QUINEBAUG VALLEY COMMUNITY COLLEGE

2018-2019

COLLEGE CATALOG

ABOUT QVCC

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

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

Mission Statement

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

Adopted: June 2016

History of QVCC

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

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

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

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

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

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

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

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

Campus and Facilities

QVCC conducts its educational and service programs from two locations: a 68-acre campus on the outskirts of Danielson and at Windham Technical High School in Willimantic.

Danielson Campus

The main campus is a large two-story structure consisting of three wings, a central core and several modular office buildings.

East Wing

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

North Wing

Art studios

Central Core

Admissions
Advising
Allied Health Lab
Business Office
Cafeteria
Citizens National Bank Corporate Seminar Room
Community and Professional Education
Dean of Administration
Facilities Department
Faculty Offices
Financial Aid
Fireside Lounge
Human Resources
Learning Center
Library
Records
Robert E. Miller Auditorium

Student Affairs
Student Success Center
Veterans' Services

West Wing

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

Modular Buildings

Faculty offices
Veterans' OASIS

Quinebaug Middle College Wing

In January 2014, a 38,000-square-foot addition opened on the east end of the building to house the Quinebaug Middle College magnet high school, embedded in QVCC since 2008. The Middle College occupies the new wing during the day and is available for College use in the evenings. During the same construction project, QVCC's cafeteria and library expanded by approximately 2,500 square feet each. The new wing includes:

- Three regular classrooms
- Two science labs
- Three computer classrooms
- Art classroom
- Music room plus two recording studios
- Half gym and fitness center
- Three collaborative classrooms
- Administrative and faculty offices

QVCC Advanced Manufacturing Technology Center

The new Advanced Manufacturing Technology Center opened for classes in fall 2016. This 10,000-square-foot facility boasts the latest technologies available in today's advanced machining world, including labs exclusively for Mechatronics and Metrology. Complete with geo-thermal heating and cooling, the surrounding property contains rain gardens complementing the outside area. The facility offers credit certificate courses and noncredit short-term training in both day and evening sessions. The building includes:

- Machine lab
- Metrology lab
- Mechatronics lab

- Conference room
- Offices
- Classroom and computer lab
- Tool crib

Student Affairs Office

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

- Director of Financial Aid
- College Career Pathways
- Continuing and Professional Education
- Developmental Education
- Disability Services
- Records Office
- Veterans' Services

Student Success Center

The Student Success Center (C129) houses:

- Admissions
- Advising Services
- Career Services
- Director of Student Services/Registrar
- Financial Aid
- Transfer Services

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

Library

The QVCC Library provides a range of information resources and services to the College community. The Library's physical collection contains approximately 25,000 print books, 75 print magazines and journals, and some 2,000 DVDs. The online library offers access to 340,000 ebooks; 50 article databases containing more than a half million articles from journals, magazines, and newspapers; and a streaming video collection with 20,000 documentary videos. Librarians provide information, literacy instruction to both individuals and classes, and maintain the College's rich collection of study and subject guides. The Library offers quiet and collaborative study space, a computer lab, three student study rooms, and conveniences such as phone chargers, earbuds, and flash drives for students. The Library's media department provides comprehensive support for College programs and classes.

Learning Center

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

Bookstore

Follett, a third-party provider, operates the bookstore on the Danielson campus.

Quinebaug Middle College

This regional magnet high school, that opened its doors in 2008, offers a STEM (Science, Technology, Engineering, Mathematics) focused curriculum to learners in grades 9-12. Located on the Danielson campus, QMC provides students with the individual support they need to succeed while they complete their high school education, attend college classes and earn college credits. Community service, internships and student engagement are essential educational components of this unique high school/college experience. QMC is operated by EASTCONN, a public, non-profit agency that serves the educational needs of schools, organizations, communities, and individuals of all ages in northeastern Connecticut. QMC enrolls approximately 185 students each year.

Willimantic Classes

To facilitate access to educational offerings to residents of the southwestern corner of QVCC's service area, QVCC began offering classes in Willimantic in 1986. In fall 2017, QVCC began offering classes at Windham Technical High School adjacent to Eastern Connecticut State University. QV@WT includes five classrooms, state-of-the-art computer labs, library/learning center, and a manufacturing lab.

For more information on QV@WT, call 860-336-0901.

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 12 two-year public colleges share a mission to make educational excellence and the opportunity for lifelong learning affordable and accessible to all Connecticut citizens.

The colleges support economic growth of the state through programs that supply business and industry with a skilled, well-trained work force.

Directions

Danielson Campus

From the South:
Take Interstate 395 North to Exit 37 (Route 6 west). Follow Route 6 to the third traffic light. Go right; you will be on Maple Street. Follow Maple Street north approximately 2 miles to QVCC on the right.

From the North:
Take Interstate 395 South to Exit 41 (Route 101 Dayville). At the end of the exit ramp go right on Route 101. Travel approximately 1 mile. At traffic light at Upper Maple Street go left. Follow Upper Maple Street 1.5 miles to QVCC on the left.

From the West:
Take Route 44 or Route 6 East. If Route 44, travel to Route 101 East. Follow Route 101 to second traffic light (Upper Maple Street). Go right on Upper Maple Street. QVCC will be approximately 1.5 miles down Upper Maple Street on the left. If Route 6, travel through Brooklyn, CT. Look for McDonalds on the left. Travel to the fourth set of traffic lights. Go left on Maple Street. Follow Maple Street north approximately 2 miles to QVCC on the right.

From the East:
Take Route 6 or Route 101 west. If Route 6, go under Route 395 and follow directions from the south. If Route 101, go under Route 395 and follow directions from the north.

QV@Windham Tech

From the East:
Take Route 6 west into Windham. Take the ramp on right to stay on Route 6. Take the first exit (Storrs/Route 195) and go left on Frontage Road (Route 632). Go left on High Street, past ECSU, to Prospect Street. Take a right on Prospect Street. Take the second right on Birch Street. The parking lot is on the left.

From the West:
Take Route 384 east to Route 6 east into Windham. At the intersection with Route 66, stay left on Route 6. Take the second exit (High Street). Go right on High Street, past ECSU, to Prospect Street. Take a right on Prospect Street. Take the second right on Birch Street. The parking lot is on the left.

From the South:
Take Route 395 north to Route 2. Take Route 2 west to Route 32 (Exit 25). Go north on Route 32 into Willimantic. Take a right on South Street and cross the Frog Bridge. Continue straight on Jackson Street. Take the first left on Valley Street. Take the fifth right on High Street. Take the second right on Birch Street. The parking lot is on the left.

From the North:
Take Route 195 south. Just before the intersection with Route 6, take a right on Frontage Road (Route 632). Go left on High Street, past ECSU, to Prospect Street. Take a right on Prospect Street. Take the second right on Birch Street. The parking lot is on the left.

ADMISSIONS

Quinebaug Valley Community College maintains an open admissions policy, extending the opportunity for higher education to all who want to prepare more fully for effective participation in modern society. Students must be graduates of an approved secondary school, hold a state high school equivalency diploma (GED), or be certified as home-school completion. Prospective students who are still in high school must meet specific placement scores prior to acceptance.

Application Procedures

Students interested in attending Quinebaug Valley Community College are encouraged to complete the application process as early as possible before the beginning of their intended semester and prior to registration.

Applications are available online, upon request from QVCC, and from the guidance offices at high schools in the region. They can also be downloaded from the College's website. Call 860-932-4002 or write to the QVCC Admissions Office, 742 Upper Maple Street, Danielson, CT 06239. A $20.00 non-refundable application fee must accompany the completed application form.

High school seniors should take the completed application and fee to their guidance office to be mailed to the College. Immunization records are required prior to registration. Consider requesting a copy from your school nurse to be sent with the application.

Applicants who have **already graduated from high school** must request official transcripts from their high school or attach a copy of their high school diploma to the application. Applicants who obtained a high school equivalency certificate (GED) should attach a copy of their scores, if available.

New England Regional Student Program

For Residents of Maine, New Hampshire and Vermont

Through the Regional Student Program (RSP), QVCC allows out-of-state students who qualify by either Rule 1 or Rule 2 to enroll at a discount. Students under this program pay in-state tuition plus 50 percent.

***Massachusetts and Rhode Island residents: Students from Massachusetts and Rhode Island now qualify for in-state tuition rates.**

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.

Additional information about the Regional Student Program may be obtained from the Admissions Office at QVCC or from the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111, (617) 357-9620.

International Student Admission

If you are an international student studying on an F-1 visa, QVCC currently does not allow you to enroll in courses without permission from your sponsoring college or university.

Requirements for International Students

- Provide a letter from your university official
- An I-20

These are requirements of the Department of Homeland Security. All international students must have their classes reported through the Student and Exchange Visitor Information System (SEVIS). QVCC is not a SEVIS school so it is required that your sponsoring school complete this task.

International students are not eligible for in-state tuition.

Senior Citizens

Senior Citizens 62 years of age or older who are Connecticut residents may be eligible to register without paying application, general fees or tuition charges for courses supported by the General Fund. Studio or lab fees are assessed where applicable. This applies to all courses on a space available basis and is subject to approval by the Board of Regents.

High School Partnership Program

Quinebaug Valley Community College has signed agreements with many area high schools which permit eligible high school juniors and seniors to enroll in general fund supported credit courses at QVCC. The College pays the tuition and waives all fees for students enrolled in the program. Students are responsible for the cost of books and supplies for the classes they take. To be eligible for the program, students must have a minimum cumulative scholastic average of 80 and be recommended by their high school guidance counselor, principal, or designated representative. There are a limited number of slots for each semester; students are accepted on a first come first served basis until slots are filled. Additional information and applications are available through admissions. Contact Sarah Hendrick, Associate Director of Admissions for more information.

Early Admission of High School Students

High school students who demonstrate sufficient academic ability and maturity may be considered for enrollment in credit courses on a self-paying basis. In addition to completing the application for admission, students may need to submit an official transcript and letter of recommendation from their guidance counselor, principal or designated representative. Students are required to satisfy all prerequisites, take the Basic Skills Assessment and meet specific placement scores for acceptance. After acceptance students meet with Admissions or a member of our advisement staff to determine course placement and registration. Contact Sarah Hendrick, Associate Director of Admissions, for more information.

College Career Pathways

College Career Pathways is a federally funded program that enables students to earn college credits and explore career options while still in high school. Teachers of CCP classes are certified as college instructors. These classes have the same requirements and rigor of the class taught on the college campus. Contact the program coordinator, Sara Van Orden, or high school guidance counselors for more information.

Credit by Transfer

A student seeking transfer credit should be enrolled in a degree or certificate program. Ordinarily, only credits applicable to the student's program at QVCC will be evaluated. Students requesting transfer credit must request official transcripts, with any change of student's name noted, from each institution attended. Students requesting transfer credit must also fill out the "Transfer Credit Evaluation Request" form found on our website www.qvcc.edu/forms and available from the Student Success Center. Transcripts should be sent directly to the Office of Admissions at QVCC. A transfer student who changes programs while at QVCC or seeks a second degree from the college may request a reassessment of potentially transferable credit. At least 25 percent of the minimum credit requirements for the degree must be through coursework at Quinebaug Valley Community College.

Requests for evaluation of transfer credits should be made to the Student Success Center.

1. **Credit from Other Collegiate Institutions**
    A. Degree credit shall be granted for credit courses from regionally accredited collegiate institutions. Regional accreditation includes Middle States, New England, North Central, Northwest, Southern and Western Associations of Schools and Colleges.
    B. Proficiency exams, including CLEP, DSST, and AP exams can also be transferred for credit.
    C. Degree credit shall be granted for credit courses completed with a passing letter grade of "C-" or better. Such credit courses shall be accepted only for credit, and letter grades assigned by other institutions shall not be recorded or included in computation of student grade point averages. Degree credit will also be granted for courses with a grade of Pass (P).
2. **Military Credit**
    Veterans also may attain credit for military training, education, and M.O.S. qualifications as recommended in the American Council on Education Guide to Evaluation of Educational Experiences in the Armed Services.

Immunizations

Connecticut state law requires that all full-time (degree seeking and non-degree/non-matriculating) and part-time matriculating students enrolled in post-secondary schools and born after December 31, 1956, be protected against measles, mumps, rubella, and varicella.

Measles, Mumps and Rubella: Students must have two doses of measles, mumps and rubella vaccine at least 28 days apart with dose number one given on or after the first birthday to ensure adequate immunization.

Varicella (Chicken Pox): All students born January 1, 1980, and after must show evidence of immunization for varicella. Students must show two doses of the vaccine administered at least one month apart to ensure adequate immunization.

Students may present serologic (blood test) evidence in place of vaccinations to verify immunity, or a physician's or municipal health director's certification of the date that the student was diagnosed with the disease.

Exemptions

Medical: If a medical reason prohibits you from being vaccinated, Option 3 of the immunization form must be signed. The form must be returned to Admissions along with documentation or an explanatory note from the attending physician.

Religious: If inoculation is contrary to your religious beliefs or practices, Option 4 of the immunization form must be signed and the form returned to Admissions.

In the event of an outbreak of measles, mumps, rubella or varicella on this campus, students who are not in compliance with the immunization requirements will be excluded from classes until their immunizations are complete.

Basic Skills Assessment

Quinebaug Valley Community College assesses students' skills in English and mathematics using a computer-based Basic Skills Assessment (BSA). Students, with their advisors, use this information to make decisions about the kinds of courses students are prepared to take.

QVCC requires that the following students take the BSA:

1. All new students enrolled in a degree or certificate program.
2. Any student transferring to QVCC who has not successfully completed both an English composition and college level mathematics courses at another college.
3. Any QVCC student who has not taken the BSA and has accumulated 6 or more credits.
4. Any student registering for a course with a mathematics or English prerequisite.
5. Any prospective student who does not have a high school diploma, GED, or home school completion.

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

1. Students who have completed an associate's, bachelor's or higher college degree.
2. Non-degree students seeking to enroll in an occasional course for personal enrichment, not to exceed a total of six (6) credits or have BSA prerequisites.
3. Students seeking to enroll only in English as a Second Language courses.
4. Students who present evidence of an SAT (*after March 2016*) writing and language score of 26 or higher, reading score of 25 or higher or an SAT *(before March 2016)* critical reading or writing score of 450 or higher or 21 or higher on ACT English or 47 or higher on ACT English and reading.
5. Students who present evidence of an SAT mathematices *(after March 2016)* score of 530 or higher, or an SAT mathematics *(before March 2016)* score of 500 or higher or 18-21 or higher on ACT math test. Assessment for placement in higher level mathematics may require testing.

The results of the BSA may be used at other Connecticut Community Colleges if the student decides to transfer. Students who have taken the Basic Skills Assessment at any of the Connecticut Community Colleges may use the results at QVCC. For further information, contact Enrollment Services.

Orientation

QVCC offers an orientation program for new students before the beginning of the fall semester. Students are provided with the opportunity to tour the College and get acquainted with the staff and other students. Student workshops and resource information are provided. A parental session will also be available. For more information, contact the Admissions Office at (860) 932-4002.

TUITION & FEES

Schedule of Tuition and Fees (Per semester)

Fiscal year 2018-2019

Tuition Fund (General Fund courses)

1. Full-time Student-per semester: [1]	
a. Connecticut resident [2]	$ 1,956.00
b. Out-of-state resident [2]	$ 5,868.00
c. NEBHE	$ 2,934.00
2. Part-time Student-per semester hour:	
a. Connecticut resident [2]	$ 163.00
b. Out-of-State resident [2]	$ 489.00
c. NEBHE	$ 344.50
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	$ 236.00
b. Out-of-state resident	$ 708.00
c. NEBHE	$ 354.00
2. Part-time Student-per semester	
a. Connecticut resident	
i. One credit	$ 81.00
ii. 2-4 credits	$ 5.00-7.00 for each additional credit hour
iii. 5-11 credits	$ 15.00-18.00 for each additional credit hour
b. Out-of-state resident per semester	
i. One credit	$ 243.00
ii. 2-4 credits	$ 15.00-21.00 for each additional credit hour
iii. 5-11 credits	$ 45.00-54.00 for each additional credit hour
c. NEBHE-per semester	
i. One credit	$ 121.50
ii. 2-4 credits	$ 7.50-10.50 for each additional credit hour
iii. 5-11 credits	$ 22.50-27.00 for each additional credit hour

Mandatory Usage Fees

Advanced Manufacturing Lab Fee - per class	$ 120.00
Material Fee - per applicable class	$ 51.00 with a max of $102.00 per semster
Supplemental Course Fee - per applicable class	
1. Level I	$ 102.50 with a max of $410.00 per semester
2. Level II	$ 205.00 " " " " "
Clinical Program Fee - per semester	
1. Level I	$ 487.00

2. Level II	$ 359.00
Student Activity Fee [4]	
1. Full-time Student - per semester	$ 15.00
2. Part-time Student - per semester	$ 10.00

Educational Extension Fees

1. Credit Courses-per semester hour	
Regular academic year	$ 176.00
Summer Session	$ 176.00
2. Non-credit Courses	
Rate set up on a per course basis dependent upon course offered	

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	$ 100.00
6. Returned Check Fee	$ 25.00
7. Late Payment Fee	$ 15.00
8. Installment Plan Fee	$ 25.00
9. Replacement of Lost ID Card	$ 10.00
10. Proctoring Fee - CCC Students	$ 15.00
11. Proctoring Fee - Non CCC Students	$ 35.00

Tuition Footnotes

[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.

[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.

Non-Refundable Fee Deposit

Full-time and part-time students must pay at the time of registration all refundable and non-refundable General Fees pertaining to the courses for which registered, exclusive of tuition.

The total tuition applicable to the courses for which registered is payable in one installment and is due by the payment date specified by the College which shall be not earlier than six weeks nor later than three weeks before the first day of classes unless a deferred payment schedule, in accordance with approved Board of Regents policy, has been approved.

Fees are Subject to Change

College presidents, with the approval of the chancellor, are authorized to waive general and special fees of students enrolled in special programs when circumstances justify such action.

Other College Expenses

In addition to tuition and fees, there are other expenses which can vary widely from student to student. For instance, there are items such as meals away from home, transportation, books and supplies, and personal expenses. It is estimated that books for a full-time student cost approximately $650 per semester.

Insurance

Students desiring to purchase student accident insurance should consult the College's Business Office.

Refund Policy

Tuition Fund-Regular Semesters

I. Registration and Fee Deposit

1. Full-time and part-time students must pay a non-refundable deposit of all applicable College services and student activities fees pertaining to the courses for which registered, exclusive of tuition and mandatory usage fees, at the time of registration.
2. The total tuition and mandatory usage fees applicable to the courses for which registered are payable in one installment and are due by the payment dates specified by the College unless a deferred payment schedule, in accordance with approved Board of Regents policy, has been approved.
3. All registrations which occur after the payment dates specified by the College shall be accompanied by full payment of all tuition and mandatory usage fees applicable to the courses for which registered unless a deferred payment schedule* has been approved.
4. Failure to have made all applicable payments may result in the withdrawal of the student's registration unless a deferred payment schedule* has been approved.
5. Students presenting bad checks must replace them with cash, money order, or bank check within seven days (one week) of the College's receipt of such notification; otherwise the student's registration shall be immediately withdrawn.

* *In accordance with approved Board of Regents policy.*

Installment Plan Policy

An installment plan option will be available to qualified students enrolled in tuition fund credit or developmental courses during the fall and spring semesters. The installment plan fee must be paid upon entering into the installment payment agreement. This fee is non-refundable.

A student wishing to utilize the installment payment plan must make arrangements with the College business office. The Business Office will complete the Tuition Installment Payment Agreement, which will be signed by the student or legal guardian and a College official. Payment must be made in no more than three installments, and all payments must be completed by the mid-point of the semester. If payments are not made timely, the student may be withdrawn from classes. The student will continue to be liable for the amount due and will not be allowed to return to class until their account is paid in full. No student who has past due charges at the College may enter into an installment agreement. Once signing the agreement, the student is responsible to pay, in full, for any additional courses registered for the semester.

The College Cashier's Office will establish accounts receivable for all students using the installment plan. Unpaid amounts will be referred for collection in accordance with existing procedures. The College reserves the right to deny a student use of the payment plan if there is continued pattern of late payments and/or the College has had to send the student's account to a collection agency for payment. In such cases, the dean of academic affairs and student services will make the final decision.

II. Cross Registration Connecticut Community Colleges

Tuition and fees for students who register for general fund/tuition account courses at multiple colleges within the community college system shall be charged as follows:

1. Full-time students - students who have paid the tuition and college service fees of a full-time student at their "home" institution shall be exempt from further similar charges. Copies of the student tuition and fee receipt from the "home" institution should be accepted by the "host" institution in lieu of payment. Mandatory usage fees are not exempt under this provision.
2. Part-time students - The charges for students who have paid the tuition and fees of a part-time student at their "home" institution and register for additional courses at a "host" institution shall not exceed the amount charged for a full-time student, if the student's combined registration at the "home" and "host" institutions would classify them as a full-time student. Copies of the student tuition and fee receipt from the "home" institution should be accepted by the "host"

institution and the "host" institution should charge the difference between the full-time charges for tuition and fees and the amount paid to the "home" institution as indicated on the "home" institution receipt. The "host" institution must notify the "home" institution of the multiple college registration. Any changes in student status which warrant a refund of tuition and fees will be based on the combined registration at the "home" and "host" institutions. Students who register at multiple colleges whose combined student status is less than full-time shall be charged as a part-time student for the semester credits registered at each of the respective colleges. Student is responsible for all mandatory fees.

Guidelines for Exchange of Students among Institutions of Public Higher Education

The Board of Regents approves the following guidelines for exchange of students among institutions in the state system of higher education, which will provide an opportunity for students enrolled in a community college, state university, or the University of Connecticut to benefit significantly by taking a course or courses not available where they are registered but offered at another state institution.

1. Preliminary, informal inquiry should first establish that there is a substantial degree of interest on the part of one or more qualified students enrolled at the home institution in a particular course offered by the host but not by the home institution.
2. The host institution, after making accommodation for its own students, will determine the number of vacant student places in the course that could be filled without exceeding the acceptable limit on class size.
3. The home institution will recommend not more than this number of its students to the host institution, which will examine these students' qualifications for taking the course in question.
4. Students admitted to a course or courses will register under the procedure for unclassified students in the host institution, which will issue a transcript record of credit earned after the successful completion of the course.
5. The home institution will accept this credit in transfer under its own procedures, making it a part of the student's record at his or her home institution.
6. Students who have paid the tuition and fees of full-time students at their home institutions shall be exempt from further charges. Copies of their receipted fee bills should be accepted by the host institution in lieu of payment. Mandatory usage fees are not exempt under this provision.
7. Part-time students shall not be exempt, but shall pay the tuition and fees required of unclassified students who take the same course at the host institution.

III. Withdrawals and Refunds-General

1. A registered student wishing to withdraw must submit a withdrawal request, in writing, to the individual(s) designated by the college president. The effective date of withdrawal is the date the withdrawal is received by the designated official(s). Students may also withdraw online at www.my.commnet.edu
2. For Notice of Withdrawal received prior to the first day of college classes for that semester, a refund of 100 percent of total tuition and mandatory usage fees will be granted for both full-time and part-time students.
3. For Notice of Withdrawal received on the first day of classes and through the fourteenth calendar day of that semester, a refund of 50 percent of total tuition and mandatory usage fees applicable to the courses for which registered will be granted for both full-time and part-time students.
4. For a reduction in load which occurs on the first day of classes and through the fourteenth calendar day of that semester, 50 percent of the difference of the tuition and mandatory usage fees applicable to the original and revised course schedule will be refunded.
5. No refund of tuition and mandatory usage fees will be granted for either full-time or part-time students beyond the fourteenth calendar day after the first day of classes.

IV. Withdrawals and Refunds-Specific

1. One hundred (100) percent refund of tuition and fees will be granted students entering the Armed Services before earning degree credit in any semester, upon submitting notice in writing of withdrawal accompanied by a certified copy of enlistment papers.

2. Veterans or other eligible persons (war orphans, children of disabled veterans, etc.)
    A. Those covered by sub-section (d) of section 10a- 77 of the General Statutes (Vietnam Era veterans and dependent children of certain veterans) pay no tuition; only their fees will be refunded as that of all other students.
    B. Veterans or other eligible persons (war orphans, children of disabled veterans, etc.) studying at an accredited college will be granted a refund in the same manner as any other student.
    C. Accredited colleges are defined as those colleges which have received full accreditation by the New England Association of Schools and Colleges.

V. General Conditions

1. The special fees which are non-refundable are as follows:
    A. Application fee
    B. Program enrollment fee
    C. Late registration fee
    D. Academic evaluation fee
    E. Installment plan fee
    F. Portfolio assessment fee
    G. Replacement of lost ID fee
2. For purposes of the refund policy outlined above, an individual is considered a student when he/she has registered and paid in part or full, either by cash or by obligation, by the first day of class.
3. All colleges will insert in their catalogues or brochures the same information concerning tuition and refund as herein outlined.
4. Upon written request submitted by a college president, the Board of Regents may modify the tuition refund policy for the student(s) named in the request, due to extenuating or extraordinary circumstances.

Educational Extension Fund Regular, Winter and Summer Session Credit Courses

1. All Educational Extension Fund Fees and related fees appropriate to the Extension Fund Courses for which a student registers must be paid at the time of registration.
2. A student who withdraws before the first class meeting of the course(s) is entitled to a full refund of all Educational Extension Fund fees. A request for withdrawal must be received by the president or his/her designee no later than the end of the last regular college business day before the first class meeting of the course(s).
3. A student reducing his/her Extension Fund course load will be entitled to a full refund of Educational Extension Fees appropriate to the course(s) dropped provided the request for refund is received by the president or his/her designee no later than the end of the last regular business day before the first class meeting of the course.
4. No refund will be made after the first class meeting of the course; however, in case of serious illness or other extraordinary circumstances, and at the discretion of the college president or his/her designee, a full refund may be given.
5. If a class is canceled, the College will provide the student with a full refund of Extension Fund Course fees and related fees.

FINANCIAL AID

The Financial Aid Office at QVCC is committed to reducing economic barriers to higher education. Financial assistance is provided primarily through federal grants, state grants, scholarships, and work-study. Most aid is awarded based upon the student's financial need as assessed by the federal formula.

Eligibility Requirements

Students must meet the following criteria to be eligible for financial aid:

1. Be citizens or eligible non-citizens
2. Be matriculated in an eligible program of study
3. Have received their high school diploma or GED
4. Be registered with selective service if required
5. Not be convicted of a drug-related crime within the last year
6. Not be in default from previous student loans
7. Maintain attendance as well as satisfactory academic progress

Eligible programs include all associate degrees and certain certificate programs which lead to employment.

Financial Aid Programs

Programs of Financial Aid described herein are subject to change due to Federal, State and local regulations or funding fluctuations.

Federal Pell Grant Program (PELL)

These grants, based upon financial need, are intended to be the "foundation" of a financial aid package, and may be combined with other forms of aid to meet the direct cost of education. Generally, Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree.

Federal Supplemental Educational Opportunity Grant (SEOG)

This program provides grants to eligible students demonstrating financial need. Preference is given to students with exceptional need. Students must be enrolled with a minimum of 6 credit hours.

Community College Grant Program (CCG)

This State program allows for the remission of tax-supported tuition, fees and cost of textbooks for resident students who demonstrate substantial financial need. Students must be enrolled with a minimum of 6 credit hours.

Roberta B. Willis Scholarship Program (RWSP)

The Office of Higher Education established this scholarship program to make need-based financial aid and need-based merit aid available annually to eligible Connecticut residents enrolled as undergraduates at Connecticut's public and nonprofit independent institutions of higher education.

Federal College Work-Study Program (FCWS)

This program provides college jobs for students with financial need. Students must be enrolled with a minimum of 6 credits each semester. Hours can be arranged to suit a student's academic schedule. Any student seeking work-study campus employment should contact the Financial Aid Office.

Stafford Loans

Quinebaug Valley Community College does not participate in loan programs. Please visit the Financial Aid Office to learn more about education tax credits, QVCC Foundation scholarships, and the convenient payment plan offered by the College's Business Office.

Competitive Scholarships and Awards

Thanks to the generous support of many, the QVCC Foundation is able to provide new and returning QVCC students over $135,000 in annual scholarships. The online application opens in February; applications are due in early March. An impartial committee of Foundation Members chooses recipients. Awards are presented at the annual Scholarship Night in early May.

For more information about the scholarship process, including a complete listing of current scholarships, go to http://qvcc.edu/scholarships.

Emergency Scholarships

Quinebaug Valley has two sources of emergency scholarships to aid current students who are experiencing a crisis situation. These scholarships require a written letter outlining the situation from a College faculty or staff member who is aware of the circumstances. Letters should be directed to the Financial Aid Office. All letters and circumstances will remain confidential. Funding is limited for these awards. Funding is provided by the QVCC Foundation.

Financial Aid Application Procedure

The Free Application for Federal Student Aid (FAFSA) can be completed online at www.FAFSA.ed.gov. 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. The Financial Aid Office will receive the application electronically, provided the school code is listed, within two weeks. **School Code: 010530.**
4. Students are encouraged to complete the FAFSA each year after October 1.
5. Priority deadlines are August 1 for the fall semester and December 1 for the spring semester.

Satisfactory Academic Progress (SAP)

Preface

Federal regulations require that a student receiving financial aid under the Title IV programs make satisfactory academic progress (SAP) in accordance with the standards set by the Board of Regents, and the US Department of Education pursuant to 34 CFR 668.34. The contents of this policy were approved by the Board of Regents on April 7, 2016 and are effective for periods of enrollment subsequent to the Spring 2017 semester. Questions concerning this Policy should be addressed to the Director of Financial Aid Services at the attending Connecticut Community College.

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.

ACADEMIC AFFAIRS

General Requirements for Graduation

All Degree and Certificate Programs

1. High School Graduation
   The candidate for a degree or certificate shall have earned a high school diploma or a state equivalency certificate or have been granted a waiver of this requirement by the College president.
2. Degree Candidacy
   The candidate shall be enrolled in a planned program of study designated as leading to an associate degree or certificate. The outlines of these planned programs appear elsewhere in this catalog.
3. Fundamental Proficiency
   The candidate for a degree or certificate must have placed at the College level on the Basic Skills Assessment in English and mathematics, or completed the recommended developmental coursework.
4. Good Standing
   The candidate for a degree or certificate shall have earned a cumulative grade point average (GPA) of not less than 2.0.
5. Credits in Residency
   A candidate for a degree or certificate must have completed at least 25 percent of the minimum credit requirements for the degree or certificate through coursework at Quinebaug Valley Community College.
6. Application to Graduate
   The candidate for a degree or certificate shall have filed an application for graduation with the Records Office not later than April 1 for spring, June 1 for summer, and November 1 for fall graduation. The professional staff of QVCC also requires that a candidate who is fulfilling part of the degree requirements with credit from another institution shall provide appropriate transcripts reflecting all earned credits.
7. Financial Responsibilities
   The candidate for a degree or certificate shall have fulfilled all financial obligations to the College.
8. Second Degree
   A student may earn a second degree at QVCC. To earn a second degree, a student must:
   1. meet all degree requirements for the second curriculum
      AND
   2. ensure that at least 25% of the courses used to satisfy requirements of the second curriculum are unique to the second curriculum. That is to say, 25% of the courses required for the second degree must be taken over and above the courses used toward the first degree. Completion of a second option does not constitute a second degree.
9. Additional Degrees
   Requests for additional degrees beyond the second require prior approval from the dean of academic affairs. Students who receive approval must then complete all program requirements, including earning at least 25 percent of the minimum requirements for the new curriculum at the College through which the degree is conferred.

Attaining Academic Credit

Unit of Credit

The semester hour is the unit of academic credit earned at Quinebaug Valley Community College. One semester hour typically corresponds to a 50-minute (minimum) class meeting plus an additional two hours of work outside of class, or to a two-to three-hour laboratory each week for a traditional semester of 15 weeks. A course yielding three semester hours of credit, therefore, usually requires three 50-minute (or two 75-minute) class meetings plus six hours of preparation outside of class per week. When semesters are shortened, class meetings are lengthened.

Course Load

Usually students will not be permitted to register for more than 18 hours of credit per semester. Some full-time students, due to their academic background, will be limited to taking 6 hours. Students wishing to take more than 18 credit hours during the semester may, providing they have maintained an average of 3.5 or better during the preceding semester, register for one additional course with the approval of the dean of academic affairs or her/his designee.

Credit by Examination

Credit by examination will be recognized by Quinebaug Valley Community College when applicable to the degree or certificate program in which a student is enrolled. Semester hours of credit earned by examinations are assigned with a "TR" notation on the transcript. No quality points are earned. The student's GPA is not affected.

1. **External Examinations**
    A. Degree credit will be granted on the basis of scores on the Advanced Placement Examinations administered by the College Entrance Examination Board (CEEB). Students who earn scores of 3 or higher receive credit for the courses for which the examinations are stipulated as measures.
    B. QVCC will accept all College Level Examination Program (CLEP) General and Subject Examinations, awarding credit for scores earned according to current CLEP guidelines. Contact the Student Success Center for details.
    C. QVCC will accept the following phlebotomy certification exams awarding credit for HLT 141 Techniques in Phlebotomy:

    National Center for Competency Testing, National Healthcare Association, American Society of Clinical Pathologist. In order to earn credit, students will need to provide a copy of their official certification awarded by the certifying agency.

QVCC will accept DANTES test results, awarding credit for scores earned according to ACE guidelines.

1. **College-sponsored Examinations**
    A. A student may, on the basis of previous study and experience, take a special examination for credit for some approved QVCC course without having enrolled in those courses. Exams may be offered at the discretion of individual faculty members.
    B. The student pays an academic evaluation fee in advance for each examination. Students will not be permitted to earn credit by examination in a course for which they have already received a grade. Students must register for these examinations in advance in the College Learning Center. Credits earned in this manner are not guaranteed transferable.

Independent Study

By arrangement between individual students and faculty members, the College offers independent study courses designed to provide an opportunity to pursue topics in depth beyond that usually required or available in formal classes. Topics will vary with the student and the subject. Independent study is conducted under the guidance and at the discretion of a faculty member qualified in the subject area of the student's interest. These courses will be identified as "independent study" on transcripts and may yield a variable number of credits (ordinarily 3 credits). Independent study is considered part of a regular course load and regular academic calendar deadlines and requirements will apply. Interested students may obtain information from the Dean of Academic Affairs Office.

Summer College, Winter Intersession, & Extension Courses for Credit

Summer College and Winter Intersession (when offered), offer credit courses over an accelerated time period, generally June through August and January. Various sessions are available and courses are conducted via online or through traditional classroom delivery. Extension courses are credit classes conducted off-campus to fulfill a specific contractual agreement, often with another state agency or business.

Connecticut General Assembly Legislative Internship Program

In recognition of the need to provide educational opportunities which are not available to college students in the traditional academic setting, the General Assembly established an internship program to acquaint students with both the formal and informal aspects of the legislative process. Accordingly, the program encourages a high level of personal interaction among legislators and interns who serve as aides to their assigned legislators. A major objective is to prepare interns to perform necessary support services, such as bill analysis and tracking, spot and in-depth research, drafting of news releases and speeches, liaison work, and constituent casework.

Students at QVCC may participate in the program and may earn from 6 to 12 college credits. See POL* 290 and POL* 294. The selection of students is made by the General Assembly's Committee on Legislative Staff Internships. The committee interviews each candidate and selects approximately 90 interns, both full-time and part-time, to serve for a legislative session. Appointments are announced in December following November interviews.

Interns are assigned to legislative leaders, committee chairs, ranking members, and other legislators. A workable and mutually beneficial relationship between the legislator and the intern is a prime goal of the internship program. Every effort is made to match both legislator and intern.

For further information, please contact Jayne Battye, political science faculty.

Academic Evaluation

Grades and Grade Points

Letter grades are given to let students know how well they are learning the material in their courses. Each instructor chooses the factors he/she believes are important in deciding which grade to give (test results, attendance, outside projects, participation in class, etc.). For each letter grade there is a corresponding number of grade points. These are used to provide a numerical expression of a student's work. Effective summer 2015, developmental courses (courses numbered less than 100 and identified with a pound sign #) will not be included in the calculation of grade point averages. The table provided shows the grades and their grade point equivalents.

Grade Points

A	Excellent	=4.0
A-		=3.7
B+		=3.3
B	Good	=3.0
B-		=2.7
C+		=2.3
C	Average	=2.0
C-		=1.7
D+		=1.3
D	Below Average	=1.0
D-		=0.7
F	Failure	=0.0
I	Incomplete*	=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**

Example: 30/12 = 2.5 GPA

Attendance

With enrollment in college the student accepts responsibility to take full advantage of the educational opportunity by regular attendance at classes and laboratories. Each instructor has the responsibility of clearly communicating personal expectations on attendance. Faculty may use their discretion in regard to the effect of absences on a student's grade. In every case of absence, the responsibility for making up work rests with the student.

Academic Honors

Effective Fall 2013, full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on the Dean's List.

Part-time students who are matriculated in a certificate or degree program are also eligible for Dean's List recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.

A course Withdrawal or Incomplete shall make the student ineligible for the Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.

Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

To graduate with honors, a student must have earned at QVCC at least 30 of the credits accepted for graduation. Graduation honors are:

Summa Cum Laude-GPA equal to 3.9 or higher
Magna Cum Laude-GPA equal to 3.7 to 3.89
Cum Laude-GPA equal to 3.4 to 3.69

Students with a grade of "I" (Incomplete) are ineligible for graduation honors.

Courses taken at other institutions are not included in computing honor status.

The College also has a chapter of Phi Theta Kappa, a national community college academic honor society, Alpha Beta Gamma, a national community college honor society for business students, Epsilon Pi Tau, a national honor society for engineering and technology students, and Tau Upsilon Alpha, a national honor society for human services students.

President's Award

Given each year at commencement, the college makes an award to the degree graduate with the highest academic average with at least 45 credits earned in residence at QVCC. This is known as the President's Award.

In Progress Work

The student whose work in a course is incomplete at the time of grading due to extenuating circumstances and who has the approval of the instructor for an agreed-upon extension of time in which to complete the coursework may receive a grade of "I" (Incomplete).

A written contract must be signed by the faculty member and the student and submitted to the dean of academic affairs prior to issuance of the "I" grade. "I" grades which have not been changed by the instructor by the end of the following semester in which they are received will be changed automatically to "F".

General Educational Outcomes

To meet their academic, professional, and personal goals, learners will:

- Competently and effectively produce, interpret, question, and analyze written text, oral messages, and multi-media presentations to satisfy a variety of contexts and needs
- Apply mathematical concepts and skills to interpret, understand, and communicate quantitative data
- Apply logical, critical, ethical, and creative processes and information to identify problems, evaluate alternative solutions, and make decisions
- Effectively search for and obtain appropriate information through both traditional and electronic media, and evaluate information for accuracy, perspective, and utility
- Demonstrate an understanding and appropriate application of computer technology
- Integrate and apply the fundamental principles and methods of scientific inquiry, social sciences, and arts and humanities
- Demonstrate the ability to work effectively both as an individual and as part of a group
- Recognize and appreciate the diversity of human behaviors and cultures as they relate to individual development and group interaction, including key issues of age, class, disability, ethnicity, gender, race, religion, and sexual orientation.
- Identify and evaluate ethical issues and conflicts, contribute to the community and society, and recognize the responsibility of the individual in a democracy.

Academic Policies

Minimum Computer Skills for Online and Hybrid Classes

Use Blackboard to:

- Communicate with instructor and classmates (emails and announcements)
- Participate in discussions
- Find course content
- Turn in assignments
- Take tests or other assessments

Basic Computer Skills:

- Upload or download files, extract all files
- Create folders
- Save documents, spreadsheets, etc. to folders and external devices, compress folders
- Troubleshoot computer and software issues by using technical support
- Update operating system and add-on programs required to view files
- Attach documents to emails and assignments
- Use word processing software to save files in readable format
- Use specific software required for various courses (publisher software)
- View PowerPoint presentations

Online and Hybrid Course Student Code of Conduct

To establish a safe space in the online classroom, students need to agree to uphold specific expectations for conduct online.

- Maintain an appropriate tone and stay on topic to extend productive discussions. Respectfully disagree with ideas. Do not attack peers or the instructor because their ideas are different from or contrary to your own. Exhibit sensitivity to others when discussing issues and avoid name calling and other put downs.
- Respect the diversity of opinions expressed by the instructor and members of the class and respond to them in a courteous manner. Electronic communication consisting of all caps, large font, or bold print, or containing multiple exclamation points or question marks may be considered unprofessional and a form of verbal abuse.
- Be open-minded. Believe you can learn from the diversity of perspectives in the class. Attempt to think "outside the box" to present new ideas and perspectives.
- Respect the privacy of your peers. Do not republish (i.e. cut and paste contents from our discussions to other social networking forums) or discuss conversations that take place in our classroom site.
- Support classmates in their learning process. No teasing or making fun of peers.
- Only attach information (i.e. documents, images, videos, etc.) that is appropriate to the educational setting.
- Submit work that follows the appropriate conventions of English (i.e. spelling, grammar, sentence structure, word choice, etc.) to ensure that postings clearly communicate your ideas.
- Maintain an environment free of harassment, stalking, threats, abuse, profanity, insults, or humiliation for the instructor and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature; and unwanted sexual advances or intimidations by email, or on discussion boards and other postings in course shells.
- Abide by all rules and regulations published by QVCC with regard to academic honesty and plagiarism and agree to be subject to disciplinary actions as described in the Student Code of Conduct.

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 Credit Course schedule for each semester. In the definition of most terms there are some words written in *italics*. These terms are defined elsewhere in this glossary.

Academic Credits and Institutional Credits

- At QVCC, *credits* can be academic or institutional. Institutional credits are granted for *developmental courses*. Academic credits are granted for all other courses. These credits count toward your *degree or certificate.*

Add/Drop

- You can change the *courses* you are registered for by adding or dropping one or more courses. This is done through a formal procedure in which you fill out and sign an ADD/DROP form.
- According to federal regulations, students receiving *financial aid* are warned that they must complete (pass) at least 66% of the *credits* for which they originally register. Therefore, if you register for courses totaling 9 credits and you drop one 3-credit course, you must pass the other 6-credits in order to continue receiving financial aid.

Application for Admission/Application for Enrollment

- You apply to become a student at QVCC by filling out an application form and paying the application fee. (You don't have to pay the application fee if you have ever applied to another community college in Connecticut.) The application form is important to the College because it provides four kinds of information about you: (1) basic contact information, (2) statistical information, for example, your age and gender, (3) background information about your previous education, (4) information about your educational plans at QVCC and beyond.
- When you are accepted for admission to QVCC, this does not mean that you are *registered*.

Associate's Degree

- An associate's degree is a diploma granted by a community college, usually after a student earns at least 60 *academic credits*. Most students who earn associate's degrees need at least two academic years to earn all the academic credits they need for their *degree*. For this reason, an associate's degree is also referred to as a "two-year degree," and a community college is sometimes referred to as a two-year college.

Bachelor's Degree

- A bachelor's degree is a *degree* granted by a college or a university after the equivalent of 4 years of full-time study. For this reason, colleges and universities are sometimes referred to as "four-year schools," or "four-year institutions." A bachelor's degree is usually at least 120 *academic credits*, while an associate's degree is usually 60 credits. If you want to earn a bachelor's degree, you can transfer the credits from your associate's degree to a college or university that grants bachelor's degrees, for example, Eastern Connecticut State University or the University of Connecticut.

Certificate

- A certificate is a diploma granted by the community college for fewer *credits* than a degree. A certificate program is the collective term for all the courses and other requirements you fulfill in order to earn a certificate in an academic or technical area. Your **certificate program** is the area in which you earn your certificate, for example Criminal Justice. At QVCC, certificate programs are from 16 to 31 credits.

Course

- A course is a series of classes, research, assignments and related activities, usually lasting one *semester*. A course is worth a certain number of *credits.* In a course you study a specific topic with a broader academic area (a degree program or a certificate program). A *degree program* consists of a certain number of courses. For example, "The Human Services Worker" is a course in the Human Services *degree program*. Students usually take 1 to 5 courses each *semester*.
- The courses offered by QVCC each semester are listed in the Credit Course Schedule in the fall and in the spring. Not all of QVCC's courses are offered each semester, but the College Catalog lists all the College's courses. See also: *Prerequisite.*

Credit (or Semester Hour)

- A credit is a unit used in the calculation of the accumulated value of the *courses* you take. Each course is worth a certain number of credits, usually 1 to 4. A student accumulates credits by passing courses. A certain number of *academic credits* are required for a *degree program* or a *certificate program*. Usually the number of hours spent in class each week is equal to the number of credits for that course.

Dean

- A dean is a director of an entire academic or administrative division of a college or a university. He/she is a high-level administrative official.

Degree

- A degree is a diploma granted by a community college, a college, or a university. A degree represents a certain level of education and expertise in an academic or technical area. At a community college, you study an academic or technical area in order to get a degree in that area. For example, you can get a degree in Medical Assisting, Human Services, and many other areas. A **degree program** is the collective term for all the *courses* and other requirements you fulfill in order to earn a *degree* in an academic or technical area. Your degree program is the area in which you will earn your degree. Degree programs at QVCC are from 60 to 68 credits. Also see *Associate Degree*.

Developmental Courses

- Courses that provide students with the fundamentals in a certain academic area in order to prepare them for college-level courses are developmental courses. For example, "Writing: Introduction to the Essay" provides students with the fundamental writing skills they need in order to prepare them for the demands of college-level English courses.
- Students take a Basic Skills Assessment shortly after being admitted to the College in order to determine whether they need to take developmental courses. If they score below a certain level on the assessment, they must take developmental courses.
- There is *institutional credit*, not *academic credit*, for developmental courses. QVCC offers developmental courses in English and math.

Elective

- An elective is a *course* that you choose, rather than one that is named among the *requirements* for your *degree program*.

- **Faculty**
- The faculty is the group of people who teach the courses at a college or university. The faculty consists of lecturers, instructors, assistant professors, associate professors, and professors.

Financial Aid

- Students who need financial assistance to attend QVCC can apply for financial aid. This is a scholarship which pays some or all of your expenses, such as tuition, fees, and books. A scholarship is money that is paid to the school on your behalf, so that you do not pay it. A scholarship is also known as a "grant." Scholarships and grants are not student loans, because you do not have to pay them back. You must pay back student loans.

Full-time Student

- You are a full-time student if you are enrolled in courses which total 12 credits or more. See also: *Part-time student*

General Education Core

- This is a group of courses in certain areas (for example, math, social sciences, humanities and communication) that provides you with basic knowledge related to all of the *degree programs* at QVCC. A highly similar General Education core is also required by universities and colleges for their *bachelor's degree* programs.

Humanities

- Generally, the fields of art, communication, languages, literature, philosophy and religion are grouped into the broader academic area referred to as the humanities. At QVCC, the humanities requirements for degree programs and *certificates* can be satisfied with courses in the areas of art, communication, English, foreign Languages, humanities, music, philosophy, sign language, and theater.

Liberal Arts

- The academic areas of *social sciences*, natural sciences, fine arts, literature, and the *humanities* are combined under the broad collective term "liberal arts."

Major

- Your major is the area of studies in which you receive your *degree*. "Major" also means to concentrate on an academic area by taking courses required for a degree in that area. For example, at QVCC you can major in one of several areas: Arts and Sciences, Accounting, Computer Services, Fine Arts, Human Services, Medical Assisting, Plastics Engineering, among others.

Part-time Student

- You are a part-time student if you are enrolled in *courses* totaling fewer than 12 *credits* in a semester.

Prerequisite

- A prerequisite is a course that you are required to take before taking a more advanced course. Think of a prerequisite as one course that qualifies you for another course. A prerequisite prepares you for a course at a higher level.

Program

- Your program is the area of study in which you will receive your degree. See also *Degree Program*.

QPA or GPA

- *(Quality Point Average or Grade Point Average)*
  The QPA or GPA is the average of your grades in all the *courses* you have taken at a school, as interpreted on a scale from 1 to 4, with 4 being the highest equivalent to a grade of "A".

Register

- When you select, schedule, enroll in *courses* for the next *semester*, you register. In order to register you refer to the schedule for the semester and you consult an advisor. After determining which courses to take, you present proof of payment and have your name and courses entered into the statewide community college computer system. By registering, you make an official commitment to take the courses you have selected.

Requirement

- A requirement is whatever you must fulfill in order to progress to the next level in the completion of something broader. For example, requirements can be *courses* you must pass, exams you must pass, or research papers you must write in order to complete a course, *a degree program, or a certificate program*.

Semester

- A semester is a way of dividing the school year into two equal sessions, each session lasting 14 or 15 weeks. At QVCC, fall semester is from the end of August or the beginning of September to the middle of December, and spring semester is usually from the end of January to the middle of May.

Social Sciences

- Generally, the fields of sociology, anthropology, economics, psychology, political science, education, and history are grouped into the broader academic area referred to as "social sciences." At QVCC, the social sciences requirements for *degree programs and certificate programs* can be satisfied with courses in these fields.

Syllabus

- A written description of the contents and requirements of a *course* is a syllabus. The syllabus contains the dates of the classes, the assignments, quizzes, exams, research, projects, and other work scheduled for a course in one semester. The instructor for the course gives the students a syllabus at the beginning of the course.

Transcript

- A transcript is an official list of *courses* taken and grades earned for those courses at a specific school. Transcripts are issued by high schools, colleges, and universities. A transcript is official if it has the original stamp or seal of the school that issues it.

Withdraw

- You withdraw from the College by *dropping* all of your courses before the end of the *semester* and before the deadline for dropping courses. Withdrawal must be done by the student according to procedures established by the QVCC Division of Student Services.

REGISTRATION

Student Registration Status

QVCC schedules credit and non-credit courses. The latter are offered through the Continuing Education Office, described elsewhere in this catalog. The information in this section defines the registration status of students enrolled in college credit courses.

All students must register for courses during designated registration periods preceding each semester. Current and continuing students registered within the past two years are strongly encouraged to register online at http://www.my.commnet.edu. New, new transfer, and readmitted students will typically register in person the first time. Online registration usually begins April 1 for fall and summer, and November 1 for spring. A schedule of hours of registration is published in advance of each registration period. Payment of tuition and fees or acceptance of a deferred payment obligation is part of the registration procedure.

There are two types of enrollment status:

Degree Candidate (Matriculated Student)

One who is in a planned program of study which, upon successful completion, will result in the award of either an associate degree or a certificate.

Non-Matriculated Student

One who is enrolled on a course-by-course basis and is not in a degree or certificate program.

Students in either of the above classifications may be full-time or part-time.

Full-time Student

Enrolled in courses totaling a minimum of 12 hours per semester.

Part-time Student

Enrolled in courses totaling fewer than 12 hours per semester.

Audit

Students may register to audit a class. Auditing a class means that the individual will be present during class meetings but is not responsible for completing assignments or tests. No credits are given for an audit grade. A student may change his/her registration from credit to audit until the date listed on the academic calendar for withdrawing from a class. To effect this change the student must complete the appropriate section on the add/drop form. Once a course has been placed on "audit," it may not be reversed to credit.

Pass/Fail Option

Upon verification of eligibility by Student Services, a student in good standing may elect to take no more than 3 out of 12 consecutive credited semester hours under a Pass/Fail option. Under this option performance in courses is evaluated simply in

terms of the normal grading scale. While "Pass" evaluations do not affect the grade point average, "Fail" evaluations carry the same negative impact as normally graded course "F" grades do. The Pass/Fail grade does, however, affect a student's satisfactory progress at the College. Only courses numbered 100 or higher may be eligible for this option. Courses considered "developmental" preparation for college level work are not eligible for the pass/fail option.

The final date in each semester by which a student must exercise the Pass/Fail option is the same as that listed in the academic calendar for withdrawing from a course. To exercise the Pass/Fail option, the student must complete appropriate forms available in the Student Success Center. This decision is not reversible to the normal grading pattern, and students are cautioned that credits earned in this way are not guaranteed transferable to another college.

Change in Schedule or Program

Adding a Course

Students may add courses through the date shown on the academic calendar, provided there is an opening in the desired class and the student meets prerequisites, if any.

Dropping a Course

Students may drop a course up to the drop date as specified in the academic calendar. To drop a course the student may complete appropriate forms available in the Student Success Center or drop online through www.my.commnet.edu. Unless the dean of students authorizes a late drop due to extenuating circumstances, late drops will not be permitted. Students who do not complete the withdrawal process will receive an "F" for that course.

Repeating Courses

Students are permitted to repeat a course. The original grade for a repeated course remains on the record. The highest grade value for the repeated course is used to determine credits earned and calculated into the GPA. Board policy limits repeats to three per course.

Fresh Start Option

The Fresh Start Option allows students the opportunity to minimize the effects of previous academic history and to develop a more favorable academic record. With this option, the student will receive credit for courses with a grade of "C-" or better (>=1.7 GPA), including "P" (Pass), taken prior to re-admission. While all courses and grades remain on the student's transcript, future calculation of GPA (Grade Point Average) will include only courses taken after re-admission. The student's academic record will carry a notation indicating when the Fresh Start Option went into effect.

Students re-admitted to QVCC are eligible to apply for the Fresh Start Option if:

- They have been re-admitted after an absence of two or more years, and
- They have been suspended from QVCC or have been on academic probation prior to being re-admitted, and
- They have an accumulated GPA of less than 2.0, and
- They apply for the option prior to or within one year of re-admission.

The Fresh Start Option does not apply to completed degrees and certificates.

The Fresh Start Option may be used only once by the student. A student must complete a minimum of 15 credits after returning to College under the Fresh Start Option to be eligible for a degree or certificate, and for graduation honors. Fresh Start Option forms may be obtained from the Student Success Center. Submit the application to the director of student services.

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 can be mailed and/or emailed in an electronic format (eTranscript) directly to educational institutions or prospective employers upon completing the steps at www.qvcc.edu/records/transcripts/

Current students or students who have attended the college within two (2) years of today may print their unofficial transcripts or request an official transcript on the web at www.my.commnet.edu.

Former students, who no longer have access to my.commnet, may request an official e-Transcript, official paper transcript, or unofficial transcript by following the instructions on the link at www.qvcc.edu/records/transcripts.

Electronic transcripts (eTranscripts) will be processed within 24 hours. Paper transcripts will be processed and mailed within 7 to 10 days.

Please note that we do not accept phone requests for transcripts.

Transcripts will not be processed for student accounts with outstanding holds.

Please refer to www.qvcc.edu/records for more information regarding how to request a transcript.

Preferred Name Policy

Students may prefer to use a first name that differs from their legal, documented name and/or that matches their gender identity or expression. All colleges in the Connecticut State University System now provide students with the opportunity to declare a preferred first name. The preferred name will appear on all institutional documents and records other than official documents. Documents and records that may display a preferred name include, among others, course rosters in MyCommNet, email addresses, and honors, awards and prizes issued by the institution. Legal names will appear on transcripts and credentials, payroll and student employment records, and financial aid documents. Students applying for graduation may use their preferred name on their diplomas. For assistance in specifying a preferred name, visit the Records Office in the Student Affairs suite, C151.

Withdrawing from College

There are a number of reasons why students may find it necessary to withdraw from the College at any time during the semester. Such an important decision should be given careful consideration and reviewed with an advisor and with the Financial Aid Office if they are receiving financial aid. It is in the student's best interest to have a personal interview before withdrawing.

Students are encouraged to complete the withdrawal process by written notification. Students should complete a form available through the Student Success Center or submit a signed letter indicating their desire to withdraw from all courses. Students may also complete the withdrawal process online or orally by calling the Records Office and speaking with the appropriate staff person. The student will be asked for information to verify that the caller is the student. Students completing the withdrawal from the College orally are encouraged to submit a follow up verification in writing. Students who do not complete the withdrawal process will receive an "F" in each course for which they are registered.

FERPA (Family Educational Rights & Privacy Act)

Confidentiality of Student Records Notification of Rights Under the Family Educational Right 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 acess.** Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request amendment of an education record that the student believes is inaccurate.** Students may ask an appropriate College official to amend a record that they believe is inaccurate. The student should write to the College official, clearly identify the part of the record he or she wants changed, and specify why he/she believes it is inaccurate. The College will notify the student of the decision. If the College decides not to amend the record as requested by the student, the College will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
   NOTE: FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.
3. T**he right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosure without consent to school officials with legitimate educational interests. A "school official" includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); a person serving on the Board of Regents who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
4. **FERPA also permits disclosure of education records without consent in connection with, but not limited to:**
   - To comply with a judicial order or a lawfully issued subpoena;
   - To appropriate parties in a health or safety emergency;
   - To officials of another school, upon request, in which the student seeks or intends to enroll;
   - In connection with a student's request for a receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
   - To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities in connection with certain state or federally supported education programs;
   - To accrediting organizations to carry out their functions;
   - To organizations conducting certain studies for or on behalf of the College;
   - The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with the respect to that crime;
   - Directory information as defined in the policy of the Board of Regents.
5. **The right to refuse to permit the College to release directory information** about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the registrar in writing. Once filed, this notification becomes a permanent part of the student's record until the student instructs the College, in writing, to remove it.
6. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information

The Board of Regents has designated the following as directory information: student names and addresses, dates of attendance, full vs. part-time student status, awards and honors and graduation date. For purposes of access by military recruiter only, telephone listings and, if known, age, level of education and major are also designated as directory information.

Colleges may disclose directory information without prior consent, unless a student has exercised the right to refuse to permit the College to release directory information in accordance with paragraph 4 above.

STUDENT SERVICES

Academic Advising

Advising Services primarily works with students who are currently pursuing a degree in Liberal Arts and Sciences and/or General Studies, as well as non-degree seeking students. Students following other programs of study will work directly with faculty and program coordinators within their chosen major. Please note: the Advising staff has an open door policy and strongly encourages all students to utilize the services, which include course planning, degree audit, transfer advising, adding/dropping classes, changing programs of study, and assistance with registering for courses. While advisors are available to guide and support the student, it is the student who must ultimately assume responsibility for her/his academic program. Advising Services is located in the Student Success Center (C129). Please visit us at www.qvcc.edu/advising

Career Exploration & Planning

Career services staff and academic advisors are available to assist students in exploring careers and majors, and to aid students in the development of career goals and plans. QVCC also provides students and alumni free interactive web-based resources. Focus 2 is a personalized career and education planning system. College Central Network is a search engine for jobs and includes a resume builder that allows students to upload resumes that are searchable by employers. Workshops, lectures and other career activities occur throughout the year and students can make an appointment with a career advisor to assist in career planning and the job search process. For further information and to access these resources, contact Career Services at 860-932-4089 or visit www.qvcc.edu/career.

Students with Disabilities

Students with disabilities are invited to disclose their disabilities at the time of admission to the College. The learning disabilities specialist will assist students with documented disabilities in obtaining classroom adjustments, providing them with equal access to educational opportunities offered by the College. Disability Services is located in Room C151.

Dual Admissions Agreements

Quinebaug Valley Community College has developed partnerships with the Connecticut State Universities (CSUs) and the University of Connecticut (UCONN), utilizing the concept of joint admissions. With the CSUs, this program is called the COMPACT. Students wishing to apply for this program must do so before earning 15 transferrable credits. With UCONN it is the Guaranteed Admissions Program (GAP). Students wishing to apply for this program must do so before earning 30 transferrable credits. Both programs are designed for students who have come to QVCC with the intent of attending one of these universities upon completion of a QVCC degree program. Certain eligibility requirements apply to each program, and interested students should ask to meet with a transfer advisor as soon as possible during their first semester at QVCC. For more information, contact Advising Services at (860) 932-4008.

Additional Transfer Agreements

Specific transfer agreements, called articulation agreements, have been negotiated with many local colleges and universities, including Rhode Island College, Bryant University, Nichols College, St. Joseph College, and Charter Oak State College. These agreements facilitate transferring to another institution, usually into a baccalaureate degree program. Certain eligibility

requirements apply to each program, and interested students should ask to meet with a transfer advisor during their first semester at QVCC. For more information pertaining to transferring, please visit www.qvcc.edu/advising/transfer.asp

Changing Programs

A student who wishes to change a program of study should discuss the planned change of program with an advisor and complete a Change of Status form.

Academic Probation

A student remains in good academic standing by maintaining a minimum of a 2.0 grade point average. Beyond that:

1. Any student with less than a 2.0 GPA will be placed on probation or warning or suspension status. Check the student handbook for specific policy.
2. Any student who does not complete 50 percent or more of his/her courses in a semester may be placed on "Progress Probation."
3. Financial aid academic progress standards require completion of 67 percent of courses attempted.

Students placed on academic probation will be required to have an interview with an advisor and have the approval of the dean of student services or her/his designee before enrolling in further courses. At this interview the dean or her/his designee will set forth the terms of the student's probation. These terms may involve the student carrying a reduced course load or taking specific courses. Although the student will ordinarily have one increment of 12 credits to raise her/his grade point average to a 2.0, this guideline may be waived if the dean or her/his designee determines the student is making substantial progress toward reaching a 2.0 GPA.

Please note: Failure to meet the stated terms of the probation will result in suspension. Ordinarily, the student must wait at least one year before applying for re-instatement, subject to the approval of the dean of students or such persons as (s)he may designate. Standards of academic progress will be monitored at the end of the fall and spring semesters, and probation and academic dismissal letters will be sent before the beginning of the next semester.

Veterans' Services

Veteran Tuition Waivers

Veterans who served for at least 90 days active duty during wartime, were 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 from General Fund courses. Connecticut National Guard members also can 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, veterans must submit a copy of their DD-214 to the QVCC Veterans' Services Office for evaluation. National Guard members must apply to their unit for a DD-2384.

Those eligible for a National Guard tution waiver must reapply with their units each semester and have the waivers mailed to the QVCC Business Office prior to registration. These waivers do not cover Extension Fund, summer, winter intersession, non-credit courses, student fees, or books.

Veterans' Monthly Benefits

Veterans, some spouses, and children of deceased or disabled veterans and current members of the Selected Reserves may be eligible for educational benefits.

To receive and maintain monthly benefits:

1. Apply for GI Bill benefits through the website, www.gibill.va.gov, that contains updated information regarding educational assistance and benefits.
2. Complete the process for enrollment to QVCC. Matriculate into a VA-approved program of study. Provide an official transcript of all previous college credits that apply to the QVCC program of study.
3. Submit a Certificate of Eligibility to the QVCC Veterans' Affairs Office.
4. Meet with the College certifying official, Andrew Morrison or Annie Hill, in the Veterans' Services Office each semester to be sure that all courses are required for the agreed plan of study. Only courses pertaining to the major are certifiable.
5. Register with the QVCC VA Office each semester by completing the Request of Veteran Benefits form (aka - the green form). Complete this form each semester to continue receiving benefits.
6. Verify attendance twice per semester by returning Monthly Certification Forms (MCF)(aka-the orange form).
7. Notify the QVCC VA Office of any change of program or change in credits during the semester.
8. Maintain satisfactory academic progress.

Check with the Veterans' Services Office for further information.

Veterans' OASIS

(Operation Academic Support for Incoming Servicemembers)

The QVCC Veterans' OASIS provides a comfortable place where student veterans may meet, socialize, study, access information about veterans' benefits, and support one another while pursuing their education.

The OASIS Center is located in the large grey modular building directly behind the cafeteria at the main campus. Available in the OASIS are computers, a study area with chairs, coffee maker, microwave oven, small refrigerator, free books on federal benefits for veterans and dependents, brochures, and valuable information regarding the GI Bill, tuition waivers, disability benefits, and more. The space offers privacy for veterans to meet with various service providers who come to campus.

Military Friendly School

QVCC has been named to the 2018-2019 Military Friendly Schools list by *Victory Media* magazine, a leader in the world of military education and post-military employment. The list honors the 15 percent of the country's colleges and universities that do the most to welcome military veterans and enhance their experience as students. This is the eighth consecutive year that QVCC has been named to this elite list.

QVCC earned the #2 Military Friendly Community College in the United States distinction in the Top 25 by category by Victory Media for 2016.

COLLEGE POLICIES

Affirmative Action Policy/Non-discrimination Statement

Quinebaug Valley Community College does not discriminate on the basis of race, color, religious creed, age, sex (including pregnancy, workplace hazards to reproductive systems, or sexual harassment), national origin, marital status, ancestry, present or past history of mental disorder, intellectual disability, learning disability or physical disability, sexual orientation, gender identity, gender expression, or genetic information in its program and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.

QVCC offers associate in art and associate in science degrees in more than 30 areas, including accounting, allied health, business administration, computer science and networking, engineering, early childhood education, fine arts, human services, manufacturing, pathway to teaching careers, and technology studies, as well as general studies and liberal arts and sciences. Credit-free certificate and training programs focusing on workforce development are also offered.

QVCC maintains an open admissions policy. Students must be high school graduates, hold a state high school equivalency diploma (GED), or be certified as having completed home-schooling. Admission requires submission of a completed admissions application accompanied by official high school diploma or equivalency or college transcripts or diploma, payment of the application fee, and proof of immunization. Some programs have additional admissions requirements.

The College will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in its programs.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Paul Martland
Section 504/ADA Coordinator, EEO Officer and Title IX Coordinator
Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
pmartland@qvcc.edu
860-932-4124

Title IX Notice

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." 20 U.S.C. § 1681

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs which receive federal financial assistance. Athletics are one component of Title IX. Other programs and activities which may be included are: recruitment, admissions, financial aid, and scholarships; course offerings and access; hiring and retention; and, benefits and leave. Title IX also protects students and employees, both male and female, from unlawful sexual harassment in school programs and activities.

In compliance with Title IX, Quinebaug Valley Community College prohibits discrimination on the basis of sex in employment as well as in admissions, enrollment, and in the provision of all services, programs and activities.

The College's Title IX Coordinator monitors compliance with this law and centrally coordinates the institution's response to complaints of discrimination based on sex. The Title IX Coordinator will ensure complaints of this nature are addressed by the

appropriate College entities and will assist complainants in receiving any medical, mental health or other services that may be warranted. The Title IX Coordinator will also facilitate any interim measures that may be necessary to protect the complainant in the College's setting.

Individuals with questions or concerns about Title IX, and/or those who wish to file a complaint of non-compliance, may contact the College's Title IX Coordinator for more information:

Paul Martland
Title IX Coordinator
Quinebaug Valley Community College
742 Upper Maple Street
Danielson, CT 06239
860-932-4124
pmartland@qvcc.edu

Alternatively, or in addition to the Title IX Coordinator, inquiries may be directed to the U.S. Department of Education's Office for Civil Rights, the federal agency charged with enforcing compliance with Title IX:

Boston Office
Office for Civil Rights
US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
617-289-0111
OCR.Boston@ed.gov

AIDS and Other Communicable Diseases

The Connecticut Community College System reaffirms its commitment to provide a safe and healthy educational environment, safeguard the rights of individuals, and comply with state and federal antidiscrimination laws and regulations. Sound and compassionate legal, ethical, moral, and educational principles require that students and employees with AIDS, HIV infection, and other communicable diseases be accorded the same rights and assume the same responsibilities as all other members of the community college community. It is recognized that the best method of allaying fears and promoting understanding is education: the dissemination of information based on fact and current scientific knowledge.

People with AIDS and other communicable diseases shall be accorded the same rights as all other students and employees. State and federal laws and regulations prohibit discrimination against and harassment of individuals solely because of disability. No individual shall be discriminated against in any college programs, services, or employment solely because of his or her status as AIDS- or HIV-infected or having any other communicable disease.

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

Each college president shall designate an individual responsible for coordination, delivery, and evaluation of the college AIDS education program. A committee representative of the college community should be involved in formulating educational and information activities.

Restriction shall not be placed on admission, programs, services, or employment offered to an individual on the basis of a diagnosis of AIDS, HIV infection, or other communicable disease, except in individual cases when it has been medically determined that there is risk of infection or danger to others or in programs from which individuals with specific communicable diseases are excluded by law or regulation.

Colleges shall not require testing of students or employees for AIDS, HIV infection, or other communicable diseases for participation in employment, programs, or services of the college, except as required by law or regulation. Where possible, colleges shall maintain a listing of local referral sources for such testing and shall publish such listing with other educational information.

All student or employee information related to inquiries, testing, and disclosure of AIDS, HIV, or other infection status shall be treated confidentially as all other health records. All reasonable steps shall be taken to protect the identity of an individual with AIDS.

Students and employees involved in the direct delivery of health care services and those who might otherwise come in contact with blood and other body fluids (such as in science laboratories or allied health practica) shall at all times follow the guidelines regarding precautions to be taken in the handling of such fluids disseminated by the Department of Health Services or other approved guidelines.

Violations of any part of this policy shall be dealt with under the appropriate disciplinary procedures for students or employees.

This policy shall be published in all college catalogs and student handbooks and shall be made available to all employees.

Student Code of Conduct

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education ("BOR") in conjunction with the Connecticut State Colleges and Universities ("CSCU") has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU Community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education.

All members of CSCU must at all times govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR's and CSCU's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR's and CSCU's fundamental principles and values. It is the BOR's and CSCU's responsibility to protect our students' right to learn by establishing an environment of civility.

The disciplinary process is intended to be part of the educational mission of CSCU. Student disciplinary proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

Introduction

This Student Code of Conduct (hereinafter the "Student Code" or "Code") is intended to present a clear statement of student rights and responsibilities established by the Board of Regents for Higher Education. The BOR has charged the president of the Board of Regents for Higher Education with developing procedures to protect those rights and to address the abdication of responsibilities in collaboration with the four State Universities, the twelve Community Colleges and Charter Oak State College. The Student Code describes the types of acts that are not acceptable in an academic community.

Disclaimer: This Code is neither a contract nor an offer of a contract between any BOR governed institution and any student. The provisions of this Code are subject to revision at any time.

PART A: Definitions

The following list of defined terms utilized throughout this Student Code is provided in an effort to facilitate a more thorough understanding of the Code. This list is not intended to be a complete list of all the terms referenced in the Student Code that might require interpretation or clarification. The vice president for student affairs at a University, the dean of students at a Community College, the provost at Charter Oak State College or their designee shall make the final decision of the interpretation of the definition of any term found in the Student Code. For purposes of interpretation and application of the Student Code only, the following terms shall have the following meanings:

1. "Accused student" means any student accused of violating this Student Code.
2. "Advisor" means a person who accompanies an Accused Student or an alleged victim to a hearing (or a proceeding pertaining to a report of sexual violence) for the limited purpose of providing advice and guidance to the student. An advisor may not directly address the hearing body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding pertaining to a report of sexual violence).
3. "Appellate body" means any person or persons authorized by the University vice president for student affairs, Community College dean of students, Charter Oak State College provost or their designee to consider an appeal from a determination by a hearing body that a student has violated the Student Code.
4. "Calendar days" means the weekdays (Mondays through Fridays) when the University or College is open.
5. "College" means either collectively or singularly any of the following institutions: Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.
6. "Complainant(s)" means the person(s) who initiates a complaint by alleging that a Student(s) violated the Code.
7. "CSCU" means either collectively or singularly, any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University; Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.
8. "CSCU affiliates" means individuals and/or entities with whom or with which the College or University has a contractual relationship.
9. "CSCU official" means any person employed by the College or University to perform assigned administrative, instructional, or professional responsibilities.
10. "CSCU premises" means all land, buildings, facilities, and other property in the possession of, or owned, used, and/or controlled by, the University or College, either solely or in conjunction with another entity.
11. "Disciplinary officer" or "conduct administrator" means a University, College or CSCU official who is authorized to determine the appropriate resolution of an alleged violation of the Code, and/or to impose sanctions or affect other remedies as appropriate. Subject to the provisions of this Code, a disciplinary officer or conduct administrator is vested with the authority to, among other duties: investigate a complaint of an alleged violation of the Code decline to pursue a complaint, refer identified disputants to mediation or other appropriate avenues of resolution, establish charges against a student, enter into an administrative agreement developed with an Accused Student in accordance with Section II-B-3 of this Code, advise a hearing body, and present the case before the hearing body.
12. "Hearing body" or "hearing panel" means any person or persons authorized by the University vice president for student affairs, Community College dean of students or Charter Oak State College provost to determine whether a student has violated the Code and to impose sanctions as warranted, including a hearing officer or hearing board.
13. "Institution" means the University or College within CSCU.
14. "Instructor" means any faculty member, teaching assistant or any other person authorized by the University to provide educational services, including, but not limited to, teaching, research, and academic advising.
15. "Member of the CSCU community" means any person who is a student, an official or any other person who works for CSCU, either directly or indirectly (e.g., for a private enterprise doing business on a CSCU campus).
16. "Policy" means the written regulations, standards, and student conduct expectations adopted by the BOR and found in, but not limited to the Student Handbook, the Residence Life Handbook, the housing contract, the graduate and undergraduate catalogs, and other publicized University and College notices.

17. "Prohibited conduct" means the conduct prohibited by this Code, as more particularly described in Part I-D of this Code.
18. "Reporting Party" means any person who alleges that a student has violated this Code.
19. "Student" means either (1) any person admitted, registered, enrolled or attending any CSCU course or CSCU conducted program, whether full-time or part- time, and whether pursuing undergraduate, graduate or professional studies, or continuing education; (2) any person who is not officially enrolled for a particular term but who has a continuing relationship with a CSCU; or (3) any person within two calendar years after the conclusion of their last registered Community College course unless the student has formally withdrawn, graduated or been expelled from the College.
20. "Student Code" or "Code" means this Student Code of Conduct.
21. "Student organization" means an association or group of persons that have complied with the formal requirements for University or College recognition. "Support person" means a person, who accompanies an accused student, a reporting party or a victim to a hearing for the limited purpose of providing support and guidance. A support person may not directly address the hearing body, question witnesses, or otherwise actively participate in the hearing process.
22. "University" means any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University, whichever the alleged violation of the Code occurred.
23. "Shall" and "will" are used in the imperative sense.
24. "May" is used in the permissive sense.

PART B: Application, Distribution, and Administration of the Student Code of Conduct

1. Application of the Student Code: The Student Code shall apply to the four Connecticut State Universities, the twelve Community Colleges, and the online college.

   An alleged violation of the Student Code shall be addressed in accordance with the Code of Conduct, even if the accused Student has withdrawn from the Institution prior to the completion of the disciplinary procedures.

   The Student Code shall apply to Students and to University Student organizations. The term "student" shall generally apply to the student as an individual and to a student organization as a single entity. The officers or leaders of a particular student organization usually will be expected to represent the organization during the disciplinary process. Nothing in this Student Code shall preclude holding certain members of a student organization accountable for their individual acts committed in the context of or in association with the organization's alleged violation of this Code.

2. Distribution of the Student Code: The Student Code shall be made readily available electronically and/or in a printed publication to students, faculty and staff. The office responsible for student affairs will annually distribute and make available to students, faculty and staff, electronically and/or in a printed publication, any revisions to the Code.
3. Administration of the Student Code: A University's and Charter Oak State College's provost or a Community College's dean of students shall be the person designated by the institution president to be responsible for the administration of the Academic Misconduct portion of the Student Code. A University's vice president for student affairs, a Community College's dean of students, or Charter Oak State College's provost shall be the person designated by the institution president to be responsible for the administration of the Non-Academic Misconduct portion of the Student Code.

PART C: Scope of Authority

A student who is found responsible for engaging in conduct that violates the Student Code on any CSCU campus or on property controlled by the BOR or by any CSCU Affiliate or any CSCU sponsored function or event shall be subject to the sanctions described in this Code. The Student Code of Conduct also applies to online activities, where applicable. Students who attempt to engage in conduct that violates this Code, who knowingly encourage, aid or assist another person in engaging in such conduct, or who agree with another person, explicitly or otherwise, to engage in such conduct, may also be subject to disciplinary action.

Community College students conduct is subject to the Code on campus and off-campus whenever such conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to a member or members of the College community. Students must be aware that, as citizens, they are subject to all federal and state laws in addition to all CSCU

regulations governing student conduct and responsibilities. Students do not relinquish their rights nor do they shed their responsibilities as citizens by becoming members of the CSCU community. However, where a court of law has found a student to have violated the law, an institution has the right to impose the sanctions of this Code even though the conduct does not impair institution-related activities of another member of the university or college community and does not create a risk of harm to the college or university community. The decision to exercise this right will be in the sole discretion of the president of the impacted institution or his/her designee.

PART D: Prohibited Conduct

The following list of behaviors is intended to represent the types of acts that constitute violations of this Code.

1. Academic misconduct, which includes, but is not limited to, plagiarism and all forms of cheating.

   Plagiarism is defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution.

   Cheating includes, but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

2. Acts of dishonesty, including but not limited to the following:
   A. Misuse of University or College documents, including, but not limited to forging, transferring, altering or otherwise misusing a student fee card, student payroll card, identification card or other College or University identification document, course registration document, schedule card, transcript, or any other institution-issued document or record.
   B. Knowingly furnishing false information to any CSCU Official, faculty member or office.
3. Theft of property or services, or damage to, defacement or destruction of, or tampering with, real or personal property owned by the State of Connecticut, CSCU/BOR, the institution, or any member of the CSCU community.
4. Actual or threatened physical assault or abuse, threatening behavior, intimidation, or coercion.
5. Sexual misconduct may include engaging in one of more behaviors:
   A. Sexual harassment, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:
      - sexual flirtation, touching, advances or propositions
      - verbal abuse of a sexual nature
      - pressure to engage in sexual activity
      - graphic or suggestive comments about an individual's dress or appearance
      - use of sexually degrading words to describe an individual
      - display of sexually suggestive objects, pictures or photographs
      - sexual jokes
      - stereotypic comments based upon gender
      - threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.
   B. Sexual assault shall include but is not limited to a sexual act directed against another person when that person is not capable of giving consent, which shall mean the voluntary agreement by a person in the possession and exercise of sufficient mental capacity to make a deliberate choice to do something proposed by another.

A person who initially consents to sexual activity shall be deemed not to have consented to any such activity which occurs after that consent is withdrawn. Consent cannot be assumed because there is no physical resistance or other negative response. A lack of consent may result from mental incapacity (e.g., ingestion of alcohol or drugs which significantly impair awareness or judgment) or physical incapacity (e.g., the person is unconscious or otherwise unable to communicate consent). Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

C. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:
    - Prostituting another person;
    - Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
    - Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
    - Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
    - Engaging in non-consensual voyeurism;
    - Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
    - Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
    - Possessing, distributing, viewing or forcing others to view illegal pornography.

6. Intimate partner violence is defined as:
    - Including intimate partner violence, which is any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault, as defined in section 5 above; (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment, as defined in section 5 above or, (5) sexual exploitation, as defined in section 5 above.
    - Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.
    - Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
    - Emotional abuse, which can include but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.
7. Violations of privacy, including, but not limited to, voyeurism and the use of web-based, electronic or other devices to make a photographic, audio or video record of any person without his or her express consent, when such a recording is intended or likely to cause injury or distress. This includes, but is not limited to: (i) surreptitiously taking pictures or videos of another person in spaces such as sleeping areas, bathrooms, gymnasiums, locker rooms, and changing areas; and (ii) sexually exploiting another person by electronically recording or permitting others to view or electronically record, consensual sexual activity without a partner's knowledge or permitting others to view or listen to such video or audio tapes without a partner's knowledge and consent. Publicizing or threatening to publicize such records will also be considered a violation of this Code.
8. Hazing, which is defined as an act which endangers the mental or physical health or safety of a Student, or which destroys, damages, or removes public or private property for the purpose of initiation or admission into, affiliation with or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense to an allegation of hazing. Consenting to the activity by remaining silent or not objecting in the presence of hazing is not a neutral act and is also a violation of this Student Code.
9. Stalking, which is defined as repeatedly contacting another person when:
    A. The contacting person knows or should know that the contact is unwanted by the other person; and
    B. The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life. As used in this definition, the term "contacting" includes, but is not

limited to, communicating with (including internet communication via e-mail, instant message, on- line community or any other internet communication) or remaining in the physical presence of the other person.

10. Harassment, which is defined as conduct which is abusive or which interferes with a person's pursuit of his or her customary or usual affairs, including, but not limited to, such conduct when directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation or expression, age, physical attribute, or physical or mental disability or disorder, including learning disabilities and mental retardation.
11. Conduct that is disorderly, lewd or indecent (including, but not limited to, public nudity and sexual activity in areas generally open to members of the campus community), breach of peace or aiding, abetting or procuring another person to breach the peace on CSCU premises or at functions sponsored by, or affiliated with the University or College.
12. Behavior or activity which endangers the health, safety, or well-being of oneself or others.
13. Offensive or disorderly conduct which causes interference, annoyance or alarm or recklessly creates a risk thereof at CSCU or CSCU premises, CSCU web or social media sites, at a CSCU-sponsored activity or in college or university courses, including cyber bullying. This offense does not apply to speech or other forms of constitutionally protected expression.
14. Unauthorized possession, duplication or use of keys (including, but not limited to, card access, card keys, fobs, etc.) to any CSCU premises or forcible and/or unauthorized entry on or into CSCU premises.
15. Starting fires, causing explosions, falsely reporting the presence of fire, bombs, incendiary or explosive devices, or falsely reporting an emergency.
16. Unauthorized or improper possession, use, removal, tampering or disabling of fire and/or safety equipment and warning devices, failure to follow standard fire and/or emergency safety procedures, or interference with firefighting or emergency response equipment or personnel.
17. Use, possession, purchase, sale or distribution of alcoholic beverages, except as expressly permitted by law and CSCU regulations. Alcoholic beverages may not, under any circumstances, be used by, possessed by, or distributed to any person under 21 years of age.
18. Use, possession, purchase, sale, distribution or manufacturing of narcotics, controlled substances and/or drugs, including, but not limited to, marijuana and heroin, or drug paraphernalia, except as expressly permitted by law.
19. Use, possession or distribution of firearms, ammunition for firearms, other weapons or dangerous instruments, facsimiles of weapons or firearms, fireworks, explosives or dangerous chemicals. A dangerous instrument is any instrument, article or substance that, under the circumstances in which it is being utilized, is capable of causing death or serious physical injury. The possession of a deadly weapon or dangerous instrument on campus is strictly prohibited, even if such item is legally owned.
20. Gambling, including, but not limited to, promoting, wagering, receiving monies for wagering or gambling for money or property on CSCU premises.
21. Disruption or obstruction of any college or university function, activity or event, whether it occurs on or off the campus, or of any non-university or college function, activity or event which is authorized by the institution to occur on its premises.
22. Intentional obstruction of the free flow of pedestrian or vehicular traffic on CSCU premises or at university or college-sponsored or supervised functions or interference with entry into or exit from CSCU premises or with the free movement of any person.
23. Failure to comply with the directions of CSCU officials or law enforcement officers acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
24. Conduct that violates published BOR/CSCU policies, rules, and regulations, including, but not limited to, residence hall rules and regulations.
25. Conduct prohibited by any federal, state, and/or local law, regulation or ordinance.
26. Unauthorized use of CSCU property or the property of members of the CSCU community or of CSCU affiliates.
27. Theft, unauthorized use, or abuse of University or College computers and/or peripheral systems and networks, including, but not limited to:
    A. Unauthorized access to CSCU computer programs or files;
    B. Unauthorized alteration, transfer or duplication of CSCU computer programs or files;
    C. Unauthorized use of another individual's identification and/or password;
    D. Deliberate disruption of the operation of CSCU computer systems and networks;
    E. Use of the institution's computing facilities and resources in violation of copyright laws (including unauthorized peer-to-peer file sharing of copyrighted material, including, but not limited to, copyrighted music, movies, and software);

F. Use of computing facilities and resources to send obscene messages (which are defined as messages which appeal mainly to a prurient, shameful or morbid interest in nudity, sex, excretion, sadism or masochism, go well beyond customary limits of candor in describing or representing such matters, and are utterly without redeeming social value); and
G. Violation of the BOR Policy Statement on Acceptable and responsible use of Information Technology resources and/or any applicable BOR computer use policy.

28. Abuse of the CSCU conduct and disciplinary system, including but not limited to:
    A. Failure to obey the notice from a hearing body or CSCU official to appear for a meeting or hearing as part of the Student Conduct system;
    B. Falsification, distortion, or intentional misrepresentation of information to a disciplinary officer or conduct administrator, or before a hearing body;
    C. Initiation of a conduct or disciplinary proceeding knowingly without cause;
    D. Disruption or interference with the orderly conduct of a disciplinary proceeding;
    E. Attempting to discourage an individual's proper participation in, or use of, the disciplinary system;
    F. Attempting to influence the impartiality of a disciplinary officer, conduct administrator or member of a hearing body prior to, and/or during the course of, the disciplinary proceeding;
    G. Harassment (verbal or physical) and/or intimidation of a disciplinary officer, conduct administrator, or member of a hearing body prior to, and/or during the course of the disciplinary proceeding;
    H. Failure to comply with the sanction(s) imposed under the Student Code; and
    I. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

PART E: Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, and Domestic Violence Cases

1. In additional to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College students in Section IV, for any hearing conducted involving allegations of sexual misconduct, the accuser and the accused student shall each have the following rights:
2. At any meeting or proceeding, both the alleged victim and accused may be accompanied by an advisor or support person of the student's choice provided the advisor or support person does not cause a scheduled meeting or hearing to be delayed or postponed;
3. The alleged victim of sexual misconduct, sexual exploitation, sexual harassment, sexual assault, intimate partner or domestic violence is entitled to request that disciplinary proceedings begin promptly;
4. Any hearing regarding an accusation of sexual misconduct, sexual assault, sexual exploitation, sexual harassment, intimate partner or domestic violence shall be conducted by an impartial hearing party or panel trained in issues relating to sexual misconduct, sexual, intimate partner and domestic violence;
5. In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused and the alleged victim have the right to keep their identities confidential;
6. Normally no later than within one business day of the conclusion of a hearing, receive a written report from a CSCU Official indicating the determination of the impartial party or panel and the sanction(s) imposed on the accused student, if any;
7. Request review of the decision of the impartial panel or party.

PART F: Conduct and Disciplinary Records

The written decision resulting from an administrative conference or a hearing under this Code shall become part of the student's educational record and shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). A student's disciplinary record shall be maintained separately from any other academic or official file maintained by the Institution. Disciplinary records will be maintained for a period of five (5) years from the date of the incident, except that the sanction of expulsion shall be noted permanently.

While student education records are generally protected from disclosure by FERPA, there are a number of exceptions to this rule. Students should be aware that a record concerning his/her behavior while a student at the College or University may be shared with other colleges or universities to which the student may subsequently wish to transfer or be admitted. Similarly, prospective

employers may require a student to provide access to his/her education records as part of the employment application process. A record of having been sanctioned for conduct that violates Section I.D. of the Code may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

PART G: Interpretation and Revision

Questions regarding the interpretation of this Code shall be referred to the University's and Charter Oak State College's provost or a Community College's dean of students or their designees for the administration of the Non-Academic Misconduct portion of the Student Code and to the University's vice president for student affairs, a Community College's dean of academic affairs or Charter Oak State College's provost or their designees for the administration of the Academic Misconduct portion of the Student Code.

This Code shall be reviewed and revised, if and as necessary, every five (5) years, or as directed by the president of the Board of Regents for Higher Education.

Disturbances on Campus/Guidelines

In the interest of assisting in the preservation of academic freedom, including the important characteristics of access to sources of knowledge, freedom to reach un-pressured conclusions, and respect for freedom of movement, and the performance of responsibilities relating to this, the Board of Regents sets forth the following policies to guide faculty, students, and administrators in cases of disruption on campuses of the public community colleges in Connecticut.

College staff, faculty, and students shall be free to exercise their rights as professional staff, students, and citizens of the United States or as foreign nationals protected by the laws of the United States respecting those professional and humane courtesies which contribute to the success of the academic community.

The president, staff, faculty, and students should work to maintain study and research of ideas and facts of humanity and the universe, lawful free assembly, access to sources of knowledge, and the freedom of staff to perform teaching and administrative functions.

The Board of Regents believes that activities as listed below and those akin to them might result in the need to take disciplinary action to maintain the rights and opportunities for all segments of the campus community to learn and to teach and to administer:

A. Occupying and preventing authorized use of facilities;
B. Damaging, removing, or destroying college property;
C. Preventing instruction, research, or other authorized activity by disorderly conduct and/or interfering with access to facilities;
D. Physically detaining or removing any person engaged in lawful and/or normal college functions;
E. Failing to comply with directives from college officials or law enforcement personnel issued in the performance of their duties.

For greater detail, please consult 5.2.1 Policy on Student Conduct in the Board Policy Manual.

Drugs and Alcohol

The Board of Regents endorses the statement of the network of colleges and universities committed to the elimination of drug and alcohol abuse, which is based on the following premise:

American society is harmed in many ways by the abuse of alcohol and other drugs-decreased productivity, serious health problems, breakdown of the family structure, and strained social resources. Problems of illicit use and abuse of substances have a pervasive effect upon many segments of society-all socio-economic groups, all age levels, and even the unborn. Education and learning are especially impaired by alcohol abuse and illicit drug use.

The Board recognizes that education regarding alcohol and substance abuse is an appropriate and even necessary part of the contemporary college life. Since the unauthorized use of controlled substances, in addition to the potential harmful effect it may have on students and employees, is contrary to state and federal law and regulation, it must be prohibited in any college activity, on or off the college campus. Although the conditions of alcohol and drug dependency may be considered disabilities or handicaps under state and federal law and regulation and Board of Regents' policy, employees and students will not be discriminated against because they have these disabilities. All students and employees are considered to be responsible for their actions and their conduct.

1. These provisions shall apply to all colleges under the jurisdiction of the Board:
2. No student or employee shall knowingly possess, use, distribute, transmit, sell, or be under the influence of any controlled substance on the college campus or off the college campus at a college-sponsored activity, function, or event. Use or possession of a drug authorized by a medical prescription from a registered physician shall not be a violation of this provision.
3. All colleges shall develop and enforce policies regarding the sale, distribution, possession, or consumption of alcoholic beverages on campus, subject to state and federal law. Consistent with previous Board policy, the consumption of alcoholic beverages on campus may only be authorized by the President subject to the following conditions, as appropriate:
    A. when a temporary permit for the sale of alcoholic beverages has been obtained and Dram shop act insurance has been purchased;
    B. when a college permit has been obtained;
    C. when students bring their own beverages;
    D. when alcoholic beverages are provided by a student organization and no fee is charged for attendance or for said beverages.
4. This policy shall be published in all college catalogs, faculty and staff manuals, and other appropriate literature.
5. All colleges shall provide educational programs on the abuse of alcohol and other drugs and referral for assistance for students and employees who seek it. Colleges are encouraged to establish campus-wide committees to assist in development of these programs in response to particular campus needs and identification of referral resources in their respective service planning regions.
6. Failure to comply with this policy will result in invocation of the appropriate disciplinary procedure and may result in separation from the college and referral to the appropriate authorities for prosecution.

Grievances

See Student Handbook for further information.

People with Disabilities

The Board of Regents and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the community colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits, or otherwise be subjected to discrimination under any program or activity on a community college campus or in the central office of the Board of Regents.

The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role. Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, attitudinal; it also means taking care not to erect new barriers along the way.

The efforts of the community colleges to accommodate people with disabilities should be measured against the goals of full participation and integration. Services and programs best promote full participation and integration of people with disabilities when they complement and support, but do not duplicate, the regular services and programs of the college.

This statement is intended to reaffirm the Board's commitment to affirmative action and equal opportunity for all people and in no way to replace the equal opportunity policy statement.

Students with disabilities are encouraged to contact Bob Kozlowski or John Lepore in the Student Success Center

Racism and Acts of Intolerance

The community colleges have long been committed to providing educational opportunities to all who seek and can benefit from them, as evidenced in the mission statements and policies concerning student rights, affirmative action, and equal opportunity. The Board and the colleges recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differentness. At the same time, colleges and universities have traditionally been at the cutting edge of protection of our most cherished freedoms, most notably freedom of speech and non-violent action, which protect even unpopular or divisive ideas and perspectives.

Such constitutionally-protected expression can contribute to an unwelcoming and even offensive social and educational environment for some individuals in the college community, particularly when it concerns race, religion, sex, sexual orientation, disability, national origin, or ethnicity, and the First Amendment does not preclude colleges from taking affirmative steps to sensitize the college community to the effects of creating such a negative environment.

Therefore, the community colleges recognize that they have an obligation not only to punish proscribed actions, but also to provide programs which promote pluralism and diversity and encourage the college community to respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, hostility, and violence but supportive of individual academic, personal, social and professional growth.

Acts of racism or harassment directed against individuals or specific groups of individuals will not be tolerated and will be dealt with under the employee affirmative action grievance procedure and the student grievance and disciplinary procedures.

Each college will provide a comprehensive educational program designed to foster understanding of differentness and the value of cultural diversity. This will include plans to (1) promote pluralism, (2) educate the college community about appropriate and inappropriate behaviors to increase sensitivity and encourage acceptance, and (3) widely disseminate this policy statement to the entire college community.

Sexual Harassment

Sexual harassment is a form of sex discrimination which is illegal under state and federal law and is also prohibited by the Board of Regents' Nondiscrimination Policy. The Board's policy recognizes that sexual harassment undermines the integrity of employer-employee and student-faculty-staff relationships and interferes with the right of all members of the College community to work and learn in an environment free from harassment. Such conduct will not be tolerated.

Sexual harassment may be described as:

Any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may be verbal, visual or physical. It may be overt or implicit and may, but need not, have tangible adverse effects on the victim's employment or learning experience.

Examples of conduct which may constitute sexual harassment include but are not limited to:

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual
- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's employment or educational status is contingent upon toleration of or acquiescence in sexual advances.

The perpetrator of sexual harassment, like the victim of such conduct, may be a man or a woman. Sexual harassment may involve individuals of the same or opposite sex and, in the College environment, may involve an employee and a student, an employee and another employee or a student and another student. Harassment in any of these relationships is a violation of the Board's policy.

Because of the power relationship between faculty and student, and between supervisor and subordinate employee, freedom of choice may be compromised in such relationships. Accordingly, this policy holds that where a faculty member or professional staff member has responsibility for a student through teaching, advising, supervision or other obligation, romantic or sexual liaisons between such persons shall be deemed a violation of this policy. Romantic or sexual liaisons between supervisors and subordinate employees, while not prohibited, are strongly discouraged.

It should be noted, additionally, that retaliation against a person for complaining or being associated in any way with the resolution of a complaint of sexual harassment also violates Board policy.

What to do if You Are the Victim of Sexual Harassment

When an employee or student feels that he or she has been the victim of sexual harassment, he or she should report such incident(s) to a College official.

- Employees may report incidents of sexual harassment to Paul Martland, Dean of Administration, Affirmative Action Officer, Title IX Coordinator;
  Room C225A, (860)932-4124, pmartland@qvcc.edu or Karla Desjardins, Assocate Director of Human Resources;
  Room C223B, (860)932-4106, kdesjardins@qvcc.edu
- Students may report incidents of sexual harassment to the dean of academic affairs and student services 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 the dean of administration. The president or dean of administration will ensure that appropriate follow-up action is taken.

Depending on the nature of the complaint and the desires of the complainant, the College official to whom the complaint has been made may attempt to resolve the complaint informally. Any informal resolution of a complaint must be approved by the College president. No person shall be forced to pursue informal avenues of resolution before filing a formal complaint of sexual harassment.

If informal resolution is not possible or appropriate, a written complaint should be filed in accordance with the existing Affirmative Action Grievance Procedure for Employees (see Board Policy 2.1.3) or Student Grievance Procedure for students (see Board Policy 5.2.2).

- For employees, a written complaint should be filed within fifteen (15) calendar days of the alleged harassment. This time frame may be extended by up to fifteen (15) additional calendar days if efforts at informal resolution have been made.
- For students, a written complaint should be filed within thirty (30) days of the date the grievant knew or should have known of the alleged harassment. However, a delay in filing a formal complaint will not be a reason for refusing to investigate such complaints. Although the ability to investigate may be compromised by delay, a written complaint will be treated in the manner prescribed by this policy if filed within 180 days of the date the student knew or should have known of the alleged harassment.

When a formal complaint of sexual harassment is received, the College will investigate it. The rights of all persons involved in the investigation shall be respected and every effort will be made to protect the confidentiality of both the alleged victim and the alleged harasser. Toward this end, only persons with a need to know shall be made privy to the complaint. However, complete anonymity cannot be assured, given the College's obligation under law to investigate and take appropriate action in all cases of sexual harassment.

All complaints of sexual harassment shall be taken seriously. It is expected that complaints will be made in good faith, however. Frivolous or vexatious complaints can cause irremediable damage to the reputation of an accused person, even though he or she is subsequently vindicated. Therefore, any person who files a false complaint of sexual harassment shall himself or herself be subject to disciplinary action, up to and including termination, if an employee, or expulsion, if a student.

In addition to invoking the available grievance procedure, an employee who believes he or she has been sexually harassed may file a complaint with the Connecticut Commission on Human Rights and Opportunities, 25 Sigourney Street, Hartford, CT 06106 and/or with the Equal Employment Opportunity Commission, John F. Kennedy Federal Building, 475 Government Center, Boston, Massachusetts 02203, within 180 days of the date when the harassment occurred. A student who believes he or she has been sexually harassed may, in addition to the available grievance procedure, file a complaint with the federal Office for Civil Rights, U.S. Department of Education (Region 1), 8th Floor, 5 Post Office Square, Boston, Massachusetts 02109-3921.

Sex Offender Registry

As a result of a recent decision by the U.S. Supreme Court, the Connecticut Department of Emergency Services and Public Protection (DESPP) 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 www.ct.gov/despp.

The Campus Sex Crimes Prevention Act consists of three major components:

1. Registered sex offenders are required to provide notice to the CDPS of each institution of higher education at which the offender is employed or is a student and of any change in such status.
2. While institutions of higher education are not required to request information concerning registered sex offenders, they are required to inform the college community where criminal record information concerning registered sex offenders may be obtained.
3. If a student is a registered sex offender, information provided to an institution concerning this status is not subject to protection from disclosure under the Family Educational Rights and Privacy Act.

Inclusion in the sex offender registry does not disqualify any person from being a student at an institution of higher education. Also note that it is a criminal offense to use information in the sex offender registry to injure, harass or commit a criminal act against any person included in the registry.

If you have any questions or concerns about this information, please direct them to the dean of students.

Smoking

As of January 1, 2017, Quinebaug Valley Community College's Danielson campus is tobacco- and vape-free. Smoking/vaping is prohibited on all campus property, including all indoor and outdoor space of the College and Quinebaug Middle College, and inside all vehicles.

The policy applies to any individual on campus property, including but not limited to students, employees, contractors, subcontractors, volunteers, visitors, and members of the public.

Littering of any smoking product or any other waste product on College property is prohibited.

Smoking (burning, inhaling, or exhaling) includes:

- Cigarettes
- Cigars
- Electronic cigarettes
- Pipes
- Any other smoking equipment, or drug paraphernalia, whether filled with tobacco or any other type of material

Violation may result in monetary fines issued by QVCC's security officers and/or disciplinary action by the appropriate administrative office.

In adopting this policy, QVCC remains committed to providing a healthy learning and working environment for its students and employees and comports with the goals outlined in the Climate Action Plan.

Students Rights

Under Board of Regents' policies, students are guaranteed that educational offerings are available to them. Please consult the Student Handbook or the college website for the specific policies on the rights of students, the grievance procedure, and a review of academic standards.

Transfer-Acceptance of Credit at Community Colleges

At all Community Colleges, degree and certificate credit shall be granted only for credit courses completed at all institutions within the Connecticut state system of higher education and at all other collegiate institutions accredited by an agency recognized by the Council for Higher Education Accreditation as either a "Regional Accrediting Organization" or a "Specialized and Professional Accrediting Organization" in accordance with the following:

1. Degree and certificate credit shall be granted for all credit courses that are applicable to the objectives of, or equivalent to the course requirements of, the curriculum in which the transferring student enrolls. Credit work that is not applicable or equivalent to curriculum requirements shall be accepted for credit at the discretion of the college. Degree and certificate credit shall also be granted on the basis of performance on examinations in accordance with standards and limits approved by the Board of Regents.
2. Degree and certificate credit shall be granted for credit courses completed with a letter grade of "C-minus" or better, or with a grade of "P" (Pass). Such credit courses shall be accepted only for credit, and letter grades assigned by other institutions shall not be recorded or included in computations of student grade point averages.
3. Notwithstanding the number of degree or certificate credits which shall be granted in accordance with the foregoing, the student must complete at least twenty-five percent of the minimum credit requirements for the degree or certificate through coursework at the college awarding the degree or certificate.

4. When a student seeks transfer credit for technical or specialty courses into a program that is also accredited by a national or regional specialized accrediting agency, such credits must be from a comparably accredited program. In the case of a request for transfer credit for technical or specialty courses from a non-specialty accredited program, the college shall provide appropriate means for the validation of the student's competency in the technical specialty course areas.
5. This policy shall appear in all college catalogs.

(Adopted January 16, 1973; amended November 19, 1979; May 16, 2005; May 21, 2007)

Uniform Campus Crime Report

In accordance with Public Act 90-259, Quinebaug Valley Community College makes copies of the QVCC Uniform Campus Crime Report available for review. Copies are available in the Library, the Office of the Dean of Administration, the Office of the President, The Office of the Dean of Academic Affairs and Student Services, and electronically via our web site at www.qvcc.edu.

Policy on Violence Prevention and Response

For purposes of this policy, "violence" is defined as an overt act or threat of harm to a person or property, or any act that poses a substantial threat to the safety of any person or property. "Premises" is defined as any space owned or leased by the Community Colleges or any of its constituent units, including vehicles and any location where college or system business or activities are conducted. Conduct that may violate this policy includes, but is not limited to the following:

- Intimidating, harassing or threatening behaviors
- Physical abuse, including hitting, slapping, poking, kicking, punching, grabbing, etc.
- Verbal abuse, including yelling, shouting, use of sexually, racially, or ethnically charged epithets, etc.
- Vandalism
- Carrying or possessing weapons or dangerous instruments of any kind on Community College premises, unless properly authorized
- Using such weapons
- Any other act that a reasonable person would consider to constitute a threat of violence, including oral or written statements, gestures or expressions that communicate a direct threat or physical harm

Reporting Threats or Violent Acts

A person who feels that he or she has been subjected to threats or acts of violence as defined herein, or a person who witnesses such threats or acts, must report the incident to a supervisor or manager. Supervisors and managers who receive such reports shall report all complaints to the dean of administration or the associate human resources director, who will identify the appropriate action to take. Serious incidents or serious threats of imminent danger to the safety of persons or property should immediately be reported to proper law enforcement authorities (dial 911) and the dean of administrative services.

Any individual who has applied for or obtained a protective or restraining order which lists the premises of the Community Colleges as protected areas, must provide to the Human Resources Office a copy of the petition and declaration used to seek the order, a copy of any protective or restraining order that is granted, and a copy of any protective or restraining order that is made permanent. The sensitivity of the information requested is understood and colleges are responsible for treating such information in a manner that recognizes and respects the privacy of the reporting person.

Enforcement of this Policy

All reported incidents of violence will be taken seriously and will be dealt with appropriately, including prompt evaluation, investigation and response. An individual who makes a substantial threat of violence or commits an act of violence as defined in this policy shall be removed from the premises. Any weapon or dangerous instrument will be confiscated and turned over to appropriate law enforcement/public safety authorities. There is no reasonable expectation of privacy with respect to such items on college premises.

Violations of this policy, including knowingly providing a false report, or failing to cooperate fully with an investigation, may lead to disciplinary action up to and including dismissal from employment or expulsion from the college. Violations may also result in criminal penalties.

Any questions or concerns regarding this policy should be directed to Paul Martland, dean of administration, or Alfred Williams, dean of academic affairs and student services.

Weapons

The policy provided herein applies to all Quinebaug Valley Community College faculty, staff, students, visitors and contracted services. The weapons policy applies to both the Danielson campus and the Windham Technical High School classroom facility and offsite activities sponsored by Quinebaug Valley Community College.

To protect the Quinebaug Valley Community College community from the threat of violent acts, all weapons concealed or otherwise are prohibited on all owned or leased properties of QVCC with the exception of those carried by on duty law enforcement officials according to Connecticut State law.

The carrying of any weapon about the person of any individual with the exception of on duty law enforcement officials as cited in the policy portion of this procedure is prohibited. Weapons are defined as follows:

Any pistol, revolver, or other weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, razor slingshot, spring stick, metal knuckles, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as nun chuhka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart.

Due to the risk of being identified as a real weapon, any item which looks like a weapon in appearance and which is utilized for any purpose on QVCC property must be reported to and approved by the College administration prior to being used in any activity. Examples of these activities include but are not limited to plays, class presentations and Student Government events.

Hoverboards

Due to concerns about fire and rider safety, hoverboards will not be allowed to be either charged, operated, or stored on CSCU campuses. This prohibition is consistent with the CSCU Student Code of Conduct, Article 1, Part D, Section 12, which prohibits "behavior or activity which endangers the health, safety, or well-being of others."

Weather Closings

Winter can bring inclement weather and the possibility of class cancellations. Students and teaching staff must be aware that the College does not have the same operating schedule as local school systems. Students are advised to anticipate college closing with prior arrangement for child care or transportation. The College should not be called concerning the possibility of classes being canceled. Office personnel do not make any decisions concerning class cancellations.

Announcements will be made via:

Everbridge Mass Notification System (texts and emails)

QVCC Web Site	www.qvcc.edu
QVCC Weather Line	(860) 932-4901
NBC Connecticut News	Channel 30 (WVIT)
Eyewitness News	Channel 3 (WFSB)

The College will also announce closings on these radio stations:

WTIC	1080 AM	WXMX	93.7 FM
WICH	1310 AM	WTIC	96.5 FM
WINY	1350 AM	WCTY	97.7 FM
WILI	1400 AM	I-98	98.3 FM
		WNLC	98.7 FM
		WRCH	100.5 FM
		WKNL	100.9 FM

It is to be understood that radio stations may change or modify information provided by the College.

Information Technology Policy

The Board of Regents for Higher Education provides information technology resources (IT resources) to faculty, staff, and students for academic and administrative use. IT resources may also be available to members of the college community through college libraries and websites. This policy applies to all users of IT resources.

IT resources include, but are not limited to, computers and peripheral hardware, software, networks, databases, electronic communications and Internet connectivity. IT resources are the property of the Board of Regents. Use of such resources is a privilege and is subject to such IT policies, standards and procedures as may be promulgated from time to time.

IT resources shall be used solely for legitimate and authorized academic and administrative purposes, and in furtherance of the Board of Regents' mission and goals. They shall not be used for personal purposes, including monetary gain. Use of IT resources may be monitored by the appropriate BOR authority to ensure proper and efficient usage, as well as to identify problems or to check for security violations.

Any unauthorized or illegitimate use of IT resources may subject the user to disciplinary action, up to and including dismissal or expulsion, as well as loss of computing privileges. Users must comply with all applicable state and federal laws and may be subject to criminal prosecution for violation thereof under state and federal laws.

The president of the Board of Regents is authorized to promulgate necessary and appropriate IT policies, standards and procedures, including but not limited to those affecting acceptable uses of IT resources, electronic communications and network security. Colleges shall ensure that users of IT resources are aware of all IT policies, standards and procedures, as appropriate.

In accordance with the BOR IT Resources Policy, the president of the Board of Regents has promulgated IT policies, standards and procedures (e.g. Acceptable Use, Electronic Communications, Network Security, etc.). They can be found in the following location: http://www.ct.edu/it/policy

ASSOCIATE DEGREE AND CERTIFICATE PROGRAMS

Allied Health

Degree

Medical Assisting, A.S.

(60 semester hours minimum)

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

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

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

Additional Requirements for the Medical Assisting Program

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

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

2. Eligibility requirements for Practicum
    - MED* 131 and MED* 245 must have been taken within three years of applying for a practicum.
    - Students must have a grade of "B-" or better in all MED* courses.
    - If the program coordinator questions the clinical skills of any student, the student may be required to demonstrate proficiency in certain skills, take a skills workshop, or repeat MED* 131 and/or MED* 245.
    - Students are not allowed to take any clinical or phlebotomy supplies out of the classroom, and if found to do so, will be automatically terminated from the medical assisting program and may not be allowed to enroll in any other health program at the college.

- A site has the right to terminate a student's practicum without warning. Students terminated from a site will not be placed at another site and will receive a grade of "F" for the course.

For more information, contact Program Coordinator Cheri Goretti.

General Education Core

Communication Skills: 6 Credits

- ENG* 101 Composition

Liberal Arts and Sciences: 3 Credits

- Liberal Arts and Science Elective

Math/Science: 15 or 16 Credits

- MAT* 137 Intermediate Algebra
  or
- MAT* 186 Precalculus

- BIO* 121 General Biology I
- BIO* 211 Anatomy and Physiology I
- BIO* 212 Anatomy and Physiology II

Social Sciences: 3 Credits

- ANT*, PSY*, or SOC* Elective

Program Core

- HLT* 111 Basic Life Support
- CSA* 105 Introduction to Software Applications
- MED* 111 Administrative Medical Assisting
- MED* 112 Medical Insurance & Billing
- MED* 125 Medical Terminology
- MED* 131 Clinical Medical Assisting
- HLT* 170 Law and Ethics for the Health Care Professional
- MED* 216 Electronic Medical Records Management
- MED* 245 Clinical Laboratory Procedures
- MED* 250 Principles of Pharmacology
- MED* 280 Medical Assisting Practicum

General Elective: 3 Credits

- General Elective

Total Program Credits: 60

Medical Laboratory Technician, A.S.

(63 semester hours minimum)

A medical laboratory technician (MLT) is a health care professional who works in hospital and reference laboratories performing various analysis on blood and other body fluids. Areas MLT's work in include clinical chemistry, hematology and coagulation, blood bank, microbiology and serology.

Graduates of the degree program will be eligible to sit for the MLT(ASCP) national certification exam.

The associates degree consists of 61 credits and students take general education courses in chemistry and human biology as well as core courses in all the major areas of the laboratory. This program also consists of a 400 hour internship experience at area hospitals.

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

- Apply knowledge of theory and principles related to body fluids, chemistry, hematology, microbiology, immunology, blood bank, and laboratory information systems;
- Apply knowledge of fundamental biological characteristics related to laboratory testing;
- Apply principles of performing basic laboratory procedures;
- Accurately perform venipuncture and capillary puncture procedures;
- Assess results by correlating laboratory data with clinical or other laboratory data;
- Evaluate laboratory data to recognize disease states;
- Prepare and process specimens, equipment, and instruments as well as controls and reagents;
- Perform with ethical and legal guidelines as well as within the profession's scope of practice.

General Education Core

Communication Skills: 3 Credits

- ENG* 101 Composition

Math/Science: 15 Credits

- MAT* 137 Intermediate Algebra
- BIO* 115 Human Biology
- BIO* 235 Microbiology
- CHE* 111 Concepts of Chemistry

Social Sciences: 6 Credits

- Social Science Elective
- Humanities Elective

Program Core

- MED* 125 Medical Terminology

- HLT* 170 Law and Ethics for the Health Care Professional
- HLT* 141 Techniques of Phlebotomy
- MLT* 101 Introduction to the Clinical Laboratory/Principles of Analysis
- MLT* 102 Urinalysis and Body Fluids
- MLT* 200 Clinical Hematology and Coagulation
- MLT* 202 Clinical Chemistry
- MLT* 204 Clinical Immunology and Immunohematology
- MLT* 206 Clinical Microbiology
- MLT* 210 Clinical Lab Internship I
- MLT* 212 Clinical Lab Internship II

Total Program Credits: 63

Certificate

Administrative Medical Office Skills Certificate

(15 semester hours minimum)

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

For more information, contact Program Coordinator Cheri Goretti.

Program Requirements

- CSA* 105 Introduction to Software Applications
- MED* 111 Administrative Medical Assisting
- MED* 112 Medical Insurance & Billing
- MED* 125 Medical Terminology
- MED* 216 Electronic Medical Records Management

Total Program Credits: 15

Health Career Pathways Certificate

(27/28 semester hours minimum)

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

Learners who complete the Health Career Pathways certificate will:

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

For more information, contact Program Coordinator Cheri Goretti.

Program Requirements

Humanities: 3 Credits

- ENG* 101 Composition

Mathematics: 3 Credits

- MAT* 137 Intermediate Algebra [1]

Science: 18 or 19 Credits [2]

- BIO* 121 General Biology I
- BIO* 211 Anatomy and Physiology I
- BIO* 212 Anatomy and Physiology II

- CHE* 111 Concepts of Chemistry
  or
- BIO* 235 Microbiology
  or
- MED* 125 Medical Terminology

- HLT* 103 Investigations in Health Careers

Social Sciences: 3 Credits

- PSY* 111 General Psychology I [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: Certified Coding Specialist Certificate

(27 semester hours)

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

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

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

For more information, contact Program Coordinator Cheri Goretti.

Program Requirements

- BIO* 110 Principles of the Human Body
- ENG* 101 Composition
- HIM* 102 Introduction to Health Care Systems
- HIM* 201 Health Information Management Principles
- HIM* 210 Coding I
- HIM* 211 Advanced Medical Coding
- MED* 112 Medical Insurance & Billing
- MED* 125 Medical Terminology
- MED* 216 Electronic Medical Records Management

Total Program Credits: 27

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

- HLT* 131 Patient Care Techniques
- CSA* 105 Introduction to Software Applications
- HLT* 170 Law and Ethics for the Health Care Professional
- MED* 111 Administrative Medical Assisting
- MED* 131 Clinical Medical Assisting
- MED* 125 Medical Terminology
- MED* 245 Clinical Laboratory Procedures

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 an internship site, the program coordinator is under no obligation to place them at another site.

2. Eligibility requirements for practicum:
    - Students must earn a "B" or better in HLT* 141 and obtain approval from course instructor and program coordinator.
    - If the program coordinator questions the clinical skills of any student, the student may be required to demonstrate proficiency in certain skills, take a skills workshop, or repeat HLT* 141 prior to being placed at a practicum site.
    - If the program coordinator questions the student's professionalism, ethics, and/or ability to follow directions and take constructive criticism, a student can be denied the opportunity to do the practicum.
    - Students are not allowed to take any phlebotomy supplies out of the classroom, and if found to do so, will be automatically terminated from the phlebotomy program.
    - A site has the right to terminate a student's practicum without warning. Students terminated from a site will not be placed at another site and will receive a grade of "F" for the course.

For further information, contact Program Coordinator Cheri Goretti.

Program Requirements

- HLT* 103 Investigations in Health Careers
- HLT* 141 Techniques of Phlebotomy
- HLT* 294 Phlebotomy Practicum

- HLT* 170 Law and Ethics for the Health Care Professional
- MED* 125 Medical Terminology

Total Program Credits: 16

Art

Degree

Visual Arts, A.A.

(60 semester hours minimum)

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

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

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

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

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

For more information, contact Program Coordinator Annie Joly.

General Education Core - Visual Arts

Communication Skills: 6 Credits

- ENG* 101 Composition

- COM* 171 Fundamentals of Human Communication
  or
- COM* 173 Public Speaking

Humanities: 6 Credits

- Humanities Elective [1]
- Humanities Elective [1]

Liberal Arts and Sciences: 6 Credits (No ART*, DGA*, or GRA* for Art Majors)

- Liberal Arts and Sciences Elective [2]

- Liberal Arts and Sciences Elective [2]

Math/Science: 6 or 7 Credits

- Math Elective
- Science Elective

Social Sciences: 9 Credits

- Social Science Elective [3]
- Social Science Elective [3]
- History Elective

Visual Arts Core: 15 Credits

- ART* 111 Drawing I
- ART* 121 Two-Dimensional Design
- ART* 122 Three-Dimensional Design
- DGA* 111 Introduction to Computer Graphics

- ART* 101 Art History I
  or
- ART* 102 Art History II

Visual Arts Electives: Select from ART, DGA, or GRA - 12 Credits

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: American sign language, anthropology, biology, chemistry, communication, computer science, economics, education, English, foreign languages, history, humanities, mathematics, music, philosophy, physical sciences, political science, psychology, science, sociology, theater.

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

Business

Degree

Accounting, A.S.

(60 semester hours minimum)

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

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

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

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

For more information, contact Program Coordinator Jennifer Oliver.

General Education Core

Communication Skills: 6 Credits

- ENG* 101 Composition
- Communication Elective

Humanities: 6 Credits

- Humanities Elective [1]
- Humanities Elective [1]

Math/Science: 6-8 Credits

- MAT* 137 Intermediate Algebra
  or
- Higher Level Mathematics

- Science Elective

Social Sciences: 9 Credits

- ANT* 105 Introduction to Cultural Anthropology
  or
- HSE* 213 Conflict Resolution
  or
- PSY* 111 General Psychology I
  or
- PSY* 112 General Psychology II
  or
- SOC* 101 Principles of Sociology

- Economics Elective
- History Elective [2]

Program Core

- ACC* 113 Principles of Financial Accounting
- ACC* 117 Principles of Managerial Accounting
- ACC* 123 Accounting Software Applications [3]
- ACC* 241 Federal Taxes I
- ACC* 271 Intermediate Accounting I

- ACC* 272 Intermediate Accounting II
  or
- Business Directed Elective [4]

- BBG* 230 Survey of Business Law
  or
- BBG* 234 Legal Environment of Business
- BMG* 210 Organizational Behavior
- BBG* 294 Business Internship
- BFN* 201 Principles of Finance

- CSA* 135 Spreadsheet Applications [4]
  or
- BBG* 115 Business Software Applications

Total Program Credits: 60

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

[2] A survey of History course is recommended.

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

[4] Please see the program coordinator for guidance.

Business Administration, A.S.

(60 semester hours minimum)

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

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

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

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

For more information, contact Program Coordinator Jennifer Oliver.

General Education Core

Communication Skills: 6 Credits

- ENG* 101 Composition
- Communication Elective (BMG* 204 recommended)

Humanities: 6 Credits

- Humanities Elective [1]
- Humanities Elective

Math/Science: 6 or 8 Credits

- MAT* 137 Intermediate Algebra
  or
- Higher level Math

- Science Elective

Social Sciences: 9 Credits

- ECN* 102 Principles of Microeconomics

Choose one course from the list below:

- ANT* 105 Introduction to Cultural Anthropology
  or
- HSE* 213 Conflict Resolution
  or
- PSY* 111 General Psychology I
  or
- PSY* 112 General Psychology II
  or
- SOC* 101 Principles of Sociology (PSY* 111 recommended)

- History Elective [2]

Program Core

- ACC* 113 Principles of Financial Accounting
- ECN* 101 Principles of Macroeconomics

Program Core/Directed Electives: 15 Credits

BUS/ACC Electives: 12 Credits

- ACC* 117 Principles of Managerial Accounting
  and/or
- BFN* 201 Principles of Finance

Students must take: 12 credits

For this requirement from the following after discussion with advisor [3]

- ACC* 117 Principles of Managerial Accounting
- ACC* 123 Accounting Software Applications
- ACC* 241 Federal Taxes I
- ACC* 271 Intermediate Accounting I
- ACC* 272 Intermediate Accounting II
- BBG* 101 Introduction to Business
- BBG* 115 Business Software Applications
- BBG* 230 Survey of Business Law
- BBG* 280 Problem Solving and Decision-Making

- BBG* 294 Business Internship
- BFN* 201 Principles of Finance
- BMG* 202 Principles of Management
- BMG* 220 Human Resource Management
- BMK* 201 Principles of Marketing
- CSA* 135 Spreadsheet Applications

Total Program Credits: 60

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

[2] A survey of History course is recommended.

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

Business Administration: Business Information Systems Option, A.S.

(60 semester hours minimum)

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

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

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

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

For more information, contact Program Coordinator Jennifer Oliver.

General Education Core

Communication Skills: 6 Credits

- ENG* 101 Composition
- BMG* 204 Managerial Communication

Humanities: 6 Credits

- ENG* 102 Literature & Composition
  or
- ENG* 110 Introduction to Literature

- Hum Elective (Aesthetic Dimension Elec.)

Math/Science: 9 Credits

- MAT* 137 Intermediate Algebra
  or

- Higher level Math

- Science Elective (PSY* 111 recommended)
- Science Elective

Social Sciences: 6 Credits

- ECN* 102 Principles of Microeconomics
- History Elective [1]

Program Core: 21 Credits

- ACC* 113 Principles of Financial Accounting
- ECN* 101 Principles of Macroeconomics
- BFN* 201 Principles of Finance
- BMG* 202 Principles of Management
- BMK* 201 Principles of Marketing
- BBG* 115 Business Software Applications
- Business Directed Elective

Option Core: 12 Credits

- CSC* 106 Structured Programming
- CST* 150 Web Design & Development I
- CST* 130 Network Essentials I
- CST* 170 Introduction to Local Area Networks

Total Program Credits: 60

[1] A survey of History course is recommended.

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

Business Administration: Health Care Management Option, A.S.

(60 semester hours minimum)

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

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

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

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

General Education Core

Communication Skills: 3 Credits

- ENG* 101 Composition

Liberal Arts and Sciences: 3 Credits

- PSY* 111 General Psychology I
  or
- SOC* 101 Principles of Sociology

Humanities: 3 Credits

- Humanities Elective

Math/Science: 6 or 7 Credits

- MAT* 137 Intermediate Algebra
- BIO* 110 Principles of the Human Body

Social Sciences: 9 Credits

- ECN* 101 Principles of Macroeconomics
- ECN* 102 Principles of Microeconomics
- History Elective

Program Core

- ACC* 113 Principles of Financial Accounting
- BBG* 101 Introduction to Business
- BMG* 202 Principles of Management
- BMG* 210 Organizational Behavior
- BMG* 220 Human Resource Management
- HIM* 102 Introduction to Health Care Systems
- HLT* 170 Law and Ethics for the Health Care Professional
- MED* 111 Administrative Medical Assisting
- MED* 112 Medical Insurance & Billing
- MED* 125 Medical Terminology
- MED* 131 Clinical Medical Assisting
- MED* 216 Electronic Medical Records Management

Total Program Credits: 60

Business Administration: Management Option, A.S.

(60 semester hours minimum)

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

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

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

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

For more information, contact Program Coordinator Jennifer Oliver.

General Education Core

Communication Skills: 6 Credits

- ENG* 101 Composition
- BMG* 204 Managerial Communication

Humanities: 6 Credits

- ENG* 102 Literature & Composition
  or
- ENG* 110 Introduction to Literature

- Hum Elective (Aesthetic Dimension Elec.)

Math/Science: 9 Credits

- MAT* 137 Intermediate Algebra
  or
- Higher level Math

- Science Elective (PSY* 111 recommended)

- Science Elective

Social Sciences: 6 Credits

- ECN* 102 Principles of Microeconomics
- History Elective [1]

Program Core: 21 Credits

- ACC* 113 Principles of Financial Accounting
- ECN* 101 Principles of Macroeconomics
- BFN* 201 Principles of Finance
- BMG* 202 Principles of Management
- BMK* 201 Principles of Marketing
- BBG* 115 Business Software Applications
- Business Directed Elective

Option Core: 12 Credits

- ACC* 117 Principles of Managerial Accounting

- BBG* 230 Survey of Business Law
  or
- BBG* 234 Legal Environment of Business

- BMG* 210 Organizational Behavior
- BMG* 220 Human Resource Management

Total Program Credits: 60

[1] A survey of History course is recommended.

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

Certificate

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

- ACC* 113 Principles of Financial Accounting [1]
- ACC* 117 Principles of Managerial Accounting [1]
- ACC* 123 Accounting Software Applications [1, 2]
- ACC* 241 Federal Taxes I
- ACC* 271 Intermediate Accounting I

- ACC* 272 Intermediate Accounting II
  or
- Business Directed Elective [2]

- BBG* 101 Introduction to Business
  or
- BES* 218 Entrepreneurship

- BBG* 294 Business Internship

- CSA* 135 Spreadsheet Applications [1]
  or
- BBG* 115 Business Software Applications

- BFN* 201 Principles of Finance

Total Program Credits: 30

[1] Prerequisites from the Certificate in Applied Accounting

[2] Please see the Program Coordinator for guidance

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

- ACC* 113 Principles of Financial Accounting

- BBG* 101 Introduction to Business [1]
  or
- BES* 218 Entrepreneurship [1]

- BMG* 210 Organizational Behavior
- BBG* 234 Legal Environment of Business
- BMG* 220 Human Resource Management
- BMK* 201 Principles of Marketing [1]

- BMG* 201 Principles of Supervision [1]
  or
- BMG* 202 Principles of Management [1]

- BBG* 294 Business Internship

- CSA* 135 Spreadsheet Applications [1, 2]
  or
- ACC* 123 Accounting Software Applications [2]

Choose one of the following:

- ACC* 117 Principles of Managerial Accounting
- MFG* 171 Introduction to Lean Manufacturing

- MFG* 172 Introduction to Lean Supply Chain Management
- BFN* 201 Principles of Finance

Total Program Credits: 30

[1] Course is included in the Certificate in Applied Management

[2] Students without computer experience should take CSA* 105 first

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

- ACC* 113 Principles of Financial Accounting
- ACC* 117 Principles of Managerial Accounting
- ACC* 123 Accounting Software Applications [1]
- ACC* 241 Federal Taxes I
- CSA* 135 Spreadsheet Applications [1]
  or
- BBG* 115 Business Software Applications

Total Program Credits: 15

[1] Students without computer experience should take CSA* 105 first

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

- BBG* 101 Introduction to Business
  or
- BES* 218 Entrepreneurship

- BMG* 201 Principles of Supervision
  or
- BMG* 202 Principles of Management

- BMK* 201 Principles of Marketing
- ACC* 113 Principles of Financial Accounting

Choose ONE of the following for the fifth course:

- ACC* 117 Principles of Managerial Accounting
- BBG* 115 Business Software Applications
- BBG* 215 Global Business
- BBG* 234 Legal Environment of Business
- BBG* 294 Business Internship
- BFN* 201 Principles of Finance
- BMG* 210 Organizational Behavior
- BMG* 220 Human Resource Management
- CSA* 135 Spreadsheet Applications [1]
- MFG* 171 Introduction to Lean Manufacturing
- MFG* 172 Introduction to Lean Supply Chain Management

Total Program Credits: 15

[1] Students without computer experiences should take CSA* 105 first

Communications

Degree

CSCU Pathway Transfer: Communication Studies, A.A.

(60-61 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

Communication Pathway60 Total: 60-61

For more information, contact Professor Beth Alves.

Computer Science

Degree

Computer Networking, A.S.

(60 semester hours minimum)

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

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

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

For more information, contact Program Coordinator Chris Parden.

General Education Core

Communication Skills: 9 Credits

- ENG* 101 Composition
- ENG* 202 Technical Writing
- COM* 173 Public Speaking

Humanities: 6 Credits

- Fine Arts Elective [5]
- Humanities Elective [1]

Math/Science: 6 or 7 Credits

- MAT* 137 Intermediate Algebra
  or

- Higher Level Mathematics [2]
- Science Elective [3]

Social Sciences: 3 Credits

- Social Science Elective [4]

Program Core

- CSC* 106 Structured Programming
- CST* 120 Introduction to Operating System
- CST* 130 Network Essentials I
- CST* 140 Introduction to Computer Hardware
- CST* 170 Introduction to Local Area Networks
- CST* 196 Protocol Analysis
- CST* 229 Network Routers and Switches
- CST* 234 Network +
- CST* 260 System Architecture
- CST* 261 Network Design
- CST* 270 Network Security Fundamentals
- Technical Elective [6]

Total Program Credits: 60

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

[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] HSE* 213 or ANT* 105 is recommended.

[5] DGA* or GRA* is recommended.

[6] Courses to be selected from the following areas: CSA*, CSC*, and/or CST*.

Computer Services: IT Support Services Option, A.S.

(60 semester hours minimum)

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

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

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

For more information, contact Program Coordinator Chris Parden.

General Education Core

Communication Skills: 9 Credits

- ENG* 101 Composition
- ENG* 202 Technical Writing
- COM* 173 Public Speaking

Humanities: 6 Credits

- Fine Arts Elective [5]
- Humanities Elective [1]

Math/Science: 6 or 7 Credits

- MAT* 137 Intermediate Algebra
  or
- Higher Level Mathematics [2]

- Science Elective [3]

Social Sciences: 3 Credits

- Social Science Elective [4]

Program Core: IT Support Services Option

- BBG* 115 Business Software Applications
- CSC* 106 Structured Programming
- CST* 120 Introduction to Operating System
- CST* 130 Network Essentials I
- CSA* 135 Spreadsheet Applications
- CST* 140 Introduction to Computer Hardware
- CSA* 145 Database Management
- CST* 150 Web Design & Development I
- CST* 163 Windows Server Administrator
- CST* 275 Information Security
- Technical Elective[6]
- Technical Elective[6]

Total Program Credits: 60

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

[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] HSE* 213 or ANT* 105 is recommended.

[5] DGA* or GRA* is recommended.

[6] Courses to be selected from the following areas: CSA*, CSC*, and/or CST*.

Computer Services: Web Development Option, A.S.

(62/63 semester hours minimum)

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

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

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

For more information, contact Program Coordinator Chris Parden.

General Education Core

Communication Skills: 9 Credits

- ENG* 101 Composition
- ENG* 202 Technical Writing

- COM* 171 Fundamentals of Human Communication
  or
- COM* 176 Business and Professional Communication

Humanities: 3 Credits

- Humanities Elective [1]

Math/Science: 6 or 7 Credits

- MAT* 137 Intermediate Algebra
  or
- Higher Level Mathematics

- Science Elective [3]

Social Sciences: 3 Credits

- HSE* 213 Conflict Resolution
  or
- ANT* 105 Introduction to Cultural Anthropology

Interdisciplinary Studies: 3 Credits

- IS 135 Principles of Problem Solving

Program Core: Software Applications Option

- CST* 150 Web Design & Development I
- CST* 250 Web Design and Development II
- CST* 130 Network Essentials I
- CST* 170 Introduction to Local Area Networks
- CSC* 106 Structured Programming
- CSC* 226 Object-Oriented Programming in Java
- DGA* 111 Introduction to Computer Graphics
- CST* 270 Network Security Fundamentals
- CST* 258 Fundamentals of Internet Programming
- CSC* 230 Database Concepts and Web
- CSC* 295 Cooperative Education/Work Experience I
- Technical Elective

Total Program Credits: 62/63

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

[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.

Cybersecurity, A.S.

(60 semester hours minimum)

The Cybersecurity program prepares students with the entry-level knowledge and skill sets necessary to protect an organizations cyberspace. Cybersecurity professionals are in high demand today. The recently published Connecticut Cybersecurity Strategy highlights 4,153 unfilled cybersecurity job openings in Connecticut and an estimated 1.5 million jobs nation-wide by 2020. This degree is designed with immediate workforce placement; however, students can easily transfer to a bachelor's degree program at a four-year university. The Cybersecurity curriculum aligns with and prepares students for numerous national recognized industry certifications, such as ISC^2s Systems Security Certified Practitioner (SSCP) and CompTIA's Security+ certification. Students graduating from this program will be proficient in understanding the learning objectives and security technologies necessary to pass both of these certification exams.

General Education Core

Communication Skills: 9 Credits

- ENG* 101 Composition
- ENG* 202 Technical Writing
- COM* 173 Public Speaking

Humanities: 3 Credits

- Humanities Elective

Math/Science: 9 Credits

- MAT* 137 Intermediate Algebra
- Science Elective
- Science Elective

Social Sciences: 6 Credits

- Social Science Elective
- Social Science Elective

Program Core

- CSC* 124 Programming Logic & Design with Python
- CST* 130 Network Essentials I
- CST* 170 Introduction to Local Area Networks
- CST* 247 Information Assurance and Risk Management
- CST* 263 Computer Forensics and Network Intrusions
- CST* 266 Linux Fundamentals
- CST* 267 Ethical Hacking and Network
- CST* 270 Network Security Fundamentals

- CST* 275 Information Security
- Technical Elective++
- Technical Elective++

++ Courses to be selected from the following areas: CSA*, CSC*, and/or CST*.

Certificate

Associate Network Specialist Certificate

(15 semester hours)

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

Learners who complete the Associate Network Specialist will:

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

For more information, contact Program Coordinator Chris Parden.

Program Requirements

- CST* 130 Network Essentials I
- CST* 170 Introduction to Local Area Networks
- CST* 140 Introduction to Computer Hardware
- CST* 192 Wide Area Networks
- CST* 260 System Architecture

Total Program Credits: 15

Computer-Aided Design Certificate

(18 semester hours minimum)

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

Learners who complete the Computer-Aided Design certificate will:

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

For more information, contact Associate Professor Jakob Spjut.

Program Requirements

- CAD* 110 Introduction to CAD

- CAD* 220 Parametric Design (SolidWorks)
  or
- CAD* 271 Solids Mechanical/Pro-Engineer

- CAD Elective [1]
- CAD Elective [1]
- CAD Elective [1]
- CAD Elective [1]

Total Program Credits: 18

[1] CAD* 114, CAD* 117, CAD* 133, CAD* 298, EGR* 111, EGR* 118, MFG* 124, MFG* 125, MFG* 126, MFG* 278, or MFG* 239 maybe taken to satisfy this requirement.

Microcomputer Software Applications Certificate

(30 semester hours)

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

Learners who complete the Microcomputer Software Applications certificate will:

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

For more information, contact Program Coordinator Chris Parden.

Program Requirements

- ENG* 101 Composition

- COM* 171 Fundamentals of Human Communication
  or
- COM* 273 Personal and Professional Interviewing
  or
- COM* 176 Business and Professional Communication

- CSA* 105 Introduction to Software Applications

- CSC* 106 Structured Programming
  or
- Other programming courses

- CSA* 135 Spreadsheet Applications
- CSA* 145 Database Management
- CST* 120 Introduction to Operating System
- BOT* 111 Keyboarding for Information Processing I

Electives: 6 Credits

- Any computer Science Electives

Total Program Credits: 30

Microcomputer Software Fundamentals Certificate

(18-21 semester hours)

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

Learners who complete the Microcomputer Software Fundamentals certificate will:

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

For more information, contact Program Coordinator Chris Parden.

Program Requirements

- BOT* 111 Keyboarding for Information Processing I

- ENG* 101 Composition
  or
- COM* 171 Fundamentals of Human Communication
  or
- COM* 273 Personal and Professional Interviewing
  or
- COM* 176 Business and Professional Communication

- CST* 110 Introduction to Information Technology

Electives (Choose one of the following sequences)

(a) Computer Concepts

- CSC* 106 Structured Programming
  or
- Other programming courses

- CST* 120 Introduction to Operating System
- CST* 270 Network Security Fundamentals

(b) Basic Applications (Choose any 3 of the following)

- ACC* 123 Accounting Software Applications [1]
- BOT* 137 Word Processing Applications
- CSA* 135 Spreadsheet Applications

- CSA* 145 Database Management
- DGA* 111 Introduction to Computer Graphics

(c) Office Computers

- CSA* 135 Spreadsheet Applications

- CSA* 145 Database Management
  or
- BOT* 219 Integrated Office

- BOT* 137 Word Processing Applications

Total Program Credits: 18/21

[1] Requires ACC* 113 as a prerequisite.

Senior Network Specialist Certificate

(30 semester hours minimum)

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

Learners who complete this certificate will:

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

For more information, contact Program Coordinator Chris Parden.

Program Requirements

- CST* 130 Network Essentials I
- CST* 170 Introduction to Local Area Networks
- CST* 196 Protocol Analysis
- CST* 229 Network Routers and Switches
- CST* 234 Network +
- CST* 260 System Architecture
- CST* 261 Network Design
- CST* 275 Information Security
- CST* 270 Network Security Fundamentals
- Technical Elective [1]

Total Program Credits: 30

[1] Course to be selected from the following areas only: CSA*, CSC*, or CST*

Web Design Certificate

(27 semester hours)

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

Learners who complete the Web Design certificate will:

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

For more information, contact Program Coordinator Chris Parden.

Program Requirements

- ART* 109 Color Theory
- ART* 121 Two-Dimensional Design
- ART* 122 Three-Dimensional Design
- CSC* 106 Structured Programming
- CST* 150 Web Design & Development I
- DGA* 111 Introduction to Computer Graphics
- GRA* 151 Graphic Design I
- GRA* 252 Graphic Design II
- GRA* 271 Computer Animation I

Total Program Credits: 27

Criminal Justice

Education

Degree

Early Childhood Education, A.S.

(60/61 semester hours minimum)

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

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

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

For more information, contact Program Coordinator Susan Spencer.

General Education Core

- ENG* 101 Composition
- COM* Communications Elective
- ENG* 114 Children's Literature
- ART* ELE (Fine Arts or Music Appreciation Elective)
- MAT* ELE (Greater than MAT* 137)
- ELE Science Elective [1]

- PSY* 111 General Psychology I
  or
- PSY* 112 General Psychology II

- ANT* 105 Introduction to Cultural Anthropology
- Open Elective [2]

General Education Core Total: 27/28

Program Core

- ECE* 101 Introduction to Early Childhood Education
- ECE* 103 Creative Experiences for Children
- ECE* 109 Science & Math for Children
- ECE* 141 Infant/Toddler Growth and Development
- ECE* 176 Health Safety & Nutrition

- ECE* 182 Child Development
- ECE* 210 Observation & Participation
- ECE* 215 The Exceptional Learner
- ECE* 231 Early Language and Literacy Development
- ECE* 295 Student Teaching

Program Core Total: 33

Total: 60/61

[1] Choose from SCI*, BIO*, CHE*, OCE*, PHY*

[2] Choose from HIS* 201, HIS* 202, ECE* 241

Pathway to Teaching Careers, A.A.

(60 semester hours minimum)

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

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

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

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

General Education Core

Communication Skills: 6 Credits

- ENG* 101 Composition

- COM* 173 Public Speaking
  or
- COM* 101 Introduction to Mass Communications

Humanities: 6-12 Credits

- ENG* 102 Literature & Composition
- ENG* English Elective above 110 (for secondary emphasis)
- ENG* 114 Children's Literature (for elementary emphasis)
- Foreign Language Elective [1]
- Foreign Language Elective

Fine Arts: 3 Credits

- ART* 107 Introduction to Studio Art
  or
- HUM* 101 Introduction to Humanities

Mathematics: 6-9 Credits

Prospective Mathematics majors should see an advisor.[2]

- MAT* 143 Math for Elementary Education:Algebra, Number Systems (for elementary emphasis)
- MAT* 146 Math for the Liberal Arts (for secondary emphasis)
- MAT* 167 Principles of Statistics
  Statistics (for elem. and second: unless a Math major: see advisor) [3]

Science: 7 Credits

- BIO* 115 Human Biology
  or
- BIO* 121 General Biology I (preferred for prospective majors in Biology or Environmental Earth Science)

- EVS* 100 Introduction to Environmental Science
  or
- OCE* 101 Introduction to Oceanography

Social Sciences: 9 Credits

- HIS* 201 U.S. History I
  or
- HIS* 202 U.S. History II
- PSY* 111 General Psychology I
- PSY* 216 Normal and Exceptional Child and Adolescent Development

Education: 5-8 Credits

- EDU* 104 Pathways to Teaching Careers
- EDU* 210 Foundations of U.S., Public Education
- HLT* 115 Current Issues in Health Education
- ECE* 182 Child Development (for Elementary Education Emphasis Only)

Content Area Electives: 9-18 Credits - Advisor Consultation Required

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

- Elective
- Elective
- Elective
- Elective
- Elective
- Elective

Total Program Credits: 60

1. Select SPA* 101 and SPA* 102, except for students with three years of the same foreign language in high school or two semesters of the same language in college, in which case substitute Content Area Electives.
2. Prospective Mathematics majors should see an advisor.
3. Secondary Education students who do not use MAT 167 as a Mathematics requirement above should use one Content Area Elective to satisify one of the following ECSU Liberal Arts Core Tier II requirements.

Certificate

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

- ENG* 101 Composition

- ENG* 114 Children's Literature
  or
- ELE (Fine Arts or Music Appreciation)

- PSY* 111 General Psychology I
  or
- PSY* 112 General Psychology II

- ECE* 101 Introduction to Early Childhood Education
- ECE* 103 Creative Experiences for Children
- ECE* 109 Science & Math for Children
- ECE* 176 Health Safety & Nutrition
- ECE* 182 Child Development
- ECE* 210 Observation & Participation
- ECE* 231 Early Language and Literacy Development

Total Program Credits: 30

Engineering Science

Degree

Engineering Science, A.S.

(65-67 semester hours minimum)

Program Objectives:

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

Student Learning Outcomes:

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

For more information, contact Associate Professor Jakob Spjut.

General Education Core: 34 Credits

- ENG* 101 Composition
- ENG* 102 Literature & Composition [1]

- ART* 101 Art History I
  or
- ART* 102 Art History II

- Social Science Elective [2]
- CHE* 121 General Chemistry I

- CHE* 122 General Chemistry II
  or
- EGR* 215 Engineering Thermodynamics I

- MAT* 254 Calculus I
- MAT* 256 Calculus II

- HIS* 101 Western Civilization I
  or
- HIS* 102 Western Civilization II

- PHL* 111 Ethics

Specialized Core: 31-33 Credits

- PHY* 221 Calculus-Based Physics I
- PHY* 222 Calculus-Based Physics II
- MAT* 268 Calculus III: Multivariable
- MAT* 286 Differential Equations

- EGR* 211 Engineering Statics
- EGR* 212 Engineering Dynamics

Directed Elective

- EGR* 111 Introduction to Engineering
- Technical Electives [3] (Please select two)

Total Program Credits: 65-67

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

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

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

Certificate

Engineering Science-STEM Certificate

(18 semester hours minimum)

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

Learners who complete the Engineering Science-STEM certificate will:

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

For more information, contact Associate Professor Jakob Spjut.

Program Requirements

- ENG* 101 Composition
- MAT* 186 Precalculus
- MAT* 254 Calculus I
- MAT* 256 Calculus II

Program Core: 10 Credits

- EGR* 111 Introduction to Engineering

Total Program Credits: 18

English

Degree

CSCU Pathway Transfer: English Studies, A.A.

(60-61 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

English Pathway60 Total: 60-61

For more information, contact Professor Scott DeShong.

History

Degree

CSCU Pathway Transfer: History Studies, A.A.

(60-61 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

History Pathway60 Total: 60-61

For more information, contact Professor Jayne Battye.

Human Services

Degree

CSCU Pathway Transfer: Social Work Studies, A.A.

(61 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

Social Work Pathway60 Total: 61

For more information, contact Program Coordinator Heath Hightower.

Human Services, A.S.

(61 semester hours minimum)

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

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

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

For more information, contact Program Coordinator Heath Hightower.

General Education Core

Communication Skills: 9 Credits

- ENG* 101 Composition

- COM* 173 Public Speaking
  or
- BMG* 204 Managerial Communication

- ENG* 102 Literature & Composition
  or
- ENG* 110 Introduction to Literature
  or
- PHL* 111 Ethics

Humanities: 3 Credits

- ART* 101 Art History I
  or

- ART* 102 Art History II

Math/Science: 7 Credits

- BIO* 115 Human Biology
- MAT* 146 Math for the Liberal Arts *or higher*

Social Sciences: 9 Credits

- POL* 111 American Government

- ECN* 101 Principles of Macroeconomics
  or
- ECN* 102 Principles of Microeconomics

- SOC* 101 Principles of Sociology

Computer Science: 3 Credits

- CSA* 105 Introduction to Software Applications
  or
- BBG* 115 Business Software Applications

Program Core

- ANT* 105 Introduction to Cultural Anthropology
  or
- POL* 103 Introduction to International Relations
  or
- POL* 160 African Politics
  or
- PHL* 165 Asian Philosophy

- HSE* 101 Introduction to Human Services
- HSE* 141 Addiction and Mental Illness in Behavioral Health Care
- HSE* 243 Human Services Skills and Methods
- HSE* 281 Human Services Field Work I

- HSE* 282 Human Services Field Work II
  or
- BMG* 210 Organizational Behavior
  or
- Any 200 level Social Science

- PSY* 111 General Psychology I

- SOC* 201 Contemporary Social Issues
  or

- PSY* 211 Psychology of Women

- SOC* 210 Sociology of the Family
  or
- SOC* 221 Social Inequality

- HSE* 147 Change Theory and Strategies in Behavioral Health Care
  or
- HSE* 213 Conflict Resolution

Total Program Credits: 61

Mathematics

Degree

CSCU Pathway Transfer: Math Studies, A.A.

(60-61 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

Math Pathway60 Total: 60-61

For more information, contact Professor Denise Walsh.

Science

Degree

CSCU Pathway Transfer: Biology Studies, A.A.

(60-61 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

Biology Pathway60 Total: 61

For more information, contact Professor Melissa Philion.

CSCU Pathway Transfer: Chemistry Studies, A.A.

(62 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

Chemistry Pathway60 Total: 62

For more information, contact Professor John Lewis.

Social Science

Degree

CSCU Pathway Transfer: Political Science Studies, A.A.

(60-61 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

Political Science Pathway60 Total: 60-61

For more information, contact Professor Jayne Battye.

CSCU Pathway Transfer: Psychology Studies, A.A.

(60-62 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

Psychology Pathway60 Total: 60-62

For more information, contact Professor Ling-chuan Chu.

CSCU Pathway Transfer: Sociology Studies, A.A.

(60-62 semester hours minimum)

CSCU Pathway Transfer Degrees

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

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

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

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

Sociology Pathway60 Total: 60-62

For more information, contact Professor Brian Donohue-Lynch.

Technology Studies

Degree

Technology Studies, A.S.

(66-67 semester hours minimum)

Program Objectives:

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

Student Learning Outcomes:

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

For more information, contact Associate Professor Jakob Spjut.

General Education Core: 21 Credits

- ENG* 101 Composition
- COM* 173 Public Speaking
- Fine Arts Elective
- History or Economics Elective
- Psychology or Sociology Elective
- Geography, Political Science, or History Elective
- ENG* 202 Technical Writing

Science and Math Core: 15 Credits

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

Technology Core: 30-31 Credits

- CAD* Elective

Directed Electives (12 total credits)

- Directed Elective
- Directed Elective
- Directed Elective
- Directed Elective

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

Technical Electives (15-16 total credits)

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

- Technical Electives
- Technical Electives
- Technical Electives
- Technical Electives
- Technical Electives

Total Program Credits: 66

Technology Studies: Biomolecular Science Option, A.S.

(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 Associate Professor Jakob Spjut.

General Education Core: 21 Credits

- ENG* 101 Composition
- COM* 173 Public Speaking

- ART* 111 Drawing I
  or
- ART* 155 Watercolor I

- HIS* 101 Western Civilization I
  or
- HIS* 102 Western Civilization II

- Psychology or Sociology Elective
- Geography, Political Science, or History Elective
- ENG* 202 Technical Writing

Science and Math Core: 15 Credits

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

Technology Core: 30 Credits

- CAD* Elective

Directed Electives: 12 total credits

- MAT* 254 Calculus I
- CHE* 122 General Chemistry II
- PHY* 122 General Physics II

Technical Electives: 15 Credits

- BIO* 121 General Biology I
- BIO* 122 General Biology II
- BIO* 235 Microbiology
- BIO* 260 Principles of Genetics

Total Program Credits: 66

Technology Studies: Computer Aided Design (CAD) Option, A.S.

(66-67 semester hours minimum)

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

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

For more information, contact Associate Professor Jakob Spjut.

General Education Core: 21 Credits

- ENG* 101 Composition
- COM* 173 Public Speaking
- Fine Arts Elective
- History or Economics Elective
- Psychology or Sociology Elective
- Geography, Political Science, or History Elective
- ENG* 202 Technical Writing

Science and Math Core: 15 Credits

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

Technology Core: 30-31 Credits

- CAD* 110 Introduction to CAD

Directed Electives: 12 Credits

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

- SCI* 120 Investigations in STEM
- EGR* 118 Material Science
- Directed Elective
- Directed Elective

Technical Electives: 15-16 Credits

- CAD* 271 Solids Mechanical/Pro-Engineer

- Technical Electives
- Technical Electives
- Technical Electives
- Technical Electives

Technical Electives (15-16 credits) can be selected from the following courses:

- CAD* 114 Architectural CAD
- CAD* 117 Principles of Residential Design
- CAD* 133 Mechanical CAD
- CAD* 298 Special Topics in CAD
- EGR* 111 Introduction to Engineering
- EGR* 118 Material Science
- MFG* 124 Blueprint Reading
- MFG* 125 Blueprint Reading II
- MFG* 126 Drafting
- MFG* 278 Rapid Prototyping
- MFG* 239 Geometric Design and Tolerancing
- or others (with approval of the Program Coordinator).

Total Program Credits: 66-67

Technology Studies: Engineering Technology Option, A.S.

(67 semester hours minimum)

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

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

For more information, contact Associate Professor Jakob Spjut.

General Education Core: 21 Credits

- ENG* 101 Composition
- COM* 173 Public Speaking
- Fine Arts Elective
- History or Economics Elective
- Psychology or Sociology Elective
- Geography, Political Science, or History Elective
- ENG* 202 Technical Writing

Science and Math: 15 Credits

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

Technology Core: 31 Credits

- CAD* 110 Introduction to CAD

Directed Electives: 12 Credits

- MAT* 254 Calculus I
- MAT* 256 Calculus II
- PHY* 122 General Physics II

Technical Electives: 16 Credits

- EGR* 111 Introduction to Engineering
- EGR* 118 Material Science
- EGR* 211 Engineering Statics
- EGR* 212 Engineering Dynamics
- EGR* 215 Engineering Thermodynamics I

Total Program Credits: 67

Technology Studies: Environmental Science Option, A.S.

(65 semester hours minimum)

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

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

For more information, contact Associate Professor Jakob Spjut or Professor John Lewis.

General Education Core: 27 Credits

- ENG* 101 Composition
- COM* 173 Public Speaking
- Fine Arts Elective
- History Elective (Prefer HIS* 101 for transfer students)
- PHL* 111 Ethics
- Psychology or Sociology Elective
- ECN* 102 Principles of Microeconomics
- Geography, Political Science, or History Elective
  (Prefer HIS* 102 for transfer students)
- ENG* 202 Technical Writing

Science and Math Core: 15 Credits

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

Technology Core: 23 Credits

- CAD* Elective

or

- GIS* 125 Mapping Technologies
  or
- OCE* 101 Introduction to Oceanography

Directed Electives: 8 Credits

- GLG* 121 Introduction to Physical Geology
- EVS* 114 Environmental Science

Specialization Electives:12 Credits (** See Note below)

** Note: Students must choose three (3) of the following courses to complete the 12 credit requirement for the Specialization Electives portion of the degree: BIO* 121, BIO* 122, BIO* 270, CHE* 122, CHE* 232, EVS* 231, MAT* 254, or PHY* 122. Choices to be made with an Advisor based upon the sudent's desired transfer institution and baccalaureate degree plans.

- BIO* 121 General Biology I
- BIO* 122 General Biology II
- BIO* 270 Ecology
- CHE* 122 General Chemistry II
- CHE* 232 Introduction to Environmental Chemistry
- EVS* 231 Sustainable Energy and the Environment
- MAT* 254 Calculus I
- PHY* 122 General Physics II

Total Program Credits: 65

Technology Studies: Lean Manufacturing and Supply Chain Management, A.S.

(66-67 semester hours minimum)

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

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

For more information, contact Associate Professor Jakob Spjut.

General Education Core: 21 Credits

- ENG* 101 Composition
- COM* 173 Public Speaking
- Fine Arts Elective
- History or Economics Elective
- Psychology or Sociology Elective
- Geography, Political Science, or History Elective
- ENG* 202 Technical Writing

Science and Math Core: 15 Credits

- MAT* 167 Principles of Statistics
- MAT* 186 Precalculus

- CHE* 121 General Chemistry I
- PHY* 121 General Physics I

Technology Core: 30-31 Credits

- CAD* Elective

Directed Electives: 12 Credits

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

- SCI* 120 Investigations in STEM
- Directed Elective
- Directed Elective
- Directed Elective

Technical Electives: 15-16 Credits

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

- MFG* 171 Introduction to Lean Manufacturing
- MFG* 172 Introduction to Lean Supply Chain Management
- MFG* 271 Advanced Lean Manufacturing
- MFG* 272 Implementing Lean Supply Chain Management

Total Program Credits: 66-67

Technology Studies: Plastics Option, A.S.

(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 Associate Professor Jakob Spjut.

General Education Core: 27 Credits

- ENG* 101 Composition
- COM* 173 Public Speaking
- Fine Arts Elective
- History or Economics Elective
- Psychology or Sociology Elective
- Geography, Political Science, or History Elective
- ENG* 202 Technical Writing

Science and Math Core: 15 Credits

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

Technology Core: 31 Credits

- CAD* Elective

Directed Electives: 12 Credits

- SCI* 120 Investigations in STEM
- EGR* 116 Hydraulics & Pneumatics
- EGR* 118 Material Science

- CAD* 220 Parametric Design (SolidWorks)
  or
- CAD* 271 Solids Mechanical/Pro-Engineer

Technical Electives: 16 Credits

- PLA* 101 Introduction to Polymers
- PLA* 201 Polymer Materials II
- PLA* 120 Polymer Process Engineering
- PLA* 160 Physical & Properties Testing Lab
- PLA* 203 Plastics Processing II

Total Program Credits: 67

Certificate

Advanced Manufacturing Machine Technology Certificate

(34 semester hours minimum)

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

Learners who complete the Advanced Manufacturing Machine Technology certificate will:

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

For more information, contact the Director, Steve LaPointe.

Program Requirements

- MFG* 105 Manufacturing Math II
- MFG* 124 Blueprint Reading
- MFG* 151 Manufacturing Machinery-Drill Press and Saw
- MFG* 152 Manufacturing Machinery-Grinding
- MFG* 153 Manufacturing Machinery- Benchwork
- MFG* 154 Manufacturing Machinery- Lathe I
- MFG* 155 Manufacturing Machinery- Milling I
- MFG* 156 Manufacturing Machinery- CNC I
- CAD* 220 Parametric Design (SolidWorks)
- QUA* 114 Principles of Quality Control
- MFG* 125 Blueprint Reading II
- MFG* 254 Manufacturing Machinery- Lathe II
- MFG* 255 Manufacturing Machinery- Milling II
- MFG* 256 Manufacturing Machinery- CNC II

Total Program Credits: 34

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 Associate Professor Jakob Spjut.

Program Requirements

- MFG* 171 Introduction to Lean Manufacturing
- MFG* 271 Advanced Lean Manufacturing

Total Program Credits: 6

Mechatronics Automation Technician Certificate

(30 semester hours minimum)

This certificate provides detailed knowledge of electrical, electronic and mechanical principles as applied to the design and operation of modern, high-speed manufacturing and assembly equipment. Completing this certificate will provide the student requisite skills necessary to troubleshoot any electronic or mechanical problems associated within the manufacturing environment, health industry, distribution systems, machining industry, wholesale, retailing, warehousing and engineering.

Learners who complete the Mechatronics Automation Technician Certificate will:

- Apply knowledge of theory and principles related to mechanics, electronics, computer science, and process control;
- Apply critical thinking and problem-solving skills to troubleshoot electromechanical, hydraulic, and pneumatic automation systems;
- Apply logical reasoning and mathematics to analysis of automation systems and their components;
- Communicate technical information clearly.

For more information, contact AMTC Assistant Director jclark1@qvcc.edu.

Program Requirements

- MFG* 133 Mathematics for Electricity and Electronics
- MFG* 138 Digital Fundamentals
- MFG* 140 Robotics
- MFG* 142 Electronic Circuits and Devices
- MFG* 143 Industrial Motor Control
- MFG* 144 Hydraulics & Pneumatics
- MFG* 145 Electronic Variable-Speed Drive Systems
- MFG* 146 Programmable Logic Controllers
- MFG* 159 Industrial Maintenance
- MFG* 162 CNC Maintenance and Repair I

Total Program Credits: 30

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 Associate Professor Jakob Spjut.

Program Requirements

Communication Skills: 3 Credits

- ENG* 101 Composition

Computer Science: 6 Credits

- CSA* 105 Introduction to Software Applications
- CAD* 110 Introduction to CAD

Science: 6 Credits

- EGR* 116 Hydraulics & Pneumatics
- PLA* 101 Introduction to Polymers

Program Core: 10 Credits

- PLA* 120 Polymer Process Engineering
- PLA* 160 Physical & Properties Testing Lab
- PLA* 203 Plastics Processing II

Total Program Credits: 25

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 Associate Professor Jakob Spjut.

Program Requirements

- MFG* 172 Introduction to Lean Supply Chain Management
- MFG* 272 Implementing Lean Supply Chain Management

Total Program Credits: 6

Technology Studies-STEM Certificate

(16 semester hours minimum)

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

Learners who complete the Technology Studies-STEM certificate will:

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

For more information, contact Associate Professor Jakob Spjut.

Program Requirements

- ENG* 101 Composition
- MAT* 137 Intermediate Algebra
- MAT* 167 Principles of Statistics
- MAT* 186 Precalculus

Program Core

- SCI* 120 Investigations in STEM

Total Program Credits: 16

Transfer Degrees

Degree

General Studies, A.S.

(60 semester hours minimum)

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

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

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

For more information, contact the Advising Center.

General Education Core

Communication Skills: 6 Credits

- ENG* 101 Composition
- COM* Communications Elective

Humanities: 9 Credits

- Humanities Elective [1]
- Humanities Elective [1]
- Humanities Elective [1]

Computer Science: 3 Credits

- Computer Science Elective [2]

Math/Science: 6–8 Credits

- Mathematics Elective
- Science Elective [3]

Social Sciences: 9 Credits

- Social Science Elective [4]
- Social Science Elective [4]
- History Elective

Open Electives: 25-27 Credits

Total Program Credits: 60

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

[2] Select one course from CSA*, CSC*, DGA*, GRA*, or BBG* 115.

[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, ECE* 182), ECN*, GEO*, HIS*, HLT* 121, HSE* 213, POL* (all except POL* 290, POL* 294), PSY*, SOC*

Liberal Arts and Sciences, A.A.

(61 semester hours minimum)

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

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

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

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

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

For more information, contact the Advising Center.

General Education Core

Communication Skills: 6 Credits

- ENG* 101 Composition
- COM* Communications Elective

Humanities: 6 Credits

- ENG* 102 Literature & Composition
  or
- ENG* 110 Introduction to Literature

- HUM* 101 Introduction to Humanities

Fine Arts: 3 Credits

- Elective [1]

Math/Science: 13-15 Credits

- MAT* 137 Intermediate Algebra [2]
- MAT* Elective above Intermediate Algebra
- Science Elective (one of which must be lab science) [3]
- Science Elective [3]

Social Sciences: 12 Credits

- History Elective
- Social Sciences Elective [4]
- Social Sciences Elective [4]
- Social Sciences Elective [4]

Liberal Arts and Sciences: 15-24 Credits

- Foreign Language [5]
- Foreign Language [5]
- Liberal Arts and Sciences Elective [6]
- Liberal Arts and Sciences Elective [6]
- Liberal Arts and Sciences Elective [6]

General Electives: 0-6 Credits

- General Elective (*Recommended: BBG* 115 or CSA* 105*)
- General Elective

Total: 61

[1] For students considering transfer, the preferred courses to meet this requirement are ART* 101, ART* 102, THR* 101, THR* 106, MUS* 101, MUS* 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* (ECE* 101, ECE* 182), ECN*, GEO*, HIS*, HSE* 213, POL* (all except POL* 290, POL* 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*, DGA*, ECE* (ECE* 101, ECE* 182), ECN*, ENG*, FRE*, GEO*, GLG*, GRA*, HIS* HSE* 213, HUM*, IS (IS 125, IS 127, IS 135), MAT*, MUS*, OCE*, PHL*, PHY*, POL*, PSY*, SCI*, SGN*, SOC*, SPA*, THR*.

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 only be offered on an occasional basis.

Elective Choices in Program Requirements

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

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

Interdisciplinary Studies

Mathematics

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

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

Accounting

ACC* 113 Principles of Financial Accounting

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 3

An advanced study of generally accepted accounting principles including analysis of the Balance Sheet and the Income Statement. Particular emphasis is given to the valuation of assets and their relationship to income determination. Reference is made to pronouncements of the Financial Accounting Standards Board.
Prerequisite: ACC* 113 with a minimum grade of C-

ACC* 272 Intermediate Accounting II

Credits: 3

A continuation of ACC* 271, giving particular emphasis to liabilities and stockholders' equity valuations and their relationships to income determination.
Prerequisite: ACC* 271 with a minimum grade of C- or permission of program coordinator

Anthropology

ANT* 101 Introduction to Anthropology

Credits: 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
Embedded Competency: Ethical Dimensions of Humankind
TAP Competency: Social Phenomena Knowledge & Understanding

ANT* 105 Introduction to Cultural Anthropology

Credits: 3

A cross-cultural comparison of life in diverse cultures. Topics such as marriage, kinship, social organization, and political and economic institutions will be examined through case studies.
Prerequisite: Placement at ENG* 101 or completion of required developmental courses
TAP Competency: Social Phenomena Knowledge & Understanding

ANT* 118 Health, Healing and Culture

Credits: 3

A study of illness, pain, curing and curers as found in the United States and other societies. Students will investigate the impact on well-being of environmental factors, nutrition, population size, migration, and culture.
Prerequisite: Placement at ENG* 101 or completion of required developmental courses
TAP Competency:

- Critical Analysis & Logical Thinking
- Global (Gen Ed II)

ANT* 133 Peoples of the World

Credits: 3

This course focuses on non-western societies to provide a broad understanding of social change and development in a global context. Topics will include: division of the world into developed and underdeveloped sectors, migration and immigration, and accommodation and resistance to change among non-western peoples.
Prerequisite: ANT* 101 or permission of instructor
TAP Competency:

- Social Phenomena Knowledge & Understanding
- Global (Gen Ed II)

ANT* 218 Sex Roles in Western and Non-Western Societies

Credits: 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

Credits: 3

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

ART* 102 Art History II

Credits: 3

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

ART* 107 Introduction to Studio Art

Credits: 3

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

- Appreciation of the Aesthetic Dimensions of Humankind
- Creativity (Gen Ed I)

ART* 109 Color Theory

Credits: 3

Studies the use of color and its properties. Students will explore the visual, expressive, and emotional interaction of color and its usage in art and art-making. Students will work with various media, mostly acrylic paint and paper collage, to formulate

presentations ranging from fundamental problem solving to individual expression. This class requires extensive outside work to complete the assignments. (6 studio hours)
Prerequisite: ART* 111 Drawing I and ART* 121 Two-Dimensional Design
TAP Competency: Critical Analysis & Logical Thinking

ART* 111 Drawing I

Credits: 3

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

- Appreciation of the Aesthetic Dimensions of Humankind
- Creativity (Gen Ed I)

ART* 112 Drawing II

Credits: 3

A studio course which will continue the building of drawing skills and perception through observation. Both traditional and experimental drawing materials, subjects and techniques will be employed.
Prerequisite: ART* 111 or permission of instructor

ART* 113 Figure Drawing I

Credits: 3

This in-depth course is based in anatomical and expressive approaches to human figure drawing. Instruction will include elements of drawings as well as an introduction to the structure and function of human anatomy and its representation in artwork. A variety of media can be explored and areas of instruction will include composition, proportion, and foreshortening principles. Students work extensively from the live model. (6 studio hours)
Prerequisite: ART* 111

ART* 115 Drawing I Workshop

Credits: 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

Credits: 3

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

- Appreciation of the Aesthetic Dimensions of Humankind
- Creativity (Gen Ed I)

ART* 122 Three-Dimensional Design

Credits: 3

An introductory studio course which focuses on the creative design elements and principles of three-dimensional design.

Emphasis will be placed on the use of basic concepts, tools and media.
TAP Competency:

- Appreciation of the Aesthetic Dimensions of Humankind
- Creativity (Gen Ed I)

ART* 131 Sculpture I

Credits: 3

An introductory studio course in various materials and methods of sculpture. Students will work in both additive and subtractive methods to provide an understanding of three-dimensional composition.
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

ART* 132 Sculpture II

Credits: 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

Credits: 3

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

ART* 141 Photography I

Credits: 3

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

- Appreciation of the Aesthetic Dimensions of Humankind
- Creativity (Gen Ed I)

ART* 142 Photography II

Credits: 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

Credits: 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
TAP Competency: Creativity (Gen Ed I)

ART* 152 Painting II

Credits: 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
Credits: 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
Credits: 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
Credits: 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.
TAP Competency: Creativity (Gen Ed I)

ART* 162 Ceramics II
Credits: 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
Credits: 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: None
TAP Competency: Creativity (Gen Ed I)

ART* 168 Printmaking II
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 3

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

ART* 281 Digital Photography II
Credits: 3

Students will develop new skills and further explore the creative and expressive side of digital photography through a variety of demonstrations, assignments, critiques, and lab work. Students will work independently and with direct supervision to review the features and functions of the digital camera and the digital lab and then to move ahead to develop a personal and professional style while mastering a wide range of practical photographic techniques, all of which will be evidenced by both digital and hard-copy portfolios. Students must own their own digital single lens reflex or "Prosumer" digital camera, must have their own storage media, purchase their own paper and other devices and accessories as they are needed.

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

ART* 289 Portfolio Preparation

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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.
TAP Competency: Creativity (Gen Ed I)

DGA* 212 Advanced Computer Graphics

Credits: 3

This course is a continuation of computer imaging skills gained from Introduction to Computer Graphics. Students will explore more advanced techniques using programs such as Adobe Illustrator, Photoshop and After Effects. Students will also begin to use

three dimensional software applications.
Prerequisite: DGA* 111 or permission of instructor

DGA* 240 Web Page Design
Credits: 3

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

DGA* 283 Digital Video Editing
Credits: 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
Credits: 3

An introductory studio course in the fundamentals of commercial design. This course will cover the basic graphics design theory, techniques and practices.
Prerequisite: None
TAP Competency: Creativity (Gen Ed I)

GRA* 221 Illustration I
Credits: 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
TAP Competency: Creativity (Gen Ed I)

GRA* 230 Digital Imaging I
Credits: 3

A studio course in which digital images are created and manipulated by the use of the computer and peripheral hardware.
Prerequisite: DGA* 111 or permission of instructor

GRA* 237 Computer Graphics
Credits: 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

Credits: 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
Credits: 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: None
TAP Competency: Creativity (Gen Ed I)

Astronomy

AST* 111 Introduction to Astronomy
Credits: 4

This is an introductory course in astronomy which covers the origin and evolution of the sun, the universe, and the planets. In addition, methods of observing and analyzing astronomical events will be discussed. Students may also explore special topics of contemporary interest. Three hours of lecture and one three-hour laboratory per week.
Prerequisite: MAT* 095 or placement at college level math on Basic Skills Assessment
TAP Competency: Scientific Knowledge & Understanding

Biology

BIO* 105 Introduction to Biology
Credits: 4

This course will focus on the basic principles of biology. Topics will include the structure and function of cell biology, heredity, basic chemistry and metabolism, ecology, evolution and currrent issues in biology. Students will participate in 3 hours of class and 3 hours of laboratroy per week.
Prerequisite: Basic Skills Assessment placement at ENG 101 * level and MAT 137 * or above.
Recommended: ENG 101 * and MAT 137 * (may be taken concurrently).
TAP Competency: Scientific Reasoning.

BIO* 110 Principles of the Human Body
Credits: 3

This course provides an overview of the basic structure and function of the human body. It will explore the major organs and systems of the body as well as provide an overview of chemical and cellular processes as they relate to the human body. Basic pathologies of the human body will also be covered. Lecture only. This course is not recommended for students who have taken BIO* 115, BIO* 211, or BIO* 212.
Prerequisite: Basic Skills Assessment placement at ENG* 101 level
TAP Competency: Scientific Knowledge & Understanding

BIO* 111 Introduction to Nutrition
Credits: 3

An introduction to the principles of human nutrition. Emphasis will be placed upon the understanding of macromolecules, energy balance,vitamins and minerals, nutrition disorders, undernutrition, and nutrition during sports, pregnancy, infancy, childhood and adulthood. The application of nutritional knowledge to daily living will be stressed.
Prerequisite: Basic Skills Assessment placement at ENG* 101 level
TAP Competency: Scientific Knowledge & Understanding

BIO* 115 Human Biology

Credits: 4

This course is an introduction to the anatomy and function of the human body including structure and function of cells, structure and function of organs, skeletal system, muscular system, blood and cardiovascular system, respiratory system, nervous system, sensory system, digestive system, urinary and reproductive system. Students will participate in laboratories to reinforce course concepts. Three hours of lecture and three hours of lab per week.
Prerequisite: Basic Skills Assessment placement at ENG* 101 level
TAP Competency: Scientific Reasoning

BIO* 121 General Biology I

Credits: 4

This course will introduce the major concepts of biology. Topics will include cell theory, cell division, molecular and cellular biology, photosynthesis, and genetic inheritance. Students will survey major themes in biology including ecology, evolution, reproduction, and homeostasis. In laboratory, students will develop an understanding of the scientific method, will study the basic techniques of scientific investigation, and will learn how to write laboratory reports. Three hours of lecture and three hours of laboratory per week are required.
Prerequisite: Basic Skills Assessment placement at ENG* 101 and MAT* 137 or above. Recommended: ENG* 101 and MAT* 137 (may be taken concurrently)
TAP Competency: Scientific Knowledge & Understanding; Scientific Reasoning

BIO* 122 General Biology II

Credits: 4

This course will focus on the anatomy, physiology, and classification of organisms in the six kingdoms. Topics will include taxonomy, diversity, and evolution of life; anatomy and physiology of living organisms; and ecology. Laboratory will focus on the structure, function, and anatomy of selected plants and animals. Three hours of lecture and three hours of laboratory are required per week.
Prerequisite: Basic Skills Assessment placement at ENG* 101 and MAT* 137 or above. Recommended: ENG* 101 and MAT* 137 (may be taken concurrently)
TAP Competency: Scientific Reasoning

BIO* 123 Biology of Human Disease

Credits: 3

This course is designed for students entering into the health professions. This course will cover the essential fundamentals of major types of diseases, it will also cover the basics of diagnosis and treatment. Students will review the basic anatomy and physiology of each organ systems while exploring the diseases of each system.
Prerequisite: Basic Skills Assessment placement at ENG 101 level.
TAP Competency: Scientific Knowledge and Understanding

BIO* 140 Ornithology

Credits: 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: None

BIO* 145 General Zoology
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 3

This course will introduce the principles of genetics including inheritance, human genetics, and molecular genetics. The course will also focus on the role of DNA in agriculture, medicine, and technology. The ethical implications of genetic technology will also be discussed. This course is not intended for science majors.
Prerequisite: ENG* 101
TAP Competency: Scientific Knowledge & Understanding

BIO* 177 Evolution
Credits: 3

Evolution is presented as a unifying concept in biology. Topics include evolutionary mechanisms, earth history, and cosmological theories. The history of major groups of plants and animals is discussed as well as the reason for the present distribution of organisms. Three hours of lecture per week.
Prerequisite: BIO* 121 or equivalent

BIO* 210 Nutrition and Human Development

Credits: 3

This course will examine nutrition throughout the human life cycle. Nutrition during periconception, pregnancy, lactation, childhood, adolescence and adulthood will be reviewed. The course will also examine nutrition in public health in both the developed and developing world.
Prerequisite: BIO* 111 or permission of instructor

BIO* 211 Anatomy and Physiology I

Credits: 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

Credits: 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 121 * or BIO 211 * or equivalent

BIO* 229 Recent Discoveries in Biology

Credits: 3

A course in which students discuss recent discoveries in the life sciences and their importance to humanity under the guidance of a faculty member in a colloquium setting. Students may pursue individual interests in the scientific literature. Library research and effective communication are stressed.
Prerequisite: BIO 121 * or equivalent.

BIO* 235 Microbiology

Credits: 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 the combination of BIO 115 * and CHE 111 * , or equivalent.

BIO* 260 Principles of Genetics

Credits: 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

Credits: 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
Credits: 4

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

BIO* 275 Entomology
Credits: 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* 290 Research Methods in Health Science
Credits: 3

This course will examine both quantitative research methodology. Students will examine various research methods, research design and ethics of research. Students will also apply critical thinking skills to analyze research data in the science field.
Prerequisite: MAT 167 * or equivalent.
TAP Competency: Scientific Knowledge & Understanding

BIO* 298 Special Topics in Biology
Credits: 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
Credits: 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

Credits: 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

Credits: 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

Credits: 3

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

BBG* 234 Legal Environment of Business

Credits: 3

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

BBG* 236 Commercial Law

Credits: 3

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

BBG* 280 Problem Solving and Decision-Making

Credits: 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

Credits: 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

Credits: 3

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

BFN* 110 Personal Finance

Credits: 3

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

BFN* 201 Principles of Finance

Credits: 3

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

BMG* 201 Principles of Supervision

Credits: 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

Credits: 3

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

BMG* 204 Managerial Communication

Credits: 3

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

Prerequisite: ENG* 101
TAP Competency: Oral Communication in English

BMG* 210 Organizational Behavior
Credits: 3

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

BMG* 220 Human Resource Management
Credits: 3

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

BMK* 201 Principles of Marketing
Credits: 3

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

Business Office Technology

BOT* 111 Keyboarding for Information Processing I
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 4

This is an introductory course designed to provide a brief survey of important chemical concepts. The core of the course will involve solution chemistry including: precipitation reactions, redox reactions, stoichiometry, acid-base reactions, and buffer systems. This course will also cover: the metric system, states of matter, scientific measurements, the periodic table, chemical bonding, and an introduction to organic chemistry. This course is not recommended if a one-year chemistry sequence is needed.
Prerequisite: MAT* 137 (may be taken concurrently) or permission of instructor
TAP Competency: Scientific Reasoning

CHE* 121 General Chemistry I

Credits: 4

This is an introduction to the basic concepts of chemistry. Major topics will include the measurements of matter, stoichiometry, reactions in aqueous solutions, electronic structure, bonds thermochemistry, rates of reaction, and gases, solids and liquids. The course will emphasize applications to "real world" problems. Laboratories are designed to allow the student to visualize the important concepts introduced in lecture and to increase student understanding of the scientific process. There will be three hours of lecture and three hours of lab each week.
Prerequisite: MAT* 137
TAP Competency: Scientific Reasoning

CHE* 122 General Chemistry II

Credits: 4

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

CHE* 211 Organic Chemistry I

Credits: 4

Designed for science and engineering majors. Presents bonding, formulation, and molecular shapes of organic molecules. Presents nomenclature, preparation, and creation of alkanes, cycloalkanes, alkenes, alkynes, and alcohols. The laboratory portion features the basic reaction and preparation techniques utilized in organic chemistry especially focused on the above compounds.
Prerequisite: CHE* 122

CHE* 212 Organic Chemistry II

Credits: 4

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

CHE* 232 Introduction to Environmental Chemistry

Credits: 4

Applications of the principles of chemistry towards the environment will be studied. The interrelationship between the cycles of air, soil, and water will be the foundation to identify and explain the impact of humans and industry. Topics such as ozone formation/ destruction, acid rain, greenhouse effect, dissolved metals, soil structure, and sewage treatment will be covered. Laboratory work will focus on the quantitative measurements of water, soil, and air samples. Field work will be included. There will be three hours of lecture and three hours of lab each week.
Prerequisite: CHE* 121 or higher, with a C grade or better

Communication

COM* 101 Introduction to Mass Communications

Credits: 3

A study of communication theory, process, practice and ethics related to American mass media. The course will include an

exploration of books, magazines, newspapers, radio, broadcasting, television, the Internet, film, mobile media and more. Mass media industries, laws and regulations and the effects of media on society will be included in the curriculum. Students will study theories, do exercises and activities, and prepare projects/papers.
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

COM* 171 Fundamentals of Human Communication
Credits: 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
Credits: 3

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

COM* 176 Business and Professional Communication
Credits: 3

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

COM* 273 Personal and Professional Interviewing
Credits: 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
Credits: 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
Credits: 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

Credits: 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

Credits: 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

Credits: 3

This course focuses on the creation of auxiliary views, orthographic working drawings, section views and geometric dimensioning relating to mechanical systems. The layout, design and drafting of mechanical systems will also cover heating and cooling design and drawing representation for building design.
Prerequisite: CAD* 110

CAD* 220 Parametric Design (SolidWorks)

Credits: 3

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

CAD* 271 Solids Mechanical/Pro-Engineer

Credits: 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

Credits: 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

Credits: 3

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

CSA* 135 Spreadsheet Applications

Credits: 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

Credits: 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

Credits: 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* 124 Programming Logic & Design with Python

Credits: 3

This is an introductory course in structured programming concepts using Python and assumes no prior programming experience (for any language). Topics include data types, input/output from both the console and data files, arithmetic, comparison and logic operators, selection statements, looping, functions and arrays. This course assumes students are comfortable working with simple algebraic equations. Students should understand basic file and folder management skills for use on a personal computer.
Prerequisite: MAT 095 * or placement into college level math.

CSC* 210 C Programming

Credits: 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

Credits: 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 instructor

CSC* 230 Database Concepts and Web

Credits: 3

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

CSC* 295 Cooperative Education/Work Experience I

Credits: 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

Credits: 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

Credits: 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 System

Credits: 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.

CST* 130 Network Essentials I

Credits: 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

Credits: 3

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

CST* 150 Web Design & Development I

Credits: 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* 163 Windows Server Administrator

Credits: 3

This course introduces the student to Microsoft Windows Server. Students will learn the basics of installing, administrating and maintaining a Windows Server implementation. Topics include administration of user and group accounts, Active Directory (AD DS), network protocols and services such as virtual private networking (VPN), routing and remote access service (RRAS), dynamic host configuration protocol (DHCP), domain name system (DNS). Additionally, backup, recovery and disaster planning will be covered. This course will prepare the student to take the Microsoft exam 70-410: Installing and Configuring Windows Server 2012.
Prerequisite: CST 130 * and/or permission of instructor.

CST* 170 Introduction to Local Area Networks

Credits: 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

Credits: 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, CST* 170, CST* 192, CST* 260

CST* 192 Wide Area Networks

Credits: 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

Credits: 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

Credits: 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, CST* 170, CST* 192, CST* 260

CST* 229 Network Routers and Switches

Credits: 3

This advanced computer networking course utilizes practical hands-on labs to introduce students to various networking concepts and Cisco specific protocols. Students will configure networking devices to work with various networking protocols to include: Open Shortest Path First (OSPF), Enhanced Interior Gateway Routing Protocol (EIGRP), Rapid Spanning Tree Protocol (RSTP), and Per VLAM Spanning Tree Protocol (PVSTP). This course prepares the student for the Cisco Certified Network Associate (CCNA) certification exam. Students should have an understanding of Local Area Networks (LANs), Transmission Control Protocol/Internet Protocol (TCP/IP) and Wide Area Networks (WANs) before enrolling in this course.
Prerequisite: CST 170 or permission of instructor.

CST* 237 SysAdmin I - Client/Server

Credits: 4

This course introduces students to system administration concepts for Microsoft Windows Server and Workstation operating systems, emphasizing hands-on configuration and troubleshooting of multiple networked systems in a laboratory environment. Topics include OS deployment, OS virtualization, IIS, terminal services, print services, user accounts, RAID and disk management, security, optimization, registry, MMC, IP configuration and third-party tools. This course begins to prepare the students for Microsoft OS certification exams.
Prerequisite: CST* 140 or permission of instructor

CST* 238 SysAdmin II - Client/Server

Credits: 4

This course continues the study of Microsoft Windows Server and Workstation operating systems, emphasizing hands-on configuration and troubleshooting of multiple networked systems in a laboratory environment. Topics include DHCP, NetBIOS, WINS, DNS, Active Directory, Group Policy, and MS Configuration Manager. This course begins to prepare students for Microsoft OS certification exams.
Prerequisite: CST* 237 or permission of instructor

CST* 240 Advanced Computer Hardware

Credits: 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 CST* 140 Introduction to Computer Hardware.
Prerequisite: CST* 140

CST* 247 Information Assurance and Risk Management

Credits: 3

This course is designed to introduce students to information assurance and risk mitigation principles as applied to information management. Topics covered in the course include asset identification, vulnerabilities assessment, risk management, threat identification, and physical safeguards of mission critical data. Students will also learn how to conduct a security gap analysis, create a risk management plan, and select an appropriate risk control.
Prerequisite: CST 275 * , Information Security.

CST* 250 Web Design and Development II

Credits: 3

The client-side technologies needed to design and build interactive business web sites are presented in this course. This includes the creation of a web site's structure through the use of advanced XHTML, an understanding of Cascading Style Sheets for more control over type and placement, basic scripting (Javascript) and Extensible Markup Language (XML) for greater interactivity. Course content is continually updated to reflect the current state of the art in Internet computing.
Prerequisite: CST* 150 or permission of instructor

CST* 254 Web Page Design

Credits: 3

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

CST* 258 Fundamentals of Internet Programming

Credits: 4

This course provides a foundation in using server-side web programming to provide dynamic web content. This includes how to install, configure, integrate, and utilize an Apache web server, a MySQL relational database management system, the PHP scripting language, and standards based HTML web code to generate dynamic web pages. Emerging Web 2.0 techniques will be surveyed.
Prerequisite: CST* 150 and CSC* 106 or permission of instructor

CST* 260 System Architecture

Credits: 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

Credits: 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, CST* 170, CST* 171, CST* 192, CST* 194, CST* 196, CST* 260

CST* 263 Computer Forensics and Network Intrusions

Credits: 3

This course exposes students to a broad range of forensic methods and techniques used to detect, trace, and stop network intrusions and perform network forensic investigations after an intrusion has occurred. Students will learn how to identify network intrusion paths and points of entry and how to "bag-and-tag" digital evidence, examine evidence, and document a chain of custody throughout a forensic investigation.
Prerequisite: CST 270 , Computer Network Fundamentals

CST* 265 Networking with Linux

Credits: 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.
Prerequisite: Recommended: CST* 120 and CST* 130

CST* 266 Linux Fundamentals

Credits: 3

A comprehensive introduction to the installation, scripting, and administration of the Linux operating system in both client and server configurations. Students will learn how to install and use the base Linux operating system and its major subsystems and will use the Linux command line, shell scripting, and graphical use interfaces (GUI) to perform operating system administration, user and file management, system maintenance, system security, and secure communication. Course content is continually updated to reflect the current state of the art in the Linux operating system. The course requires substantial hands-on computer work with Linux that will be performed in a virtual lab environment.
Prerequisite: None.

CST* 267 Ethical Hacking and Network

Credits: 3

This course is designed to introduce the student to ethical hacking and penetration testing using open source software. Ethical hackers are employed by corporations for the purpose of testing their networks for weaknesses. Topics covered in the course include industry standard tools and techniques used to discover vulnerable and exploitable machines in a network. The student will learn about stages of ethical hacking including reconnaissance, scanning, enumerating, gaining access, and maintaining access. Great emphasis will be put on the legal and ethical issues related to hacking.
Prerequisite: CST 270 , Network Security Fundamentals

CST* 270 Network Security Fundamentals

Credits: 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

CST* 275 Information Security

Credits: 3

This course introduces students to the field of Information Security. Topics include legal, ethical and professional issues in information security, the need for security in today's digital world, planning for and implementing security, risk management, cryptography, physical security, and information security maintenance and eDiscovery. This course begins to prepare the student for various industry certification exams.
Prerequisite: CST 130 * , CST 140 * or permission of instructor.

CST* 287 Cryptography Fundamentals

Credits: 3

This course investigates cryptographic concepts and algorithms and their application to data security. Techniques include private key cryptography, and hashing functions. Commonly used algorithms include: DES, 3DES, IDEA, RSA, Diffie-Hellman, MD5, SHA, and DSS. Other algorithms that provide confidentiality, message authentication, key exchange, and digital signatures in applications such as client-server authentication, email security and web security will also be reviewed.
Prerequisite: CST 275 * , Information Security.

Criminal Justice

CJS* 101 Introduction to Criminal Justice

Credits: 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

Credits: 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

Credits: 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

Early Childhood Education

ECE* 101 Introduction to Early Childhood Education

Credits: 3

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

ECE* 103 Creative Experiences for Children

Credits: 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.
TAP Competency: Creativity (Gen Ed I)

ECE* 109 Science & Math for Children

Credits: 3

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

ECE* 141 Infant/Toddler Growth and Development

Credits: 3

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

ECE* 176 Health Safety & Nutrition

Credits: 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.

Credits: 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.
Prerequisite: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

An introduction to language and literacy development in the young child. Exploration of the early childhood language arts curriculum includes speaking, listening, writing, and reading skills. Emphasis on the influence of a child's background and experiences in emerging literacy development will be explored. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experience will be included.
Prerequisite: ECE* 101 and ENG* 101

ECE* 241 Methods and Techniques for Infant/Toddler Care

Credits: 3

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

ECE* 295 Student Teaching

Credits: 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.
Prerequisite: 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 ENG* 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
Credits: 3

This course presents a study of the United States economic system. Topics to be covered include national income determination, fiscal and monetary policy (emphasizing Keynesian theory), problems of economic stability related to inflation and recession, employment and pricing, and payment mechanisms.
Prerequisite: MAT* 095 or placement at college level math on Basic Skills Assessment
TAP Competency: Social Phenomena Knowledge & Understanding

ECN* 102 Principles of Microeconomics
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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.

EDU* 210 Foundations of U.S., Public Education
Credits: 3

Foundations of U.S. Education is an introductory course in U.S. education through a study and analysis of the historical, sociological, philosophical, ethical, legal, and financial factors basic to the governance and practice of American education. Field experiences are required. It is designed to provide students who want to pursue careers in elementary or secondary education with knowledge of the philosophical theories, historical circumstances, political influences, ethical consideration and societal elements which have uniquely shaped the educational system and the governance and operation of schools in America.
Prerequisite: Eligibility for ENG 101 .

HPE* 219 Coaching Youth Sports
Credits: 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
Credits: 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

Credits: 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

Credits: 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

Credits: 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.
Prerequisite: Prerequisites: MAT* 254

EGR* 212 Engineering Dynamics

Credits: 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.
Prerequisite: Prerequisites: EGR* 211, MAT* 256 (may be taken concurrently)

EGR* 215 Engineering Thermodynamics I

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

English

ENG* 093 Introduction to College Reading & Writing

Credits: 3

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

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

ENG* 096 Introduction to College Composition

Credits: 6 (institutional credit only)

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

ENG* 101 Composition

Credits: 3

Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments.
Prerequisite: ENG* 093 with a grade of C or better, ENG* 064, ENG* 066, or ENG* 096 with a grade of B+ or better, or placement in ENG* 101 on Basic Skills Assessment
Embedded Competency: Ethical Dimensions of Humankind; Continuing Learning & Information Literacy
TAP Competency: Written Communication in English

ENG* 101S Composition with Embedded Support

Credits: 6

Composition focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments. Composition with Embedded Support meets the same outcomes as ENG* 101, but offers students additional support through supplemental instruction, increased time on task, focused workshops, and/or tutoring. This course is for students who have completed ENG* 096 with a C or higher or who have tested into ENG* 093 on the BSA but feel that they can carry a six-credit load to fulfill both the developmental and ENG* 101 requirements in one semester. This class awards 6 credits but only 3 credits apply toward graduation.
Prerequisite: ENG* 086, ENG* 064, ENG* 066 or ENG* 096 with a C or better, placement in ENG* 093 or ENG* 101S, Composition with Embedded Support on the Basic Skills Assessment.
Embedded Competency: Ethical Dimensions of Humankind; Continuing Learning & Information Literacy
TAP Competency: Written Communication in English

ENG* 102 Literature & Composition

Credits: 3

This course will continue the development of composition skill and critical thinking through the study of literary texts, including poetry, drama, fiction, and/or non-fiction. Students will analyze texts and consider historical and cultural contexts, including matters of human diversity. Writing assignments will help students find their voices and enhance their ability to read and write in various disciplines.
Prerequisite: ENG* 101 with grade of C or better
TAP Competency: Written Communication in English

ENG* 110 Introduction to Literature

Credits: 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

Credits: 3

A survey of children's literature, including discussion of the genre's development from oral traditions and folktales, through Grimm's fairy tales, to contemporary writing for children. Course materials and activities will focus on the purposes, sub-genres, forms, and conventions of children's literature; the application of literary criticism to poetry, fiction, and non-fiction for children; the importance of cultural, historical, and social contexts; and the presentation of literature and literary concepts to children.
Prerequisite: ENG* 101; Recommended: ENG* 102 or ENG* 110
TAP Competency: Written Communication in English; Critical Analysis & Logical Thinking

ENG* 145 Western Literature

Credits: 3

This course examines the culture and heritage of the Western world through the close reading and discussion of literature, including drama, fiction, and poetry. Each section will be organized around a topic to be traced through the ancient, medieval, early modern, and modern/contemporary periods. Course requirements include critical papers and a final exam.
Prerequisite: ENG* 101; Recommended: ENG* 102 or ENG* 110
Embedded Competency: Continuing Learning & Information Literacy
TAP Competency: Written Communication in English; Critical Analysis & Logical Thinking

ENG* 198 Special Topics: Composition Plus

Credits: 3

ENG* 198 Special Topics: Composition Plus is a workshop course providing embedded support for ENG* 101 students in need of additional reading and writing help. Support will include mandatory computer lab attendance, grammar discussions, assignment reviews, specialized research exercises, and intensive one-on-one conferencing. This workshop combined with a designated ENG* 101 creates a 6-credit composition pairing, three credits of which will be used as ENG* 101 credit and three credits that may be used as General Education credits. Students are selected for the workshop based on Accuplacer test scores, entrance essay grading criteria, or instructor recommendation.
Prerequisite: ENG* 101 concurrent enrollment

ENG* 202 Technical Writing

Credits: 3

The course prepares students for writing in the workplace. Students will individually and collaboratively develop reports, proposals, manuals, memos, and other workplace documents in paper, electronic, and oral forms, to include a major project. Students will learn to distill research and analysis in documents that are clearly organized, concise, readable, well-edited, and carefully focused for their audiences.
Prerequisite: ENG* 101 with grade of C or better; Recommended: CSA* 105 or basic computing skills, including word processing
TAP Competency: Written Communication in English; Critical Analysis & Logical Thinking

ENG* 212 Crime and Detective Fiction

Credits: 3

A study of the development of the sub-genre, the detective story, from its early nineteenth century inception to the present day with special emphasis on Poe, Dickens, Doyle, Christie, and the modern masters. The social aspect and romantic narrative mode

of detective fiction is critically studied. The readings are supplemented with films.
Prerequisite: ENG* 101; Also recommended: ENG* 102 or ENG* 110

ENG* 214 Drama

Credits: 3

The study of drama as literature from the Greeks to the works of contemporary playwrights. Students will learn how to apply various forms of traditional and modern literary criticism while examining form, style, and dramatic conventions with reference to historical and cultural contexts. Classroom activities and assignments will emphasize the writing of critical analysis using clear textual and contextual citations.
Prerequisite: ENG* 101; Recommended: ENG* 102 or ENG* 110
TAP Competency: Written Communication in English; Critical Analysis & Logical Thinking

ENG* 220 Studies in American Literature

Credits: 3

A survey of American writers from James Fenimore Cooper to Stephen Crane, including major figures such as Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickinson, Mark Twain, Harriet Beecher Stowe, Herman Melville, Harriet Wilson, Walt Whitman, and Kate Chopin. Literary works will be studied in their historical contexts. Various forms of literary criticism such as traditional, social, psychological, and archetypal are applied to these works to explain fully their value as American literature.
Prerequisite: ENG* 101 *Recommended:* ENG* 102 or ENG* 110

ENG* 223 Contemporary American Literature

Credits: 3

A survey of American writers 1945- present. Authors likely to be included are Eudora Welty, Saul Bellow, Jack Kerouac, John Updike, Toni Morrison, Joyce Carol Oates, Ralph Ellison, and John Barth. Special emphasis will be placed on narrative modes such as primitivism, realism, naturalism, expressionism, surrealism, modernism, and post-modernism.
Prerequisite: ENG* 101; Recommended: ENG* 102 or ENG* 110
TAP Competency: Written Communication in English; Critical Analysis & Logical Thinking

ENG* 225 19th Century American Literature

Credits: 3

A survey of American writers from James Fenimore Cooper to Stephen Crane, including major figures such as Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickinson, Mark Twain, Harriet Beecher Stowe, Herman Melville, Harriet Wilson, Walt Whitman, and Kate Chopin. Literary works will be studied in their historical contexts. Various forms of literary criticism such as traditional, social, psychological, and archetypal are applied to these works to explain fully their value as American literature.
Prerequisite: ENG* 101; Also Recommended: ENG* 110

ENG* 255 Black Literature Worldwide

Credits: 3

An intensive survey into literature written by African-American and other authors of African descent from 1900 to the present which will help students read, understand, and enjoy fiction, poetry, and drama by ethnic writers. The curriculum traces the development of African-American consciousness in literature, its Afrocentric origins, and the development of artists as they explore themselves and present experiences from socio-political, literary, and historical points of view. Each student is expected to participate fully in the following: critical thinking, close reading of texts with attention to details, class discussions, journal and essay writing, and special projects. Discussions will focus on understanding the universality of situations facing the protagonists regardless of race, ethnicity, or economic circumstances, and how these factors shape and define the characters.
Prerequisite: ENG* 101 or permission of instructor
TAP Competency: Critical Analysis & Logical Thinking

ENG* 262 Women in Literature

Credits: 3

This course examines the aims and achievements of selected contemporary women authors in the various genres: short story authors such as Doris Lessing, Joyce Carol Oates, and Alice Walker; poets such as Sylvia Plath, Gwendolyn Brooks, and Janice Mirikitani; and dramatists such as Catherine Hayes. The essay will be studied by examining women's publications. Students will also use the perspective gained from contemporary feminist literary criticism to examine the extent and effect of gender stereotyping in literature.
Prerequisite: ENG* 101; Recommended: ENG* 102 or ENG* 110
TAP Competency: Written Communication in English; Critical Analysis & Logical Thinking

ENG* 274 Graphic Novel as Literature

Credits: 3

This course will explore riveting examples and recognized masterpieces of the international graphic novel, and art form inspired by Japanese manga and French/Belgian bande dessin. We will study works of the mid-20th century to graphic memoirs and novels published in the 21st century including such authors as Herge, Nakazawa, Speigelman and Satrapi. We will read and discuss the works, and we will also examine critical responses to them. In addition, the course will explore the intersections between graphic novels and graphical films (animation) that have directly evolved from the graphic novel genre.
Prerequisite: ENG* 101: Composition
TAP Competency: 1) Written Communication in English; Critical Analysis & Logical Thinking
2) Continuing Learning & Information Literacy

ENG* 275 Biblical and Classical Literature

Credits: 3

This course will study key texts in the early development of Western literature. Works will include the Old and New Testaments, Greek and Roman texts (including plays, epics, philosophy, and history), and older literature on which the above are based. All texts will be studied critically, with emphasis on the historical and cultural contexts that produced them. Papers and exams will be required.
Prerequisite: ENG* 101; Recommended: ENG* 102 or ENG* 110
TAP Competency: Written Communication in English; Critical Analysis & Logical Thinking

ENG* 281 Creative Writing

Credits: 3

An introduction to the techniques of writing poetry, short fiction, and drama. Students will develop their personal styles while using writing for self-expression. Each student will create one complete work of short fiction by the end of the course.
Prerequisite: ENG* 101; Recommended: ENG* 102 or ENG* 110
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

ENG* 282 Creative Writing: Poetry

Credits: 3

An introduction to modern and contemporary American and world poetry and the techniques of writing poetry. Students in this course will discover their voices through workshop discussion and editing of their own and others' poems. They will also study how to appreciate verse and critically evaluate the trends in contemporary poetry.
Prerequisite: ENG* 101 or permission of instructor
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

ENG* 283 Creative Writing Fiction

Credits: 3

An introduction to modern and contemporary American and world fiction and the techniques of writing fiction. Students in this course will discover their voices through workshop discussion and editing of their own and others' writing. They will also study how to appreciate prose fiction and critically evaluate the trends in fiction.
Prerequisite: ENG* 101 or permission of instructor; Recommended: ENG* 102 or ENG* 110
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

English as a Second Language

ESL* 022 Reading/Writing II
Credits: 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
Credits: 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
Credits: 3

This course is designed to help high-beginning non-native English-speaking students develop speaking fluency for basic conversation by improving their listening and oral skills through guided communicative activities at the discourse level. Students learn to make effective use of English grammar and vocabulary from readings and other media. Cultural aspects of oral communication in various contexts are included in this course. The course emphasizes the development of listening and speaking skills needed for academic environments.
Prerequisite: Placement at the ESL* 027 level

ESL* 028 Pronunciation and Oral Practice II
Credits: 3

This course is designed to help high-beginning non-native English-speaking students develop and improve their pronunciation skills through guided communicative listening and speaking activities, using a variety of media. Students practice the sound system of the English language at the phoneme, word, and discourse levels.
Prerequisite: Placement at the ESL* 028 level

ESL* 038 Pronunciation and Oral Practice III
Credits: 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

Credits: 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

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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

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

Credits: 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

Credits: 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

Credits: 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

Credits: 3

This course is designed to help high-advanced non-native English-speaking students develop and improve their grammar for use in academic writing and speaking. Grammar structures are presented and practiced within the contexts of cross-cultural reading, writing, listening, and speaking activities.
Prerequisite: ESL* 155 or placement at the ESL* 175 level

Environmental Science

EVS* 100 Introduction to Environmental Science

Credits: 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
TAP Competency: Scientific Knowledge & Understanding

EVS* 105 Environmental Science Field Laboratory

Credits: 2

This is an introductory laboratory course designed to provide a brief survey of the important concepts in environmental science in the context of a laboratory environment. Students will be introduced to basic environmental techniques in the field and in the laboratory including soil types, soil testing, drinking water testing, waste water testing, microbiological techniques, as well as the impact of environmental variables on plant and animal populations and diversity.
Prerequisite: EVS* 100 (may be taken concurrently) or permission of instructor

EVS* 114 Environmental Science

Credits: 4

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. Laboratory exercises expand upon these and other environmental topics. Students who have taken EVS 100 * may not take EVS* 114. Three hours lecture/three hours lab.
Prerequisite: Basic Skills Assessment placement at MAT 137 * and ENG 101 * levels.
TAP Competency: Scientific Knowledge and Understanding.

EVS* 231 Sustainable Energy and the Environment

Credits: 4

This course will evaluate the environmental impacts of power generation based on fossil fuels and nuclear fission and will describe alternatives to these technologies, including conservation, mass transit, electric and hybrid electric vehicles, passive solar energy, solar thermal systems, photovoltaic power systems, hydroelectric power, wind energy, tidal power, ocean thermal energy, biomass, fuel cells, hydrogen fuel systems, and nuclear fusion. The course will evaluate the environmental, economic, and social issues related to the transition to sustainable energy systems.
Prerequisite: EVS* 100

GIS* 125 Mapping Technologies

Credits: 3

This is an introductory laboratory course designed to provide a brief survey of the important mapping technologies. The core of this course will cover many aspects of reading and creating maps using various techniques and technologies. Concepts covered will include interpreting scale, flat maps, topographical maps, special maps. This course will also provide an introductory experience with GPS technologies and GIS mapping software.

French

FRE* 101 Elementary French I

Credits: 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
Credits: 3

Continuation of FRE* 101 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
Credits: 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
Credits: 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
Credits: 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
Credits: 4

An introduction to the basic concepts of physical geology. Major topics include volcanism, weathering, geologic structures, seismology, plate tectonics, and geologic resources. The theme of the course is geologic timelines and the evolution of the surface of the earth. The course will also explore the relationship between geology and the other sciences. The laboratory will allow students to practice skills used by geologists while learning about the scientific methods. Students will also learn important map reading skills. The course will include three hours of lecture and one three-hour laboratory each week.
Prerequisite: MAT* 095, or placement at MAT* 137, and ENG* 101
TAP Competency: Scientific Knowledge & Understanding

Health

HLT* 100 A Survey of Health Careers
Credits: 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
Credits: 3

This course is designed to assist traditional and non-traditional first year college students to meet the expectations of a curriculum and a career in health related fields and to provide a survey of the different types of health care careers. The student will become familiar with the rigors of higher education and the specific skills needed to maximize the student's opportunity for academic and clinical success. The student will be exposed to various medical and health care careers via guest lectures and their own research. The course will include a comprehensive overview of the duties and responsibilities associated with didactic education, life management and study skills, work ethics, medical terminology, and critical thinking skills necessary for all health providers will be emphasized.

HLT* 111 Basic Life Support
Credits: 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
Credits: 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
Credits: 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
Credits: 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
Credits: 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

Credits: 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

Credits: 3

This course will cover the concepts of health and wellness promotion as well as disease prevention and how they relate to the individual, the family, and the community. Topics include nutrition, exercise, teen pregnancy, and other social habits deemed harmful to an individual and/or community. Conditions such as sexually transmitted diseases, cardiovascular disease, obesity, and diabetes will be discussed. Emphasis will be placed on personal health and wellness in addition to patient education and developing programs and/or finding the proper resources for various populations.

HLT* 170 Law and Ethics for the Health Care Professional

Credits: 3

This course will provide health career students with knowledge of the complex legal/ethical issues raised by contemporary medical practice. It will offer a sound foundation in ethical theory and medical law, with emphasis on practical importance and application. It will further explore relationships between health professionals and their clients, colleagues, and societal institutions.
Prerequisite: ENG* 073 and ENG*086; or basic skills assessment placement at ENG* 093
Embedded Competency: Ethical Dimensions of Humankind

HLT* 290 Community Health Practicum

Credits: 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

Credits: 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

HPE* 105 Introduction to Exercise Science
Credits: 3

This course is designed to be an introduction to the professional field of exercise and the five components of physical fitness. It relates human physiology, exercise, nutrition, and body composition change.
Prerequisite: None
TAP Competency: None

Health Information Management Technology

HIM* 102 Introduction to Health Care Systems
Credits: 3

This course introduces the student to the field of health information technology. Topics to be covered include the health care delivery system, medical record format and content, various filing systems, and types of medical record personnel and credentials. In addition, the course will cover retention policies and procedures, documentation, confidentiality issues and legal and regulatory aspects of the medical record.
Embedded Competency: Ethical Dimensions of Humankind

HIM* 201 Health Information Management Principles
Credits: 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
Credits: 3

This course emphasizes data abstracting techniques and the Physician's Current Procedural Terminology (CPT) code book. Students will gain knowledge of and learn how to code various diagnostic procedures and examinations. HCPCS and various health insurance systems will be discussed.
Prerequisite: HIM* 102, MED* 125

HIM* 211 Advanced Medical Coding
Credits: 3

This course is a continuation of coding procedures. While there may be a history and overview of ICD-10 CM coding, emphasis is placed on diagnostic coding utilizing ICD-10 coding systems. Diagnostic related Groups (DGR's), various health insurance systems, and claim processing will be discussed.
Prerequisite: MED* 125 and HIM* 102

HIM* 254 HIMT Practicum
Credits: 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, HIM* 201, HIM* 210, & HIM* 211 and approval of program coordinator

History

HIS* 101 Western Civilization I
Credits: 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.
Embedded Competency: Continuing Learning & Information Literacy
TAP Competency: Historical Understanding & Knowledge

HIS* 102 Western Civilization II
Credits: 3

The expansion of European influence, the Age of Reason and the Enlightenment, absolutism and revolution, nationalism, internationalism, imperialism, the rise of modern ideologies, and the struggle between democracy and totalitarianism will be examined.
TAP Competency: Historical Understanding & Knowledge

HIS* 121 World Civilization I
Credits: 3

This course deals with the major events of world history, with a special emphasis on events in Asia, the Middle East, Africa, and Latin America.
TAP Competency: Historical Understanding & Knowledge

HIS* 122 World Civilization II
Credits: 3

World Civilization II is a survey of global human history since the beginning of modernity in the 16th Century to modern times. The course offers a global perspective of history by considering the development of political, social, economic, and cultural traditions in the world since the 1500's and how these traditions relate to the present.
TAP Competency: Historical Understanding & Knowledge

HIS* 201 U.S. History I
Credits: 3

A selection of topics in the history of the United States from the Age of Exploration to 1877. Political, economic and social factors influencing the early development of the United States are examined.
TAP Competency: Social Phenomena Knowledge & Understanding

HIS* 202 U.S. History II
Credits: 3

An examination of political, economic and social forces affecting the growth of the U.S. since the Civil War. Topics include the American industrial revolution, immigration, urbanization, imperialism, the New Deal, America as a world power, and contemporary policies.
TAP Competency: Social Phenomena Knowledge & Understanding

HIS* 210 History of Colonial America

Credits: 3

A detailed examination of the English colonies on the North American continent until the Annapolis Convention in 1786. Various interpretations of why the lower thirteen colonies rebelled against England will be explored.
TAP Competency: Historical Understanding & Knowledge

HIS* 211 History of Connecticut

Credits: 3

A survey of Connecticut's history from 1633 to the present from political, social, and economic perspectives. Emphasis will be placed on topics such as immigration, assimilation, industrialization, and cultural movements.
Prerequisite: Placement at the ENG* 101 level or completion of required developmental English courses
TAP Competency: Historical Understanding & Knowledge

HIS* 226 The U.S. Civil War

Credits: 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.
Prerequisite: Placement at the English 101 level or completion of required developmental English courses.
TAP Competency: Historical Understanding & Knowledge

HIS* 227 The Vietnam War

Credits: 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.
Prerequisite: Placement at the English 101 level or completion of required developmental English.
TAP Competency: Historical Understanding & Knowledge

HIS* 231 History of Russia II

Credits: 3

From 1890 to the present, the origins of Communism and Bolshevism, the 1917 revolutions, the Stalinist era, the cold war, the emergence of China and Asian communism, and the recent events of perestroika and glasnost will be explored.
Prerequisite: HIS* 101 or HIS* 102

HIS* 249 The History of the Cold War

Credits: 3

The Cold War dominated world politics for nearly 50 years. From the end of World War II until the late 1980s the United States and the Soviet Union were engaged in a global stalemate that shaped both countries and indeed the world. With the conclusion of the Cold War, it has become possible for the first time to teach the subject from beginning to end, and to incorporate the viewpoints of all its major participants. We will investigate how the Cold War started and why, how it was waged and by whom, why it lasted as long as it did, and finally how it came to an end. Questions for consideration include: What political events laid the groundwork for the Cold War? What post-war scientific and technological developments fueled the arms race that characterized the Cold War? How did the Cold War condition society and culture? How did it shape the foreign policies of the U.S. and the Soviet Union? What Cold War legacies still influence us today?
Prerequisite: Placement at the ENG* 101 level or completion of required developmental English courses
TAP Competency: Critical Analysis & Logical Thinking

HIS* 250 Revolution in the Modern World

Credits: 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

Credits: 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.
Prerequisite: Placement at the English 101 level or completion of required developmental English.
TAP Competency: Social Phenomena Knowledge & Understanding

Humanities

HUM* 101 Introduction to Humanities

Credits: 3

A multi-disciplinary introduction to a global perspective on the arts and humanities concentrating on the individual expressions of painting, sculpture, poetry, literature, philosophy, music, dance, and drama. Students will study the methods and goals of these areas of human creativity and familiarize themselves with the traditional models.
Prerequisite: Placement in ENG* 101 or completion of appropriate developmental English courses
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

HUM* 146 Leadership Development Studies: A Humanities Approach

Credits: 3

This course is part of Phi Theta Kappa's leadership program designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their skills. The course integrates readings from the humanities, experiential exercises, films, and contemporary readings on leadership.
Prerequisite: Placement in ENG* 101 or completion of appropriate developmental English courses
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

HUM* 151 Folktales

Credits: 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.
Prerequisite: Appreciation of the Aesthetic Dimensions of Humankind

Human Services

HSE* 101 Introduction to Human Services

Credits: 3

This is an introductory course to the field of human services. The historical and philosophical roots of the human service system will be explored. Special attention will focus on an analysis of the current systems including a study of public and private providers of services on local, state and federal levels.
Prerequisite: Placement at ENG* 101 or completion of required developmental English courses
TAP Competency: Critical Analysis & Logical Thinking

HSE* 108 Human Service Worker

Credits: 3

A skills oriented course to assist students to be effective human services workers. Job related case studies, role playing, group discussions and decision-making skills will be used to enable students to explore their many roles as advocate, outreach worker, educator, and staff member.
Prerequisite: Placement at ENG* 101 or completion of required developmental English courses

HSE* 141 Addiction and Mental Illness in Behavioral Health Care

Credits: 3

An overview of the policy and treatment issues in behavioral health care. Particular areas of concern include assessments, treatment concepts, national and state policies, dual diagnosis issues, managed care, and client motivation. The course examines current research and demographics which underpin the behavioral healthcare movement.
TAP Competency: Critical Analysis & Logical Thinking

HSE* 147 Change Theory and Strategies in Behavioral Health Care

Credits: 3

An overview of the theories of human behavior, addiction, mental health and change in all these areas of practice. Emphasis on the cycle of change and Motivational Enhancement Theory (MET) as used in the Behavioral Healthcare Model. The course will also examine the application of these concepts, theories, and skills to individuals with multiple behavioral difficulties.
TAP Competency: Critical Analysis & Logical Thinking

HSE* 204 Introduction to Cross-Cultural Counseling

Credits: 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

Credits: 3

An exploration of the sources of conflict and creative alternatives for resolving it. The perspectives of psychology, sociology, anthropology and political science will be used to explore how to improve social relations at all levels of interaction-intrapersonal, interpersonal, inter-group, and international. The course will involve both theoretical understanding and practical applications.

HSE* 243 Human Services Skills and Methods

Credits: 3

A comprehensive study of the skills required of human services professionals including interviewing, managing social service cases, analyzing relevant legal matters, and community organization skills. The course focuses on gathering and assessing information and determining appropriate intervention methods. Case studies are used to illustrate typical problems and appropriate responses.

HSE* 281 Human Services Field Work I

Credits: 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

Credits: 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

IDS* 199 Career Exploration

Credits: 1

This course is designed to assist students in exploring careers, and is designed to help students maximize their college experience and promote self-development, career awareness, and occupational decision making. Content includes educational success strategies; college resources, and career planning; self-assessment, personality, and career assessment inventories including Focus 2; and education and career planning techniques, resources, and decision making. The course format will be highly interactive.
Prerequisite: None

IS 095 The College Experience: Strategies for Success

Credits: 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

Credits: 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

Credits: 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 115 Investigations in STEM Careers

Credits: 1-3

This course is designed to assist students in exploring careers in science, technology, engineering, and mathematics (STEM). Students will become more familiar with the expectations of higher education in these areas and the specific skills and aptitudes critical to success in these fields. The course activites are designed to provide experiential learning in STEM and increase scientific literacy. Students may also have the opportunity to visit related industries and/or laboratories.
TAP Competency: N/A

IS 125 Envision the Future: You and the World

Credits: 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

Credits: 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

Credits: 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 ENG* 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

Credits: 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

Credits: 3

Students will learn how to analyze, organize, assess, and articulate knowledge and skills acquired through direct life/work experiences and to relate that learning to specific college-level curricula. Each student will develop a Credit for Prior Learning Portfolio, which may then be submitted to a CPLP Assessment Committee for possible award of college credit.
Prerequisite: ENG* 101 and participation in CPLPA advisement workshop, or permission of the CPLPA Coordinator
TAP Competency: Critical Analysis & Logical Thinking

Manufacturing

MFG* 105 Manufacturing Math II

Credits: 3

Second course in manufacturing mathematics. A further study of arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studied in detail: the circle, regular and irregular polygons, the right triangle and oblique triangles. The application of angular arithmetic including the study of: angle decimal conversion, the Pythagorean Theorem, Sin, Cos, and Tan functions, and the Law of Sines and Law of Cosines.
Prerequisite: Eligible for MAT* 095 or higher and Instructor Permission.

MFG* 115 Safety in the Workplace

Credits: 1

This course provides and introduction to the safety and health issues encountered in a manufactuing environment. This course introduces students to the concepts of personal and work environment safety requirements of manufacturers as well as the governmental oversight agencies such as OSHA.
Prerequisite: Eligible for MAT 095 or Higher and Instructor Permission.

MFG* 120 Metrology

Credits: 3

This course is designed to develop dimensional measurement ability for inspectors, technicians, quality control personnel, and others who require this skill in their manufacturing environment. This course will emphasize open inspection methods.
Prerequisite: MFG* 105, which may be taken concurrently, or MAT* 137

MFG* 124 Blueprint Reading

Credits: 2

An initial course in blueprint reading. The study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angle, tapers, keyways diameters, radii, and geometric tolerancing.
Prerequisite: Eligible for MAT 095 or Higher and Instructor permission.

MFG* 125 Blueprint Reading II

Credits: 3

Second course in blueprint reading. A further study of simple and complex drawings for machining or assembly purposes. Topics

include the application and meaning of geometric characteristics and controls, the metric system, weldment, forging and casting drawings and procedures, communication with freehand sketches, blueprint terms and abbreviations.
Prerequisite: MFG* 124 Blueprint Reading

MFG* 126 Drafting

Credits: 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* 133 Mathematics for Electricity and Electronics

Credits: 3

Mathematics for Electricity and Electronics is intended for the student who needs in-depth knowledge of the mathematics of electronics and electricity. It will review several areas that the student may be familiar with and move into advanced areas that are necessary for the understanding of electronics functions and analysis of complex circuits, including: the basic laws of arithmetic, the powers of numbers, scientific notation, literal equations, trigonometry of the right triangle, basic geometric concepts of angles, fractional exponents, and frequency distribution.
Prerequisite: Eligible for MAT 095 * or higher.

MFG* 138 Digital Fundamentals

Credits: 3

Digital circuitry is the foundation of computers and automated control equipment in our industries. Digital circuitry is the basis for many of our appliances, alarm systems and heating systems. Our newer automobiles utilize digital circuits and devices to make them safer and more energy-efficient. Consequently, a basic understanding of the elemental nature, design, theory, and operation of digital circuits is necessary for any electronics student.
This course provides the foundation necessary for the understanding of digital logic. The student is introduced to the concepts of digital vs. analog waveforms, digital and other numbering systems, digital codes, and Boolean algebra. The student is then introduced to the various logic gates that are incorporated into all logic systems from that of a computer to a microprocessor in a household appliance. This course explores the combination protocols, and finishes with an interface with the world of analog.

Prerequisite: Eligible for MAT 095 * or higher.

MFG* 140 Robotics

Credits: 3

Robotics provides the student with a brief history of the application of robotics to the manufacturing process to date and a vision of future applications of robotics. Robotics provides an overview of the robotic hardware, software, and programming necessary to specific applications. Robotics reviews the following: electromechanical systems, fluid power systems, sensing systems, end-of-arm tooling, programmable logic controllers (PLC's), digital electronics, programming, and industrial applications.
Prerequisite: Eligible for MAT 095 * or higher, MFG 143 *, Industrial Motor Controls, MFG 146 *, Programmable Logic Controllers, and MFG 138 *, Digital Fundamentals. MFG 138 *, Digital Fundamentals, may be taken concurrently.

MFG* 142 Electronic Circuits and Devices

Credits: 3

Electronic circuits and devices are commonplace in the industrial manufacturing process; consequently, a complete understanding of control circuits and devices is necessary for anyone who intends to have a career in manufacturing control, maintenance, or engineering.

Electronic Circuits and Devices provides an introduction to electronic materials, components, circuits, devices and their applications. The course will provide an overview of semiconductors, diodes, transistors (bi-polar, field-effect and unijunction), applications of silicon-controlled rectifiers (SCR's) and triodes for alternating current (TRIAC's) to circuits, and application of components to rectifiers, amplifiers, and relays.

Prerequisite: Eligible for MAT 095 * or higher.

MFG* 143 Industrial Motor Control

Credits: 3

In the global economy of today, it is imperative that the manufacturing of each product is as cost-efficient as is physically possible. This efficiency is brought about through the application of the latest technology to the manufacturing process.
The process of motor control is integral to the flow of the product from raw material to finished product. Industrial Motor Control will familiarize the student with the following: principles of solid-state control devices add their components (such as semiconductors, p-n junction, Zenor diodes, and transistors); alternating current (AC) and direct current (DS) motor controls; motor drives; control circuits; motor starters and pilot devices.
Prerequisite: Eligible for MAT 095 * of higher.

MFG* 144 Hydraulics & Pneumatics

Credits: 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 include valves, pumps, circuits, system troubleshooting, and controllers for major processing equipment.
Prerequisite: Eligible for MAT 095 of Higher.

MFG* 145 Electronic Variable-Speed Drive Systems

Credits: 3

The flow of product in the manufacturing process can be as simple as an on/off motor control switch or as complex as a variable speed drive that incorporates a feedback system. Most large and small companies utilize the more technologically advanced systems, hence they incorporate one or more variable-speed drive(s) in their production process.
Electronic Variable-Speed Drive Systems will introduce the student to alternating current (AC) and direct current (DC) drive fundamentals, switching amplifier field current controllers, silicon-controlled rectifier (SCR) armature voltage controllers, brushless DC motor controllers, chopper circuits, voltage inverters, and flux vector drives.
Prerequisite: Eligible for MAT 095 * of higher.

MFG* 146 Programmable Logic Controllers

Credits: 3

The incorporation of the Programmable Logic Controller (PLC) is one of the fastest growing sectors in the field of electronics as the PLC replaces electromechanical control systems, such as electromagnetic relays and programmable logic devices (PLD's). Programmable Logic Controllers provides the student with an overview of the PLC, its hardware, numbering systems and codes, logic fundamentals, programming timers and counters, program control and data manipulation instructions, math instructions, sequencer and shift register instructions, and PLC installation, editing and troubleshooting.
Prerequisite: Eligible for MAT 095 * or higher.

MFG* 150 Introduction to Machine Technology

Credits: 4

Introduction to Machine Technology introduces the student to fundamentals of machining practices. The student will learn to operate the machine tools used in today's manufacturing environment. This will include drill press, cut-off saws, surface grinders,

lathes and milling machines. The lab portion includes various projects using all of the machines listed. Extensive practice in Metrology is an important part of this class so the student completely understands blueprint interpretation as well as the ability to measure projects to meet print specifications.
Prerequisite: Eligible for MAT 095 or Higher and Instructor Permission.

MFG* 151 Manufacturing Machinery-Drill Press and Saw

Credits: 1

Course on sawing and drilling machines. Topics covered include use of cutoff saws, use of drill presses, using the vertical band saw, drilling tools, countersinking, reaming and counterboring.
Prerequisite: Eligible for MAT 095 or Higher and Instructor permission.

MFG* 152 Manufacturing Machinery-Grinding

Credits: 2

Course on the use of various grinding machines. Topics covered include selection and identification of grinding wheels, truing, dressing and balancing wheels, grinding fluids, using the horizontal spindle reciprocating table surface grinder, and using the tool and cutter grinder.
Prerequisite: Eligible for MAT 095 or Higher and Instructor Permission.

MFG* 153 Manufacturing Machinery- Benchwork

Credits: 2

A basic course in the fundamentals, principles, practices, and tools used in semi-precision and precision layout and in the various tools, methods and procedures for common machine shop benchwork. Topics will include measurement systems, layout principles, hand tools and power tools.
Prerequisite: Eligible for MAT 095 or Higher and Instructor Permission.

MFG* 154 Manufacturing Machinery- Lathe I

Credits: 2

First course in the use of the lathe. Topics include identification of major components of the lathe, tool holders and tool holding, cutting tools, operating the controls, facing and center drilling.
Prerequisite: Eligible for MAT 095 or Higher and Instructor Permission.

MFG* 155 Manufacturing Machinery- Milling I

Credits: 2

First course on the vertical and horizontal milling machines. Topics to include cutting tools and holders, setups, spindles and arbors, work holding methods.
Prerequisite: Completion of Manufacturing Foundations or permission of instructor

MFG* 156 Manufacturing Machinery- CNC I

Credits: 2

First course in computer numerical controlled machinery and programming. Topics include Cartesian coordinates, safe use of CNC equipment, setup and operate a two axis CNC lathe and a three axis CNC machining center, programming and runoff of parts.
Prerequisite: Eligible for MAT 095 or Higher and Instructor Permission.

MFG* 159 Industrial Maintenance

Credits: 3

The industrial maintenance course is designed to give the student an overview of the mechanical nature of industry. Even though electronic devices have made great inroads in industry, the mechanical nature of production remains nearly unchanged over the years. The expression the "wheels of industry" remains as true today as it did yesterday. This course will provide the skills necessary to install and to maintain the mechanical parts and machines that provide the ability of manufacturers to produce our manufactured products e.g., automobiles, appliances, etc.
The course covers the following areas: safety, tools, fasteners, industrial print reading, belts and sheaves, chains and sprockets, gears and gearboxes, bearings, shafts, lubrication, seals and packings, pumps and compressors, fluid power, piping systems, and preventative maintenance.
Prerequisite: Eligible for MAT 095 * or higher.

MFG* 162 CNC Maintenance and Repair I

Credits: 3

CNC Maintenance and Repair I provides the student with an introduction to computer numerical control (CNC) machinery including the CNC mill and CNC lathe. Topics include: CNC safety, basic CNC components, basic operations of CNC, overview of the control unit and operator's unit, CNC part programming, CNC operation and interfacing (programmable machine controller (PMC) system), measurement devices, and troubleshooting techniques. CNC Maintenance and Repair I is designed to give the student an in-depth overview of the design, programming, and operation of CNC machinery, thereby providing the foundation for CNC maintenance and repair.
Prerequisite: Eligible for MAT 095 * or higher.

MFG* 165 Intermediate Machine Technology

Credits: 3

Intermediate Machine Technology builds on the successful completion of the Intro to Machine Technology. The student understands the operation of the various machine tools use in the industry. The student alos has demonstrated the ability to perform machining practices to completea project with step by step instructions. The Intermediate program pushes the student by allowing them to make the necessary choices to take a project from beginning to conclusion.
Prerequisite: MFG 150 , Introduction to Machine Technology and Instructor Permission.

MFG* 168 Computer Numerical Control I

Credits: 3

This course is the first step in understanding Computer Numerical Control and the commands needed to perform lathe and milling operations with conversational programming. It covers the Cartesian coordinate system and basic programming practices. It covers all the canned cycles that can be performed in both the ProtoTRAK lathe and milling machine. The student gains confidence by being able to control the 3rd axis by hand operating the quill in the milling machine.
Prerequisite: Eligible for MAT 095 of Higher and Instructor Permission.

MFG* 171 Introduction to Lean Manufacturing

Credits: 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

Credits: 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* 177 Machine Technology Fundamentals

Credits: 3

This course is a combination of classroom theory and hands on lab experiences. This course is split with 3-hours classroom and 5-hours lab each week to machine various projects. MFG* 177 introduces a student to the fundamentals of Metal Machining Technology. The student will learn how to operate Lathe, Milling Machine, Drill Press, Surface Grinders and various Saws. Students perform basic Lathe operations including turning, facing, drilling, reaming and tapping. This will be done in both collets and 3-jaw chucks. The students will also identify the major parts of a knee mill. They will indicate a vise, tram a head and use an edge finder. They will learn how to square a block, and drill tap holes on location. Speeds and feeds are covered in all disciplines. National Institute of Metalworking Skills credentials in both Measurement, Materials & Safety and Job Planning Bench Work and Layout will be tested in this course.
Prerequisite: Eligible for MAT 095 or higher.

MFG* 178 CNC Fundamentals

Credits: 3

This course is a combination of classroom theory and hands on lab experiences. This course is split with 3-hours classroom and 3-hours lab each week to machine various projects. MFG* 178 introduces a student to the fundamentals of Computer Numerical Controlled machines. The student will learn conversational programming to operate ProtTRAK lathes and milling machines. This is the first step to understand the Cartesian Coordinate System and basic steps and processes to machine parts to blueprint specifications. The students will also learn to operate Haas CNC machines to understand and set tool offsets as well as loading programs. This also includes proper tool and cutter mounting for best performance. Cutter compensation is covered in both areas of conversational and G code language. This includes set up of vises and other work holding devices or fixtures. Indicating surfaces and datum identification is an important part of this class. Basic Geometric Dimensions and Tolerances are explained to meet business and industry standards. This course also includes basic maintenance and care of machines and work areas.
Prerequisite: Eligible for MAT 095 or higher

MFG* 239 Geometric Design and Tolerancing

Credits: 3

This course focuses on the interpretation of engineering drawings beginning with the basics of dimensional tolerances and tolerance systems. Topics include: the mathematics of interpreting and specifying tolerances in dimensions, the system of geometric tolerancing, the basic nomenclature and standard symbols conforming to ANSI (American Standards Institute) standards.
Prerequisite: MFG* 126

MFG* 254 Manufacturing Machinery- Lathe II

Credits: 3

Second course on lathe setup, operation and practices. Topics covered include alignment, turning between centers, and other operations. The student will cut 60 degree external threads, internal threads, tapers, and other thread forms. Use of steady rests and follower rests.
Prerequisite: MFG* 154 Manufacturing Machinery- Lathe I

MFG* 255 Manufacturing Machinery- Milling II

Credits: 3

Second course on milling setup, operation, and practices. Topics covered include use of offset boring head, side milling cutters, face milling cutters on the horizontal mill, setup and operation of index heads, simple and direct angular indexing, and inspection of gears.
Prerequisite: MFG* 155 Manufacturing Machinery- Milling I

MFG* 256 Manufacturing Machinery- CNC II

Credits: 3

Second course in Computer Numerical Controlled programming. A further study of CNC programming for the Lathe and Vertical Machining Center. Topics include setup and tooling, programming simple parts, canned drilling cycles, circular interpolation, special milling cycles, cutter compensation, looping and macros, and special features.
Prerequisite: MFG* 156 Manufacturing Machinery- CNC I

MFG* 271 Advanced Lean Manufacturing

Credits: 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

Credits: 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* 277 Advanced Machine Technology

Credits: 4

This course is a combination of classroom theory and hands on lab experiences. This course is split with 3-hours of classroom theory and 5-hours of lab each week to machine various projects. MFG* 277 follows up the Intro by providing an in-depth exposure to Metal Machining Technology. The student will learn advanced operations in Lathe, Milling Machine and Surface Grinders. Students perform advanced techniques in the lathe with external and internal single point threading, snap ring, o-ring grooves and boring. The milling portions includes proficiency in the ProtoTRAK conversational programming to machine complex parts. This includes various techniques and fixtures. The importance of machining parts square and parallel becomes apparent with advanced operations in the surface grinder. Tolerances of +- .0002 are measured and confirmed in perpendicularity, parallelism and centrality. This combined with the CNC I and CNC II courses provided yield a student with the skills and disciplines to be an entry-level machinist.
Prerequisite: Successful completion of MFG 177 , Machine Technolgy Fundamentals.

MFG* 278 Rapid Prototyping

Credits: 3

Students will be introduced to the emerging technologies of rapid prototyping. This course will review the many different rapid prototyping technologies including their fundamentals, terminology, categories, pros-and-cons, etc. Students in the course will design and prototype in the engineering/manufacturing laboratory with the solid modeling software and the rapid prototyping

equipment. Methods and technologies of post-production finishing operations will be included in the course curriculum.
Prerequisite: CAD* 271 or CAD* 220

QUA* 114 Principles of Quality Control

Credits: 3

First course in statistical quality control. Topics covered include determination of process capabilities, estimation of process standard deviation from sample data, use of control charts, calculation of probability of simple events. Student will develop SPC and TQM Manufacturing Plans.
Prerequisite: MFG* 105 , Manufacturing Math I, or equivalent assessment test

Mathematics

MAT* 075 Prealgebra - Number Sense, Geometry

Credits: 3

A review of basic mathematics with emphasis on the development of an understanding of the operations of arithmetic and mathematical reasoning ability. Emphasis is placed on developing students' self-confidence in mathematics and on developing appropriate support mechanisms to prepare for additional mathematics courses. Applications include ratio, proportion, percent, elementary statistics, measurement in the English and metric systems, elementary geometry, and an introduction to algebra. Real life applications are considered throughout. Required of students whose Basic Skills Assessment indicates that their chances for success in college would be enhanced by developing their mathematical skills. Credit for this course does not apply toward a degree or certificate.

MAT* 085 Prealgebra and Elementary Algebra

Credits: 6

This course will cover topics including arithmetic operations on integers, decimals and fractions, ratios, proportions and percents, linear equations and inequalities in one or two variables, integral exponents and laws of exponents, operations on variable expressions, polynomials and factoring. Credit for this course does not apply toward a degree or certificate.

MAT* 095 Elementary Algebra Foundations

Credits: 3

An intensive preparatory course for students new to algebra or needing a thorough review of the subject. Emphasis is placed on developing students' self-confidence in algebra and on developing appropriate support mechanisms to prepare for college level math. Topics include: operations on integers, rational numbers and real numbers, integer exponents, polynomials, factoring techniques, operations on variable expressions, first degree equations in one and two variables, systems of linear equations, liner inequalities in one variable, and simple quadratic equations. Real life applications are considered throughout. Required of students whose Basic Skills Assessment indicates that their chances for success in college would be enhanced by developing their mathematical skills. Credit for this course does not apply toward a degree or certificate.
Prerequisite: BSA placement or MAT* 075 with C or better

MAT* 137 Intermediate Algebra

Credits: 3

An extensive study of relations, functions, rational expressions, radicals, quadratic equations and inequalities, absolute value equations and inequalities, and exponential and logarithmic functions. Recommended for students who are knowledgeable of elementary algebra but require improved skills as a prerequisite to further study in mathematics and science.
Prerequisite: BSA placement at college level or MAT* 095 with C or better

MAT* 137S Intermediate Algebra with Embedded Elementary Algebra

Credits: 4

MAT* 137 Intermediate Algebra with Embedded Elementary Algebra provides eligible students with opportunity to gain knowledge of topics found in MAT* 095 Elementary Algebra Foundations. Support will include mandatory computer lab attendance utilizing a mathematics software program, review sessions of MAT* 095 materials, and intensive one-on-one coaching. This course will satisfy the MAT* 137 requirement. (4 credits/6 contact hours). This class awards 4 credits but only 3 credits apply toward graduation.
Prerequisite: BSA placement, or MAT* 085 or MAT* 095 with C- or better, and permission of instructor

MAT* 143 Math for Elementary Education:Algebra, Number Systems

Credits: 3

This course is designed for students planning to become certified in early childhood, elementary, or middle school level education. Topics include problem solving, sets, numeration systems, elementary number theory, non-decimal systems and computational algorithms in the elementary school.
Prerequisite: MAT* 137 or placement at college level math+ on Basic Skills Assessment

MAT* 146 Math for the Liberal Arts

Credits: 3

This course is designed to acquaint the liberal arts student with a broad spectrum of mathematical ideas not emphasized in traditional algebra based courses. The goals of the course are to develop the mathematical and quantitative capabilities of the students; to enable them to understand a variety of applications of mathematics; to prepare them to think logically in subsequent courses and situations in which mathematics occurs; and to increase their confidence in their ability to reason mathematically. Topics may include: inductive reasoning and problem solving, sets, logic, number systems, counting techniques, elementary probability, graph theory, fractal geometry, voting and appointment, consumer mathematics.
Prerequisite: BSA placement at college level+ or MAT* 137
TAP Competency: Quantitative Reasoning

MAT* 160 Statistical Process Control/Statistical Quality Control

Credits: 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

Credits: 3

Theory and application of statistics, including measures of central tendency, variability, probability, binomial and normal distribution, regression and correlation. Introduction to sampling theory and statistical inference.
Prerequisite: BSA placement at college level+ or MAT* 137
TAP Competency: Quantitative Reasoning

MAT* 186 Precalculus

Credits: 4

A review of algebra, simultaneous and quadratic equations, logarithms, the trigonometric functions, circular functions, trigonometric identities, and solutions of triangles.
Prerequisite: BSA placement at college level+ or MAT* 137 with C or better
TAP Competency: Quantitative Reasoning

MAT* 254 Calculus I
Credits: 4

This is the first class in the calculus sequence and will include coordinate systems, algebraic functions and graphs, limits and continuity, derivatives, techniques and applications of differentiation, antiderivatives, the fundamental theorem of calculus, and definite integrals.
Prerequisite: MAT* 186 with a grade of C- or better

MAT* 256 Calculus II
Credits: 4

Second course in the calculus sequence. Antiderivatives and applications of the integral, transcendental functions and their inverses, derivatives and integrals of transcendental functions, techniques of integration, numerical methods, improper integrals, indeterminate forms and L'Hopital's Rules sequences and infinite series.
Prerequisite: MAT* 254 with C- or better

MAT* 268 Calculus III: Multivariable
Credits: 4

Third course in the calculus sequence. This course exposes the student to the basics of calculus of several variables. Topics include (but not limited to) curves in parametric and polar forms, vector geometry in space, calculus of vector functions, differential and integral calculus of functions of several variables, and calculus of vector fields.
Prerequisite: MAT* 256 with C- or better

MAT* 272 Linear Algebra
Credits: 3

This is an introductory course in linear algebra for students in science and engineering. Topics include: systems of linear equations, matrix algebra, determinants, vectors and vector spaces, linear independence and bases, linear transformations, eigenvalues and eigenvectors.
Prerequisite: MAT* 256

MAT* 286 Differential Equations
Credits: 4

This is an introductory course in differential equations. Students will learn solution methods for differential equations including selected first-order equations, nth-order equations, and systems of linear equations using matrix techniques, Laplace transforms, and numerical methods. Series techniques for selected linear differential equations including Bessel's equation will be considered. This course is recommended for science students and required for engineering students.
Prerequisite: MAT* 268 with C- or better

Medical Assisting

MED* 111 Administrative Medical Assisting
Credits: 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

Credits: 3

This course further develops the skills needed to perform the administrative duties of a medical assistant. Continued emphasis is placed on records management, telephone techniques and scheduling appointments. Students will use medical office software to input patient data and to perform billing and other medical administrative functions. Medical insurance, CPT, and ICD-10 coding techniques will also be covered.
Prerequisite: BOT* 111 or CSA* 105

MED* 125 Medical Terminology

Credits: 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

Credits: 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

Credits: 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

Credits: 4

Clinical laboratory procedures as they relate to a medical assistant and a physician's office laboratory will be discussed. Technical competencies include procedures in the chemistry, hematology, microbiology, urinalysis, and serology departments. Procedures such as phlebotomy, specimen collection, ECG, and spirometry will also be performed. Students will be required to purchase a lab coat to be worn in class. In addition, a physical exam and proof of immunization will be required.
Prerequisite: Placement in ENG* 101 or completion of ENG* 093 with a C or better; Grade of B- or better in MED* 125
TAP Competency: Critical Analysis & Logical Thinking

MED* 250 Principles of Pharmacology

Credits: 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

Credits: 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 of160 - 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, MED* 112, MED* 131, MED* 125, MED* 245, BOT* 111, BIO* 121 , BIO* 115 or BIO* 211. Students must have a 3.0 overall GPA, and a grade of B- or better in all MED* courses with the exception of MED 250 , where a grade of C+ or better is required.

Medical Laboratory Technician

MLT* 101 Introduction to the Clinical Laboratory/Principles of Analysis
Credits: 3

An overview and introduction to laboratory information systems, urinalysis, hematology, chemistry, immunology, immunohematology, microbiology, and phlebotomy. Universal precautions and proper procedures in regard to specimen processing and analysis will be taught to the student. Laboratory mathematics, quality control, and the proper use of instrumentation will be presented as used in the clinical laboratory, physician's office laboratory, and laboratory science areas. Tours of area clinical laboratories will provide students with exposure to current instrumentation used in the field.

MLT* 102 Urinalysis and Body Fluids
Credits: 2

This course is designed to provide students with an introduction to basic theories, principles and techniques as applied to the medical laboratory area of urinalysis and body fluids. Major topics covered include: renal physiology and disease, physical, chemical and microscopic examination of urine and body fluids, the collection of urine and body fluids, fecal examination, basic correlation of laboratory result with disease states and quality control.

MLT* 200 Clinical Hematology and Coagulation
Credits: 4

This course is designed to acquaint the student with the study of blood in health and disease. The origin, development and function of human blood cells, and a review of the vascular and coagulation systems will be discussed. Normal and abnormal findings will be studied through manual and automated procedures. Specific topics include: complete blood counts (CBC) and coagulation profile, normal values, quality control, and blood disorders.

MLT* 202 Clinical Chemistry
Credits: 4

This course is designed to acquaint the student with the theory and function of the clinical chemistry laboratory. Course of study includes analysis of blood and body fluid in routine and emergency testing in the clinical chemistry lab. The theory of manual testing as it is applied to automated procedures, interpretation and analysis of test results and how these correlate to the patient's clinical diagnosis will be stressed.
Prerequisite: MLT 101 *

MLT* 204 Clinical Immunology and Immunohematology

Credits: 4

This course is designed to acquaint the student with the theory and functions of the immune system and the theory and practice of clinical immunology and immunohematology. Emphasis will be placed on the various serological procedures and their diagnostic significance.
Prerequisite: MLT 101 *

MLT* 206 Clinical Microbiology

Credits: 4

This course is designed to acquaint the student with the clinical microbiology laboratory and routine medically significant organisms. The course will cover microorganisms in general, as well as pathogens including anaerobic bacteria, gram negative and gram positive bacteria, spirochetes, parasites, viruses, and fungi that are medically significant to humans. The course will include the principal characteristics and procedures used in clinical microbiology to identify normal flora and medically significant bacteria. The laboratory identification of the organism is based on morphological, cultural, and biochemical characteristics. Additional topics will include safety in the microbiology lab, quality control, and antimicrobial susceptibility testing.
Prerequisite: MLT 101 *

MLT* 210 Clinical Lab Internship I

Credits: 4

This 200-hour experience will consist of a supervised clinical internship in a hospital clinical laboratory to enhance student learning and to apply classroom theory to laboratory practice in a clinical setting. The rotation scheduled provides experience in some of the following departments: Immunohematology, Chemistry, Hematology, Coagulation, Microbiology, Immunology, and Urinalysis. Students may be required to obtain 100 successful unaided venipuncture draws and 10 dermal punctures.
Prerequisite: A grade of B- or better in MLT 101 * , MLT 102 *, MLT 200 *, MLT 202 *, MLT 204 *, MLT 206 *, HLT 141 *, and permission of program coordinator.

MLT* 212 Clinical Lab Internship II

Credits: 4

This 200-hour experience will consist of a supervised clinical internship in a hospital clinical laboratory to enhance student learning and to apply classroom theory to laboratory practice in a clinical setting. The rotation schedule provides experience in some of the following departments: Immunohematology, Chemistry, Hematology, Coagulation, Microbiology, Immunology, and Urinalysis.
Prerequisite: A grade of B- or better in MLT 101 *, MLT 102 *, MLT 200 *, MLT 204 *, MLT 206 *, MLT 210 *, HLT 141 *, and permission of program coordinator.

MLT* 214 Clinical Lab Internship III

Credits: 6

A continued practicum for students who have successfully completed MLT 210 * and MLT 212 *, who can demonstrate achievement of planned competencies in these courses within the time frame. Forty clinical hours.
Prerequisite: A grade of B- or better in MLT 101 *, MLT 102 *, MLT 200 *, MLT 204 *, MLT 206 *, MLT 210 *, HLT 141 *, and permission of program coordinator.

Music

MUS* 101 Music History & Appreciation I

Credits: 3

A course designed to enhance a student's interest, understanding and enjoyment of music through an exploration of the various styles, forms, and idioms. Guided listening and analysis of selections by various composers. Comparison of western music with music from African and Eastern cultures. No previous musical experience required.
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

MUS* 104 World Music
Credits: 3

This course introduces students to the traditional musics of a diversity of non-western world cultures. Each is approached through an anthropological view of its social and cultural context, religious influences, musical instruments, performance practices, and musical genres. The relationship of a culture's music to its literature, film, and theater will also be explored.
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

Oceanography

OCE* 101 Introduction to Oceanography
Credits: 3

The science of the ocean is introduced from several perspectives: chemical, biological, physical, and geological. Other topics include ocean exploration and marine policy, as well as the food, mineral, and energy resources of the sea. Field trips are required.
TAP Competency: Scientific Knowledge & Understanding

Philosophy

PHL* 101 Introduction to Philosophy
Credits: 3

This course introduces students to several of the major issues of philosophical inquiry, including metaphysics (What is reality?), epistemology (What is knowledge?), ethics (What is good or just?), and aesthetics (What is beautiful?). Through reading selected works of key philosophers and through investigating differing philosophical traditions, students will learn to question basic assumptions and develop philosophical arguments.
TAP Competency: Critical Analysis & Logical Thinking

PHL* 111 Ethics
Credits: 3

Ethics is concerned with principles and concepts which determine what actions are right and what ends are good in many contexts: social, political, medical, legal, artistic, military, religious, commercial, personal, marital. Principles provided by various religious, political, and social systems will be explored, as well as systems such as situational ethics and existentialist ethics. Students will examine major ethical theories and compare the views of various ethical philosophers as applied to varying contemporary contexts.
Embedded Competency: Ethical Dimensions of Humankind

PHL* 112 Medical Ethics
Credits: 3

An introduction to philosophical thinking through consideration of problems at the interface of medicine and ethics. Students will use existing ethical theories to explore the philosophical dimensions of issues such as professional ethics, patient rights, informed

consent, communicable/notifiable diseases, narcotics, abortion, sterilization, euthanasia, and life sustaining technology. Ethical issues will be explored within the context of current laws and cases which structure medical practice.
Prerequisite: Score of "70" or higher on Reading portion of the Basic Skills Assessment or completion of ENG* 073
Embedded Competency: Ethical Dimensions of Humankind

PHL* 113 Modern Science and Human Value

Credits: 3

An introduction to philosophical thinking through consideration of problems at the interface of science and ethics. Students will explore the biological and philosophical dimensions of ethical controversies surrounding such issues as abortion, euthanasia, pharmaceutical development, pre-natal testing, recombinant DNA research, the creation of life, and problems which arise from living in a world with scarce resources.
Prerequisite: Placement in ENG* 101 or completion of required Developmental English courses
Embedded Competency: Ethical Dimensions of Humankind

PHL* 116 Professional and Business Ethics

Credits: 3

This course is a case-based introduction to philosophical thinking through consideration of problems at the interface of business and ethics. Students will examine philosophical principles as applied to issues within the world of business from diverse cultural, religious, and political perspectives. Students will explore and analyze the arguments of leading moral thinkers and apply these to classics and contemporary cases in business ethics. In addition, they will craft, articulate and defend their own arguments concerning contemporary topics in business, such as whistleblowers, globalization, product liability, corporate responsibility, labor practices and others.
Prerequisite: Completion of or concurrent registration in ENG* 101
Embedded Competency: Ethical Dimensions of Humankind

PHL* 117 Computer, Ethics, and Society

Credits: 3

Students will use existing ethical and legal dilemmas faced by professionals working in computer-related fields; study the impact of the technologies on society; and consider emerging technologies and their import for self and society.
Prerequisite: Placement in ENG* 101 or completion of required Developmental English courses
Embedded Competency: Ethical Dimensions of Humankind

PHL* 118 Women and Moral Rights

Credits: 3

In this course, students will examine the view of contemporary philosophers on abortion, affirmative action, gender roles, and sexism. This course will examine the writings of feminist philosophers who have examined issues of preferential treatment, exploitation and gender role stereotyping, among others. The course will use philosophical analysis to examine questions of ethics from a gendered perspective.
Embedded Competency: Ethical Dimensions of Humankind

PHL* 135 Symbolic Logic

Credits: 3

The course is an introduction to symbolic logic. Students learn the propositional calculus but focus on quantification theory. The basic principles of valid reasoning, including practice in the application of various techniques of analysis, is reviewed. Students learn how mathematical systems and other formal systems are structured, and they learn strategies for analyzing problems.
TAP Competency: Critical Analysis & Logical Thinking

PHL* 140 Existentialism
Credits: 3

This course is a philosophical introduction to the study of existentialism, a twentieth century movement in philosophy, art, literature and politics. Students will explore basic questions of human existence along with many of the movements, great thinkers, comics, scientists, artists, filmmakers and writers.
Prerequisite: ENG* 101
TAP Competency: Critical Analysis & Logical Thinking

PHL* 165 Asian Philosophy
Credits: 3

This course is an introductory examination of the major philosophies originating within the religious traditions of southern and eastern Asia. Hinduism, Buddhism, Daoism, Confucianism, and the religions of Japan will all be viewed through the lenses of metaphysics, epistemology and ethics in an effort to increase both knowledge of the subject and an appreciation for a diversity of cultures.
TAP Competency: Critical Analysis & Logical Thinking

PHL* 173 Classical and Medieval Philosophy
Credits: 3

This is an introductory course surveying leading philosophical figures of the classical and medieval periods in western philosophy. Beginning with the Milesians in the sixth century B.C., the course concentrates primarily on the works of Plato and Aristotle in the classical period, and Augustine, Anselm, and Aquinas in the medieval period.
Prerequisite: ENG* 101
TAP Competency: Critical Analysis & Logical Thinking

PHL* 178 Modern Philosophy
Credits: 3

An introductory course designed to acquaint the student with leading contemporary philosophers, beginning with Kant. The course gives the student the historical background needed for an enriched understanding of philosophical movements in the twentieth century.
Prerequisite: ENG* 101
TAP Competency: Critical Analysis & Logical Thinking

PHL* 191 Death and Meaning of Life
Credits: 3

A course which examines the questions: Given the inevitability of death, is human existence absurd? What, if anything, can give meaning, purpose, and value to a person's life? The course surveys attempts to understand the meaning of death from a variety of perspectives, as well as how philosophers conceptualize human happiness or fulfillment.
TAP Competency: Social Phenomena Knowledge & Understanding

Physical Sciences

PHY* 121 General Physics I
Credits: 4

This is an algebra-based introduction to the basic concepts of classical mechanics. Major topics will include Newton's laws, motion in one, two, and three dimensions, periodic motion, thermodynamics, energy, hydrodynamics, and an introduction to material science. The course will emphasize applications to "real world" problems. Laboratories are designed to allow the student

to visualize the important concepts introduced in lecture and to increase student understanding of the scientific process. There will be three hours of lecture and three hours of lab each week.
Prerequisite: MAT* 137 or MAT* 186; MAT* 186 may be taken concurrently
TAP Competency: Scientific Reasoning

PHY* 122 General Physics II
Credits: 4

This is a continuation of PHY* 121. Major topics will include a continuation of the study of solids, electrical phenomena, magnetic phenomena, light, and Maxwell's equations. Laboratories will center around studying electro-magnetic phenomena and enhancing student knowledge of the relationship between electricity, magnetism, and light. There will be two hours of lecture, one hour of problem solving, and three hours of lab each week.
Prerequisite: PHY* 121
TAP Competency: Scientific Knowledge & Understanding

PHY* 221 Calculus-Based Physics I
Credits: 4

This is a calculus-based introduction to the basic concepts of classical mechanics. Major topics will include Newton's laws, motion in n-dimensions, periodic motion, thermodynamics, energy, hydrodynamics, and an introduction to material science. The course will emphasize the theoretical aspects of physics and will help the student develop effective problem solving strategies. Laboratories will be designed to allow the student to visualize the important concepts introduced in lecture and to increase student understanding of the scientific process. There will be three hours of lecture and three hours of lab each week.
Prerequisite: MAT* 254
TAP Competency: Scientific Reasoning

PHY* 222 Calculus-Based Physics II
Credits: 4

This is a continuation of PHY* 221. Major topics will include continuation of the study of solids, electromagnetic phenomena, Maxwell's equations, and atomic and sub-atomic phenomena. Laboratories will center around studying electromagnetic phenomena and enhancing student knowledge of the relationship between electricity, magnetism, and light. There will be three hours of lecture and three hours of lab each week.
Prerequisite: PHY* 221, MAT* 256
TAP Competency: Scientific Knowledge & Understanding

Plastics

PLA* 101 Introduction to Polymers
Credits: 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
Credits: 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
Credits: 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
Credits: 3

A continuation of Introduction to Polymers covering such materials as styrenics, cellulosics, nylons, acetals, urethanes, high temperature polymers and thermosets.
Prerequisite: PLA* 101

PLA* 203 Plastics Processing II
Credits: 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
Credits: 3

An introductory course in comparative politics in which students will examine the political processes of established democracies, developing democracies and non-democracies. The elements of culture, socialization, voting, political parties and the institutional structures of a variety of nation-states will be studied.
Prerequisite: Placement in ENG* 101 or completion of required developmental English courses
TAP Competency:

- Social Phenomena Knowledge & Understanding
- Global (Gen Ed II)

POL* 103 Introduction to International Relations
Credits: 3

An introductory survey course in international relations designed to help students place international political events into a theoretical framework that allows for analysis of current events. Considerable attention will be given to the inevitable interconnectedness of our world, and how world events are studied.
Prerequisite: Placement in ENG* 101 or completion of required developmental English courses
TAP Competency:

- Social Phenomena Knowledge & Understanding
- Global (Gen Ed II)

POL* 111 American Government
Credits: 3

An examination of the American political process: the elements of culture, socialization, voting, interest-group activity, political parties, and the institutional structures involved in policy-making. Special emphasis will be placed on the dynamics of the presidential office.
TAP Competency: Social Phenomena Knowledge & Understanding

POL* 112 State & Local Government

Credits: 3

A concise and current analysis of state and local government functions, the nature of political activity within states and localities and the nature of public policy. Particular attention is paid to Connecticut state government.
TAP Competency: Social Phenomena Knowledge & Understanding

POL* 160 African Politics

Credits: 3

A survey course of the African political experience, looking at traditional institutions, the colonial experience, and post-colonial political systems. A significant amount of time will be spent analyzing current political situations and focusing on specific African countries' political approaches to modern issues. Emphasis will be placed upon the significance of African history, current political processes, and current issues.
Prerequisite: Placement in ENG* 101 or completion of required developmental English courses
TAP Competency:

- Critical Analysis & Logical Thinking
- Global (Gen Ed II)

POL* 290 Legislative Internship Orientation

Credits: 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 begins with a mandatory two-day orientation and continues with research and IT classes, technical workshops, and information seminars throughout the semester. Offered in Hartford and only to students accepted into the Connecticut General Assembly Legislative Internship Program.
Students must have 20 credits completed by program start, and a minimum 2.7 cumulative GPA by program start.
Prerequisite: POL 111 , POL* 294 concurrently and permission of instructor.
TAP Competency: None.

POL* 294 Legislative Internship

Credits: 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 (12 academic credits) are expected to work five days a week. Part-time interns (6 academic credits) work two full days each week, Monday and Wednesday or Tuesdays and Thursdays.
Students must have 20 credits completed by program start, and a minimum 2.7 cumulative GPA by program start.
Prerequisite: POL 111 , POL* 290 concurrently and permission of instructor.
TAP Competency: None.

Psychology

PSY* 104 Psychology of Adjustment

Credits: 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

Credits: 3

A survey course that provides an overview of introductory topics in the basic schools and systems of psychology. Topics include historical and scientific origins, research, biological foundations, sensation and perception, learning, memory, thinking, language, intelligence, emotion, and motivation.
Prerequisite: Placement at ENG* 101 or completion of required developmental English courses
TAP Competency: Social Phenomena Knowledge & Understanding

PSY* 112 General Psychology II

Credits: 3

A survey course that provides an overview of introductory topics in the social, behavioral, and applied areas of the science of psychology. Topics include lifespan development, consciousness, personality, social psychology, health psychology, stress and coping, psychological disorders, and types of therapies.
Prerequisite: Placement at ENG* 101 or completion of required developmental English courses
TAP Competency: Social Phenomena Knowledge & Understanding

PSY* 126 Introduction to Mental Retardation

Credits: 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

Credits: 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

Credits: 3

This course will focus on the development of the individual from conception through the geriatric stage. In the early weeks of the course, the stress will be on an investigation of the physical, perceptual, intellectual, and emotional development of the child. Special attention will be given to Erik Erikson's theory of psychosocial development and Jean Piaget's theory of cognitive development. Various types of developmental maladjustments will be considered. The course will also consider the developmental tasks of the adolescent and adult. The course, in its final sessions, will investigate the aging process and death
Prerequisite: PSY* 111, or PSY* 112, or permission of instructor
TAP Competency: Social Phenomena Knowledge & Understanding

PSY* 210 Death & Dying

Credits: 3

This course explores the psychological and philosophical literature with reference to dying, near-death experiences and death. Through an extensive reading of the literature in the field, directed activities, and field trips, students will examine the process of grief and dying, with a particular emphasis on the prevailing view of death in American society. An examination of humane possibilities for funeral, bereavement and terminally-ill counseling will also be included. Students will be encouraged to consider their own mortality and its meaning to the process of living.
TAP Competency: Social Phenomena Knowledge & Understanding

PSY* 211 Psychology of Women

Credits: 3

This course studies a variety of psychological issues as they apply to women. Traditional psychological overviews give insufficient attention to or emphasis on topics critical to a psychological depiction of women. This course attempts to redress this imbalance. Topics include how women develop psychologically, how they form values and direct their behavior, women's sexual behavior and anatomy, women and work, women's reactions to stress, and women and substance abuse.
Prerequisite: PSY* 111 or PSY* 112
TAP Competency: Critical Analysis & Logical Thinking

PSY* 212 Health Psychology

Credits: 3

Using a bio-psycho-social perspective, this course examines factors that promote health through understanding the determinants of health behaviors and primary prevention. Emphasis is placed upon those psychological factors that can sustain/restore health and/or prevent/ reverse illness. The role of stress, addictive substances and behaviors, and physiological pain will be explored.
Prerequisite: PSY* 111 or PSY* 112
TAP Competency: Critical Analysis & Logical Thinking

PSY* 216 Normal and Exceptional Child and Adolescent Development

Credits: 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

Credits: 3

Educational psychology encompasses the nature of learning, development, motivation, diversity and assessment. The major areas of emphasis for this course include the development of educational research as a science; developmental psychology's impact on education; effective teaching techniques and strategies; behavior management and discipline; tests and measurements. Intelligence, achievement, exceptionality, and diversity will be discussed.
Prerequisite: PSY* 111
TAP Competency: Critical Analysis & Logical Thinking

PSY* 230 Counseling Techniques & the Paraprofessional

Credits: 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

Credits: 3

A study of the principles of interpersonal interaction and of the formation of attitudes and prejudices within groups and nations. The course includes dynamics of individual motivation in social situations, the theoretical bases for social behavior, and application of principles of behavior to attitude change. Prejudice, public opinion, and individual reactions in mass behavior are examined.
Prerequisite: PSY* 111 or PSY* 112
TAP Competency: Critical Analysis & Logical Thinking

PSY* 243 Theories of Personality

Credits: 3

A study and comparison of theories of personality. The course includes a study of what makes a theory, criteria for analyzing theories and case studies for application of theories. The theories studied are: psychoanalysis, behaviorism, cognitive and social learning theories, person-centered theory, and analytical theory.
Prerequisite: PSY* 111 or PSY* 112
TAP Competency: Critical Analysis & Logical Thinking

PSY* 245 Abnormal Psychology

Credits: 3

The development, causes, and treatment of abnormal behavior are studied. The disorders include: anxiety disorders, mood disorders, schizophrenia, substance abuse, dissociative, personality, and sexual disorders. The role of stress and genetics is emphasized. Theories of personality related to disorders are introduced along with the therapies related to these theories.
Prerequisite: PSY* 111 or PSY* 112
TAP Competency: Critical Analysis & Logical Thinking

PSY* 247 Industrial & Organizational Psychology

Credits: 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

Credits: 3

This course will deal with variations in sexual attitudes and behavior. Students will study the interaction of physiological, emotional, cultural, legal, and religious influences on sexual behavior. Some of the topics to be covered are healthy sexual interactions, sexual preferences, sexual anatomy, and development and theories of sexual behavior. In addition, sexual diseases, disorders, and therapies will be discussed.
Prerequisite: PSY* 111 or PSY* 112
TAP Competency: Critical Analysis & Logical Thinking

PSY* 258 Behavior Modification

Credits: 3

This course will investigate the tenability of the basic philosophical premises of the Skinnerian Movement. The practical extensions of these premises will be studied in considerable depth. Specific areas of application will also be studied.

Prerequisite: PSY* 111 or permission of instructor
TAP Competency: Critical Analysis & Logical Thinking

Science

SCI* 103 Recent Discoveries in Science I
Credits: 3

Recent Discoveries in Science is intended for those persons who wish to learn basic science by investigating new developments in science. The direction learning takes in the course will depend upon the confluence of topics and ideas created by the participants.
Prerequisite: ENG* 101 (may be taken concurrently) or permission of instructor
TAP Competency: Scientific Knowledge & Understanding

SCI* 107 Modern Scientific Inquiry
Credits: 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
Credits: 3

A look at ideas presented as science in modern literature. An examination of why certain "scientific" theories are not considered science by most of the scientific community. The course will also explore certain outlandish ideas which, while they are not accepted by most scientists, are still considered "scientific."
Prerequisite: ENG* 101

SCI* 110 Space, Time and Order
Credits: 3

This course is a history of the physical sciences from the time of Thales to Isaac Newton. It will investigate such problems as Zeno's paradox and the motion of the planets. The course will trace the development of science from its quasi-religious beginnings to its current form.
Prerequisite: ENG* 101

SCI* 111 Space, Time and Spacetime
Credits: 3

This course is a history of the physical sciences from the time of Isaac Newton through the development of quantum mechanics. It will investigate such issues as determinism versus free will and the twin paradox. The course will discuss the role of philosophy in the development of modern physical thought.
Prerequisite: ENG* 101

SCI* 120 Investigations in STEM
Credits: 3

This course is designed to assist students in exploring careers in science, technology, engineering, and mathematics (STEM). Students will become more familiar with the expectations of higher education in these areas and the specific skills and aptitudes

critical to success in these fields. The course activities are designed to provide experiential learning in STEM and increase scientific literacy. Students may also have the opportunity to visit related industries and/or laboratories.
Prerequisite: Eligible for ENG* 101 and MAT* 095

Sign Language

ASL* 101 American Sign Language I
Credits: 3

This is a first course of study of American Sign Language (ASL), the language used by the Deaf community in the United States. ASL I introduces students to the fundamentals of ASL grammar, vocabulary, finger spelling, numbers, and visual-gestural communication. Introduction to Deaf culture is integrated into this beginning level course.

ASL* 102 American Sign Language II
Credits: 3

This is a continuation of American Sign Language I and further covers fundamentals of ASL grammar, vocabulary, finger-spelling, numbers, and visual-gestural communication. Continued study of Deaf culture is integrated into this course.
Prerequisite: ASL* 101 with C or better or consent of instructor

Sociology

SOC* 101 Principles of Sociology
Credits: 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
Embedded Competency: Continuing Learning & Information Literacy
TAP Competency: Social Phenomena Knowledge & Understanding

SOC* 114 Sociology of Aging
Credits: 3

This course will examine the roles and status of older people in a changing social structure. Social issues of aging such as employment, retirement, family relations, and housing are analyzed.
Prerequisite: Placement in ENG* 101 or completion of required developmental English courses
TAP Competency: Social Phenomena Knowledge & Understanding

SOC* 150 Sociology in Literature
Credits: 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.
Prerequisite: Recommended ENG* 101

SOC* 201 Contemporary Social Issues
Credits: 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
Credits: 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
Credits: 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
Credits: 3

This course examines the types and possible causes of inequality in contemporary U.S. society, from a sociological perspective. How to recognize and analyze likely determinants of inequality will be explored, through an examination of key issues such as gender, race, class and age, among others. In this context, social inequality in the U.S. will likewise be examined for its potential relationship to global social patterns and processes.
Prerequisite: SOC* 101

SOC* 226 Social Movements and American Society
Credits: 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
Credits: 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
Credits: 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

Credits: 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* 109 Spanish for Medical Personnel

Credits: 3

This course is an introductory course designed for students seeking a professional career in healthcare, human services, criminal justice, education, social work, and others. The course is focused on authentic and real-life situations. Students will learn the necessary grammar and vocabulary to be able to communicate effectively in many healthcare situations, including: reception and sign-in; general examinations, taking of medical histories; discussion of symptoms; delivering a prognosis. Emphasis is placed on describing the diverse Spanish cultures and explains their role in health idioms and phraseology. Hispanic culture will be the context of the speaking practice and students will utilize a variety of materials to encourage oral communication.
Prerequisite: SPA 101 or equivalent or permission of instructor.
TAP Competency: Social Phenomena Knowledge & Understanding

SPA* 140 Spanish Writing and Grammar for Spanish Speakers

Credits: 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 or 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

Credits: 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

Credits: 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

Credits: 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

Theatre

THR* 101 Introduction to Theater

Credits: 3

An examination of the functions of theater artists and their contributions to theatrical productions. Students will study the techniques by which a play is translated into theatrical terms. The functions of actors, designers, technicians, the director, the critic, and the audience will be discussed as students learn about the process of theatrical production from script through performance to criticism.
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

THR* 105 History of American Musical Theatre

Credits: 3

This course examines the American musical theatre as a reflection of the cultural, economic, and political developments of modern and contemporary eras. It will explore the musical in terms of its background and styles, its potentialities and achievements, and its outstanding contributors and current directions.
Prerequisite: None
TAP Competency: None

THR* 106 The Movies

Credits: 3

A basic study of film as an art form: its history, development, and criticism. Students will view films and/or videotapes of films and will be asked to discuss the film's content, structure, and historical/cultural aspects. Students may be required to attend one or more films in a movie theater outside of class time for the purpose of preparing written critiques.
TAP Competency: Appreciation of the Aesthetic Dimensions of Humankind

THR* 110 Acting I

Credits: 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* 111L Introduction to Acting Lab

Credits: 1

Students will participate in a variety of exercises and techniques that actors use as tools that help take the text to performance. General rhetorical elements will be examined to help the actor with the exploration of the text. They will develop a personal connection and utilize that connection in developing an understanding of the text. Voice and body training will enable the student to develop richness of expression that reveals the character's emotional state.
Prerequisite: None
TAP Competency: None

THR* 115 Improvisation

Credits: 3

This course will build an understanding of the technique and application of improvisational practice. Students will learn through physical and vocal exercises, theater games and improvised scene work in order to promote concentration, and to free the actor's creative imagination. Students will develop their ability to interact and react, working moment-to-moment to create characters and scenes. This work will give the actor a heightened awareness and confidence in improvised work, as well as in scripted performances for theater.
Prerequisite: None
TAP Competency: None

THR* 121 Plays in Production I

Credits: 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.

Dance

DAN* 101 History and Appreciation of World Dance

Credits: 3

World Dance is designed to introduce students to dance in its creative, cultural and historical aspects. It will explore "a number of important ways in which dance functions in human societies-always keeping in mind that while dance is a universal human activity, it does not play the same role in every culture." (Grauer) This course includes lecture, video-viewing, and movement activities.
Prerequisite: None
TAP Competency: None

CONTINUING EDUCATION & COMMUNITY RESOURCES

Continuing Education and Workforce Development

QVCC offers a variety of non-credit career programs including: certified nursing assistant (CNA), real estate agent, veterinary assistant, pharmacy technician, emergency medical technician (EMT), personal trainer, personal care attendant, and security guard, as well as computer classes and online courses for professional development. Training programs frequently change in response to regional employment needs.

Business and Industry Services

Quinebaug Valley Community College values and encourages a dynamic relationship with the business community. The College works actively to enable area businesses and industries to receive cost-effective, customized employee training and development services. Such services include the following:

- Free consultation/assessment to define training needs
- Implementation of on-site or QVCC-based, company-specific training and development programs.

Course offerings that are provided to businesses are diverse. Programs include training in computer-related software applications, leadership development, customer service, process improvement, lean manufacturing, machining, blueprint reading, metrology fundamentals and numerous professional development programs for supervisors and managers.

The goal of the business/industry services program is to help businesses in northeastern Connecticut achieve and maintain maximum competitiveness by providing a complete range of training services for workforce development.

LiR

LiR is made up of more than 400 adult members who enjoy learning in a stimulating and social environment. LiR, which is independently run by its members, organizes and offers a wide array of reasonably priced classes that run from September through June. LiR members pay a nominal membership fee to participate in the organization and take advantage of courses, trips, meetings, and socials. LiR also provides annual scholarships to QVCC students enrolled in credit and continuing education/workforce development courses.

Connecticut Basic Rider Motorcycle Safety Education Program

The Connecticut Basic Rider Motorcycle Safety Education Program is an introductory course intended for a new rider with little or no experience. Successful completion of this course fulfills the requirements of a State approved novice rider course for licensing purposes. Graduates receive a waiver for 60 days of the Connecticut DMV on-cycle license tests.

Online Academy

Distance learning classes allow you to schedule courses at your convenience and take them without leaving the comfort of your home. Students with access to the Internet will find a wide range of license and certification, personal interest, and job-focused training courses. Course topics are available in the following fields: business administration, computer technology, healthcare,

law and legal professions, languages, teaching professionals, technicians, test preparation, writing, video game design, and much more. Online Academy literally brings the world to your home and desktop.

Conference & Community Meeting Space

The college encourages the use of its facility by community organizations on a space-available basis. The facility can accommodate groups from 5 to 225. A wide range of audio-visual services and a full-service catering operation are available.

Financial Options

Education Tax Credits

You may be able to claim the tax credits for higher education costs on your income tax. Under the Lifetime Learning Credit, you may be able to claim this tax credit, based on your modified adjusted gross income, for courses used to acquire or improve job skills. The Hope Credit may allow you to claim up to $1,200 for the qualified tuition and related expenses. Visit www.irs.gov/taxtopics or talk to your tax accountant about these options.

Tuition Assistance

Based upon a student's financial need, a portion of the tuition for certain workforce development programs may be paid through tuition assistance, including scholarships from the QVCC Foundation. Applications are available at the Continuing Education Office in Danielson (860) 932-4005 and in QVCC's new space at Windham Technical High School in Willimantic.

Workforce Innovation and Opportunity Act (WIOA)

Contact the American Jobs Center office in Danielson (860) 774-4077 or Willimantic (860) 450-7603 for information and eligibility requirements for federal training funds, career advisement, and veterans' benefits.

QVCC Foundation

The QVCC Foundation was established in 1971 by the administration of the newly founded Quinebaug Valley Community College as a way to help those who otherwise could not attend college due to financial constraints. By involving area business and community members in the college's fundraising efforts, this small committed group paved the way for today's 30-member strong Foundation, whose *mission* is clear... *to raise funds so that all residents of northeastern Connecticut are provided the opportunity to attend QVCC regardless of income and to support educational excellence, technological advancement and professional development at the college, and to serve as the Regional Advisory Council.* The Foundation provides over $210,000 to QVCC students annually through block grants, program support and scholarships. For information about the Foundation, please contact Monique Wolanin at 860-932-4174 or mwolanin@qvcc.edu.

Alumni Association

The QVCC Alumni Association is open to all graduates of the College. Established in 2013 to serve as a resource for our 5,000 alumni, the association fosters a vibrant and diverse group who wish to remain connected and involved with their college in numerous ways including:

- Class reunions
- Programs, events and travel opportunities

- Career initiatives
- Collaboration with faculty, staff and current students

If interested in getting involved, please contact Elle Goslin, associate director of alumni relations, at 860-932-4133 or egoslin@qvcc.edu.

DIRECTORIES

Board of Regents for Higher Education

The Board of Regents for Higher Education, formed by Governor Dannel P. Malloy in 2011, is charged with overseeing the Connecticut State University System, the Community College System and Charter Oak State College.

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Hector Navarro*
Juan Carlos Leal*
Dr. William Lugo**
Del Cummings**
Scott D. Jackson**
Dr. Raul Pino**
Catherine H. Smith**
Dr. Dianna R. Wentzell**

Mark E. Ojakian, *President*
Elsa Nuñez, *Vice President for State Universities*
David L. Levinson, *Vice President for Community Colleges*

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*Student Regent
**Ex-Officio, non-voting member

QVCC Foundation, Inc.

The QVCC Foundation is a non-profit 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 $210,000 annually in support of its mission...*to raise funds so that all residents of Northeastern Connecticut have the opportunity to attend QVCC regardless of income, to support educational excellence, technological advancement and professional development at the College, and to serve as the Regional Advisory Council*.

2017-2018 Foundation Members

Executive Committee

Mary Jane Burke, *President*
Joseph Adiletta, *Vice President*

Christian Sarantopoulos, *Treasurer*
Donna Lefevre '74, '91, *Secretary*

Christian Sarantopoulos, *Past President*

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Katalin Borner
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Kevin Cole
Lynne Comtois
Joan Dash
Peter Deary
Matt Desaulnier
Sean B. Doyle '98, '02
Mae Flexer '08
Eddie Graff '13
Rusty Haines
Thomas Harney
Susan Harrod
Roxann Huckaby, SGA
Mark Light '02
Joe Markley
Amanda Miller '07
Karen Osbrey
David Panteleakos
Jeffrey Paul
Jeffrey Rawson
Gail Rooke-Norman
Diana Rose
Marc Scrivener
James Turner
Rocky Wagner
Denise Walsh '90, faculty
James Zahansky

Dr. Carlee Drummer, *President*

Monique Wolanin, *Director of Institutional Advancement*

Elle-Jordyn Goslin, *Associate Director of Alumni Relations*

Maureen Brodeur, *Foundation Assistant*

Faculty Representative

Denise Walsh '90

Emeritus

Rheo Brouillard
Joy Chartier '78
Aili Galasyn
Laurence Hale
Dr. Robert E. Miller
Donald St. Onge
Frank Postemski*
Steve Townsend
Dianne E. Williams

**Deceased*

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Center Director for Advanced Manufacturing
Post Graduate Study at Ellis Tech

Jodi Clark
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B.S., Eastern Connecticut State University

Sandra Gould
CAMI Data and Reporting Specialist
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B.A., Eastern Connecticut State University\

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Director of Finance and Administrative Services

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M.S., BayPath College

Maria Garcia
Clerk Typist
A.S., Springfield Technical Community College

Debra Guntner
Fiscal Administrative Officer

Jennifer Hyatt
Fiscal Administrative Officer
A.S., Quinebaug Valley Community College

Bookstore/Follett

Mik Saksith
Bookstore Manager

Duplicating/Mailroom Services

Betsy Santerre
Materials Storage Specialist

Human Resources

Karla Desjardins
Associate Director of Human Resources
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