Academic Operations

Manuel Gomez, PhD
Associate Vice President of Academic Operations

Ryan Pierson
Director of Scheduling and Online Programs, CT State
Guiding Principles

• Academic scheduling starts with the campus
• Schedules are built to meet student and programmatic needs
• Students will be able to seamlessly take classes associated with any campus with proper pass time
• Schedules are built in alignment with the common academic calendar
• Course offerings, including online, will be identified by campus
Work To Date

• Building codes standardized and consolidated
• Inventoried and uploaded over 1,700 rooms into Banner
• Uploaded nearly 4,000 sections from Fall 2022 schedule to create “rollover”
• Onboarded scheduling team as of January 13 (3 of 6)
• Recommended maximum course caps
A Credit Hour at CT State

• Each semester hour reasonably approximates not less than 45 hours of effort by the student over the duration of a semester

• One hour of contact time is defined as 50 minutes of actual contact

• For a 3-credit lecture course:
  • 45 hours (or 2,250 minutes: 50 minutes x 15 weeks x 3 credits) of contact per semester or equivalent session (including Finals Week)
  • 90 hours of student work out-of-classroom per semester or equivalent session
Community Hour

• Also known as “Common Hour”
• Time(s) and day(s) to be determined by the needs of the local campus and established by the leadership of each campus.
• Purpose: to facilitate student and faculty participation in extracurricular and co-curricular events.
Finals Week

• Finals Week period for a 3-credit class that meets twice per week will be a “double block” of 150 minutes.
• 4-credit or higher courses also meet for at least 150 minutes during Exam Week.
• Finals Week period must be utilized for an activity or assessment to meet the minimum required instructional time.
• Comprehensive final assessments may only be given during the Finals Week period at the end of each term.
Process and Timeline
Campuses Build 1st Draft

February 6 – March 10

- 2/6 - Deans receive schedule packet, including foundational (or “rollover”) schedule and scheduling resources to distribute to campus stakeholders (department chairs, etc.)
- Rollover will be in Excel spreadsheet and adjustments can be made directly in spreadsheet (example below)
- Spreadsheet changes entered in Banner by campus schedulers
# Recommended Timeline

<table>
<thead>
<tr>
<th>Event</th>
<th>Duration</th>
<th>Dates</th>
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<tbody>
<tr>
<td>1st Draft of Campus Schedule</td>
<td>5 Weeks</td>
<td>2/6-3/10</td>
</tr>
<tr>
<td>Fill out scheduling worksheets</td>
<td>2 weeks</td>
<td>2/6-2/19</td>
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<tr>
<td><strong>Banner Training for Campus Schedulers</strong></td>
<td></td>
<td>2/14 3-5pm</td>
</tr>
<tr>
<td>Enter schedules in One College Banner</td>
<td>2 weeks</td>
<td>2/20-3/3</td>
</tr>
<tr>
<td>Review of first draft and final adjustments</td>
<td>1 week</td>
<td>3/6-3/10</td>
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</table>
CT State Review

March 13 – March 24

• Check for consistency
• Review workload compliance
• Add fees and link/cross-list courses
• Review distribution of synchronous online classes
• Provide recommendations to campuses
Schedule Goes Live!

• **March 27** – Schedule is posted for view on myCTState

• **April 4** – Fall 2023 Registration begins!

• **After April 4** -
  - Classrooms continue to be assigned by campuses through EMS
  - Changes to schedule are communicated to Academic Associate through campus Dean and/or their designee(s)
  - PTL contracts distributed
Campus vs CT State Schedulers

Campus Schedulers
• Assist in the initial build
• Gather and enter changes to rollover schedule
• Assign release time (PC, DC, etc.)
• Inputs schedule/workload in Banner up to 3/10
• Assign all classrooms

CT State Academic Associates
• Support for 4 campuses
• Lab Fees, links, cross-lists, developmental courses
• Enter all schedule and workload changes in Banner after 3/10
• Ensure scheduling consistency across Schools
• Generate new adjunct Banner IDs and distribute PTL contracts
## CT State Academic Associates

<table>
<thead>
<tr>
<th>Campus #1</th>
<th>Gateway</th>
<th>Manchester</th>
<th>Asnuntuck</th>
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<tbody>
<tr>
<td>Campus #2</td>
<td>Housatonic</td>
<td>Middlesex</td>
<td>Capital</td>
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<tr>
<td>Campus #3</td>
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<td>Three Rivers</td>
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<td>Arts &amp; Humanities</td>
<td>Business &amp; Hospitality</td>
<td>Engineering &amp; Technology</td>
</tr>
<tr>
<td>School #2</td>
<td>Science &amp; Mathematics</td>
<td>Social &amp; Behavioral Sciences</td>
<td>Nursing &amp; Allied Health</td>
</tr>
</tbody>
</table>
Features of a College-Wide Schedule
Instructional Methods

- Asynchronous classes
  - ONLN = Fully Online
  - OLCR = Online with Classroom Requirement

- Synchronous classes
  - TRAD = Traditional
  - LRON = Live Remote Online
  - LRCR = Live Remote or On-Ground (student choice of TRAD or LRON)

- Combination of synchronous and asynchronous
  - HYBR = Hybrid
  - FLEX = Flexible Hybrid (student choice of TRAD, LRON, or ONLN)

(https://www.ct.edu/academics/courses)
Common Term Lengths

• Full Term
  - 15 Weeks

• Late Start
  - 13 Weeks

• “7-1-7”
  - First Half – 7 Weeks
  - 1 Week Break
  - Second Half – 7 Weeks

Limited Use Terms:
• 5 Weeks
• Other
Standard Class Times

• Facilitates cross-campus registration in synchronous classes
• Mitigates Finals Week conflicts
• Ensure proper pass time between classes (minimum 15 minutes)
• Maximize space utilization
# Standard Class Times

<table>
<thead>
<tr>
<th>Term Length</th>
<th>3 Contact Hour</th>
<th>4 Contact Hour</th>
<th>6 Contact Hour</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Full Term - 15 Weeks</td>
<td>Full Term - 15 Weeks</td>
<td>Full Term - 15 Weeks</td>
</tr>
<tr>
<td>Days per Week</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td># Meetings</td>
<td>28</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Duration</td>
<td>75 min</td>
<td>150 min</td>
<td>105 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>210 + 15 break</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>160</td>
</tr>
<tr>
<td>Morning</td>
<td>Start</td>
<td>End</td>
<td>Start</td>
</tr>
<tr>
<td>6:30 AM</td>
<td>7:45 AM</td>
<td></td>
<td>8:00 AM</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>10:45 AM</td>
<td>9:30 AM</td>
<td>12:00 PM</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>12:15 PM</td>
<td>11:00 AM</td>
<td>1:30 PM</td>
</tr>
<tr>
<td>Afternoon</td>
<td>12:30 PM</td>
<td>1:45 PM</td>
<td>12:30 PM</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>3:15 PM</td>
<td>2:00 PM</td>
<td>4:30 PM</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>5:15 PM</td>
<td>4:00 PM</td>
<td>6:30 PM</td>
</tr>
<tr>
<td>Evening</td>
<td>5:30 PM</td>
<td>6:45 PM</td>
<td>5:30 PM</td>
</tr>
<tr>
<td>7:00 PM</td>
<td>8:15 PM</td>
<td>7:00 PM</td>
<td>9:30 PM</td>
</tr>
<tr>
<td>8:30 PM</td>
<td>9:45 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finals Week Period</td>
<td>150 minutes</td>
<td>150 Minutes</td>
<td>150 minutes</td>
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# Accelerated Class Times

<table>
<thead>
<tr>
<th>Term Length</th>
<th>3 Contact Hour</th>
<th>Late Start - 13 Weeks</th>
<th>4 Contact Hour</th>
<th>Late Start</th>
<th>Late Start</th>
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<tbody>
<tr>
<td>Days per Week</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td># Meetings</td>
<td>14</td>
<td>24</td>
<td>12</td>
<td>14</td>
<td>24</td>
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<tr>
<td>Duration</td>
<td>165</td>
<td>90 min</td>
<td>180 +15 break</td>
<td>215 + 15 break</td>
<td>120</td>
</tr>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start</td>
<td>8:00 AM</td>
<td>12:30 PM</td>
<td>5:30 PM</td>
</tr>
<tr>
<td>End</td>
<td>10:45 AM</td>
<td>3:15 PM</td>
<td>8:15 PM</td>
</tr>
<tr>
<td>Start</td>
<td>6:45 AM</td>
<td>12:00 PM</td>
<td>5:15 PM</td>
</tr>
<tr>
<td>End</td>
<td>8:15 AM</td>
<td>1:30 PM</td>
<td>6:45 PM</td>
</tr>
<tr>
<td>Start</td>
<td>6:45 AM</td>
<td>1:30 PM</td>
<td>6:45 PM</td>
</tr>
<tr>
<td>End</td>
<td>10:00 AM</td>
<td>5:00 PM</td>
<td>6:30 PM</td>
</tr>
<tr>
<td>Start</td>
<td>10:15 AM</td>
<td>2:00 PM</td>
<td>7:00 PM</td>
</tr>
<tr>
<td>End</td>
<td>11:45 AM</td>
<td>5:50 PM</td>
<td>9:00 PM</td>
</tr>
</tbody>
</table>

- **Finals Week Period**: During last scheduled class
- **Duration**: 150 Minutes
Why These Times?

• Most frequently used times at our current CT Community Colleges

• Alignment with the 75-minute time blocks at the four CT State Universities and UConn

• In alignment with the scheduling needs of students using public transportation

<table>
<thead>
<tr>
<th>CT State</th>
<th>Eastern</th>
<th>Western</th>
<th>Southern</th>
<th>Central</th>
<th>UConn</th>
</tr>
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<tr>
<td>8:00 AM-9:15 AM</td>
<td>8:00 AM-9:15 AM</td>
<td>8:00 AM-9:15 AM</td>
<td>8:10 AM-9:25 AM</td>
<td>8:00 AM-9:15 AM</td>
<td>8:00 AM-9:15 AM</td>
</tr>
<tr>
<td>9:30 AM-10:45 AM</td>
<td>9:30 AM-10:45 AM</td>
<td>9:30 AM-10:45 AM</td>
<td>9:35 AM-10:50 AM</td>
<td>9:25 AM-10:40 AM</td>
<td>9:30 AM-10:45 AM</td>
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<td>11:00 AM-12:15 PM</td>
<td>11:00 AM-12:15 PM</td>
<td>11:00 AM-12:15 PM</td>
<td>11:00 AM-12:15 PM</td>
<td>10:50 AM-12:05 AM</td>
<td>11:00 AM-12:15 PM</td>
</tr>
<tr>
<td>12:30 PM-1:45 PM</td>
<td>12:30 PM-1:45 PM</td>
<td>12:30 PM-1:45 PM</td>
<td>12:25 PM-1:40 PM</td>
<td>12:15 PM-1:30 PM</td>
<td>12:30 PM-1:45 PM</td>
</tr>
<tr>
<td>2:00 PM-3:15 PM</td>
<td>2:00 PM-3:15 PM</td>
<td>2:00 PM-3:15 PM</td>
<td>1:50 PM-3:05 PM</td>
<td>1:40 PM-2:55 PM</td>
<td>2:00 PM-3:15 PM</td>
</tr>
</tbody>
</table>
Exceptions

- Specialized programs that traditionally do not follow standard times (e.g. Nursing, Manufacturing, etc.)
- To accommodate lab setup schedules
- Paired courses for cohorts or learning communities, on ground courses in particular
- To align with campus operational hours
What Will It Look Like?
Courses and CRNs

• Subject Codes
  • no more asterisk (PSY*, ENG*)
  • 3 or 4 characters

• Course Numbers
  • no more alpha character (G111, B101)
  • 4 digits

• CRNs – Course Reference Numbers
  • 5 digits
  • First digit signifies semester
    • Fall: 12352, Winter: 20632, Spring: 41432, Summer: 50456

Fall 2023 Examples:
• ARTH 1010 - 12345
• CCS 1001 - 10345
• ENG 1020 - 10366
• HIST 1002 - 11355
Course Search Page

Browse Classes

Enter Your Search Criteria
Term: Fall 2023

Campus
Subject
Course Number
Instructional Methods
Part Of Term
Attribute
Keyword

Open Sections Only

Search  Clear  Advanced Search
# Course Search Results

<table>
<thead>
<tr>
<th>CRN</th>
<th>Campus Location</th>
<th>Subject</th>
<th>Course</th>
<th>Section</th>
<th>Title</th>
<th>Instructional Method</th>
<th>Status</th>
<th>Credits</th>
<th>Instructor</th>
<th>Meeting Times</th>
<th>Attribute</th>
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</thead>
<tbody>
<tr>
<td>11339</td>
<td>Manchester</td>
<td>PSY</td>
<td>1000</td>
<td>001</td>
<td>Personal Growth and Dev Lecture</td>
<td>LRON-Live Remote Online</td>
<td>30 of 30 seats</td>
<td>3</td>
<td>Dupre, Leonard A</td>
<td>MWF: 04:00 PM - 05:15 PM</td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>11340</td>
<td>Middlesex</td>
<td>PSY</td>
<td>1003</td>
<td>001</td>
<td>Intro to Holistic Wellness Lecture</td>
<td>LRON-Live Remote Online</td>
<td>30 of 30 seats</td>
<td>3</td>
<td>Dupuis, Sheila R</td>
<td>MWF: 02:00 PM - 03:15 PM</td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>11341</td>
<td>Capital</td>
<td>PSY</td>
<td>1005</td>
<td>001</td>
<td>The Psych of Group Dynamics Lecture</td>
<td>TRAD-Classroom</td>
<td>30 of 30 seats</td>
<td>3</td>
<td>Rodriguez, Chad</td>
<td>MWF: 09:30 AM - 12:00 PM</td>
<td>Behavioral Science</td>
</tr>
<tr>
<td>11342</td>
<td>Meriden</td>
<td>PSY</td>
<td>1005</td>
<td>002</td>
<td>The Psych of Group Dynamics Lecture</td>
<td>HYBR-Online and Classroom</td>
<td>25 of 25 seats</td>
<td>3</td>
<td>Mahoney, Melissa</td>
<td>MWF: 04:00 PM - 05:15 PM</td>
<td>Behavioral Science</td>
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<tr>
<td>10322</td>
<td>Manchester</td>
<td>PSY</td>
<td>1011</td>
<td>001</td>
<td>General Psychology I Lecture</td>
<td>TRAD-Classroom</td>
<td>30 of 30 seats</td>
<td>3</td>
<td>Goulet, Nicole (Ph</td>
<td>MWF: 09:30 AM - 10:45 AM</td>
<td>Social and Behavioral Science</td>
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<tr>
<td>10323</td>
<td>Manchester</td>
<td>PSY</td>
<td>1011</td>
<td>002</td>
<td>General Psychology I Lecture</td>
<td>TRAD-Classroom</td>
<td>30 of 30 seats</td>
<td>3</td>
<td>Pasquali, Anne L</td>
<td>MWF: 02:00 PM - 03:15 PM</td>
<td>Social and Behavioral Science</td>
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# Course Search Results

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<th>Location</th>
<th>Credits</th>
<th>Days</th>
<th>Time</th>
<th>Term</th>
<th>Subject</th>
<th>Notes</th>
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<td>Personal Growth (Lecture)</td>
<td>LRON-Live Remote</td>
<td>3</td>
<td>SMTWF</td>
<td>04:00 PM - 05:15</td>
<td>Fall 2023</td>
<td>Psychology</td>
<td>Behavioral Science</td>
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<tr>
<td>11340</td>
<td>Intro to Holistic Wellness</td>
<td>LRON-Live Remote</td>
<td>3</td>
<td>SMTWF</td>
<td>02:00 PM - 03:15</td>
<td>Fall 2023</td>
<td>Psychology</td>
<td>Behavioral Science</td>
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<td>11341</td>
<td>The Psych of Grou (Lecture)</td>
<td>TRAD-Classroom</td>
<td>3</td>
<td>SMTWF</td>
<td>09:30 AM - 12:00</td>
<td>Fall 2023</td>
<td>Psychology</td>
<td>Behavioral Science</td>
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<tr>
<td>11342</td>
<td>The Psych of Grou (Lecture)</td>
<td>HYBR-Online and C.</td>
<td>25</td>
<td>SMTWF</td>
<td>04:00 PM - 05:15</td>
<td>Fall 2023</td>
<td>Psychology</td>
<td>Behavioral Science</td>
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<tr>
<td>10322</td>
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<td>3</td>
<td>SMTWF</td>
<td>09:30 AM - 10:45</td>
<td>Fall 2023</td>
<td>Psychology</td>
<td>Social and Behavioral Science</td>
</tr>
</tbody>
</table>

Notes:

- **Behavioral Science**: Liberal Arts Elective
Course Search Results
A Collaborative Approach to Scheduling
Rebecca Rist-Brown
Criminal Justice Program Coordinator MxCC
rristbrown@mxcc.edu
CT State Criminal Justice

Step #1: Create a list of what you NEED to offer for your program

Step #2: Analyze the enrollment data from last year (Fall 2022 to Fall 2023)

Step #3: Start with Online Classes

Step #4: Work on an LRON schedule

Step #5: Delegating Online and LRON classes to campuses

Step #6: Each campus creates on-ground class schedule

Step #7: Combine campus schedules into one document

Step #8: Send the draft to the Schedulers for Review:
ACME: The Alignment and Completion of Math and English

ACME Goal: To design and scale practices that maximize the probability that each Connecticut State Community College student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one year, or 24 credits, of initial enrollment.
English Scheduling

James Gentile  jgentile@mcc.commnet.edu
Andrew Sottile  asottile@mcc.commnet.edu
Coordinators, ACME English
23-24: Direct Placement Process

- GPA and comparable multiple measures (SAT, ACT, Accuplacer, etc.)

<table>
<thead>
<tr>
<th>Course Level</th>
<th>GPA Ranges</th>
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<tr>
<td>ENG 1010</td>
<td>≥ 2.8</td>
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<tr>
<td>ENG 1010W</td>
<td>2.3-2.79</td>
</tr>
<tr>
<td>ENG 0930</td>
<td>2.0-2.29</td>
</tr>
<tr>
<td>ENG 0960</td>
<td>≤1.99</td>
</tr>
</tbody>
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IR Review of Scheduling Needs

- Identified HS GPAs, as well as SAT scores, of Fa22 new first-time students who registered for an ENG class.
- Estimated enrollments in each course based on Fa22 counts adjusted to reflect Fa23 campus-level enrollment projections.
- Estimated Fa22 core English seats from continuing and transfer-in to be about the same in Fa23, given course number conversions.
- Broke down campus needs by seats (note that CT State adopted a cohort model for ENG 1010/1010W).

Not all campuses recorded GPA, so estimates considered current distributions of offerings and other factors.
Fa23 Projected Seats – CT State

- ENG 0960: 68%
- ENG 0930: 7%
- ENG 1010W: 17%
- ENG 1010: 8%
Scheduling Developmental and Corequisite English Courses

- Projected needs are sent to department chairs and/or coordinators.
- Schedule of 0960, 0930, 1010/1010W, and 1010 courses with full-time faculty assignments is proposed by chairs/coordinators.
- Computer classrooms, when available, are identified and recommended (priority to 1010W).
- Campus schedule for 0960, 0930, 1010/1010W is entered into Banner by Scheduling Team at CT State.
Scheduling of ENG 1010 and other ENG courses

• ENG 1010 courses will be scheduled locally at each campus.

• Courses above ENG 1010 (1020, 1030, 1080, and other genre, literature, and creative writing courses) were included in Fall 2022 “rollover” and will be sent to each campus for adjustment.

• We encourage the English SDC and Dean Baker to ensure a diverse, non-competitive schedule is developed.
Mathematics Scheduling

Debora Rimkus   drimkus@qvcc.commnet.edu
Andre Freeman   afreeman@capitalcc.edu
Coordinators, ACME Math
ACME Phase-In Plan

Goal: Full implementation by fall 2025

Process: Gradual reduction of students in prerequisite developmental courses

Assessment: Ongoing collection of quantitative and qualitative data to measure progress towards student success and equity goals
Transitional/Intensive Level

- Stand-alone developmental education has been retained for the 2023-2024 academic year:
  - MATH 0988 Elementary Algebra Intensive (6 hour)
  - MATH 0989 Elementary Algebra Foundations (3 hour)
- Students will be placed initially by GPA and multiple measures will be used to place students in the highest course in which they are likely to be successful
- The fall 2022 schedule should be used as a guideline for determining the number of sections
Intermediate Algebra

• This course is being phased out over the next 2 years
• Offerings of Intermediate Algebra will be reduced to 2 to 4 sections per campus
• A few health career programs will still advise their students into this course temporarily for the next academic year. Students who failed the course may wish to retake it
• Students who previously placed into Intermediate Algebra will now place into the appropriate gateway math course with or without a corequisite support course as determined using multiple measures
Corequisite Support Courses

• Offered in a cohort model with the same students enrolled in both the corequisite support course and its paired college-level course
• Students who drop the corequisite support course must also drop the paired college-level course and enroll in a stand-alone college-level course
• Whenever possible, the same instructor will teach both the corequisite support course and the college-level course
• ONLN and OLCR modalities are not recommended for these courses

Linked Sections:
MATH 0901 → MATH 1100
MATH 0902 → MATH 1201
MATH 0902 → MATH 1200
MATH 0987 → MATH 1010
MATH 0906 → MATH 1600
Non-Transferable Math Courses

- Courses that meet associate degree math requirements but do not transfer as math credit to the CSUs (These courses may transfer as elective credit.)
  - MATH 1000 Mathematics of Finance
  - MATH 1001 Quantitative Literacy
  - MATH 1002 Mathematics for Science and Technology
  - MATH 1003 Elementary Statistics
  - MATH 1010 Intermediate Algebra
  - MATH 1011 Applied Algebra with Modeling*

* MATH 1011 transfers to Central Connecticut University as math credit
Gateway, Transferable Courses

• Courses that fulfill math requirements at the CSUs
  • MATH 1100 Quantitative Reasoning (3 credits)
  • MATH 1200 Statistics I (3 credits)
  • MATH 1201 Statistics I with Computer Applications (4 credits)
  • MATH 1400 Mathematics for Elementary Education Algebra/Number Systems
  • MATH 1600 College Algebra (3 credits)
Pathway to Calculus

• Students with GPAs below 2.8 will be advised into prerequisite developmental education (MATH 0988 or MATH 0989)

• Intermediate Algebra has been removed

• All campuses will offer MATH 1600 College Algebra that may be paired with MATH 0906 College Algebra Support

• In the TAP Math Studies program, MATH 2623 Foundations of Advanced Mathematics has been added as a required course
Pathway to Calculus

Collected Algebra Support MATH 0906

College Algebra MATH 1600 → Precalculus MATH 1610 → Calculus I MATH 2600 → Calculus II MATH 2610

Discrete Mathematics for Computer Science MATH 2611

Calculus III: Multivariable MATH 2620 → Linear Algebra MATH 2621

Differential Equations MATH 2622 → Foundations of Advanced Mathematics MATH 2623

Transfer Level Courses
Live Q & A

Questions may be entered in the chat...

If you have any other questions after this webinar, feel free to email us:

CO-SchedulingSupport@ct.edu