Day – 9 am to Noon – No Credit Classes
November	25-28	Thanksgiving Recess (no classes Wednesday through Saturday)
December	16	Last Day of Classes
December	17-23	Final Exams

Spring 2011

January	14	Last Day to Withdraw and Receive Full Tuition Refund
January	17	Martin Luther King Day
January	18	First Day of Classes
January	21	QVCC Professional Day
January	22	First Saturday Class
January	25	Last Day to Add a Class
January	31	Last Day to Withdraw and Receive Partial Tuition Refund
February	12	Lincoln's Birthday – Classes in Session
February	22	Washington's Birthday - No Credit Classes
March	14-19	Spring Break
March	30	Last Day to Drop a Class or Withdraw With a Grade of "W" or to Put a Class on Audit or Pass/Fail
April	8	Faculty Professional Day - No Credit Classes
April	22-24	Easter Recess
May	6	Last Day of Classes
May	7-13	Final Exams
May	26	Commencement

Summer Session

In addition to the regular fall and spring semesters, Quinebaug Valley Community College offers a summer session that generally lasts eight weeks.