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# Calendar 2011-2012

## Fall 2011

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<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Weekend Classes Begin</td>
<td>August 27</td>
</tr>
<tr>
<td>Weekday Classes Begin</td>
<td>August 29</td>
</tr>
<tr>
<td>Labor Day Weekend (College Closed)</td>
<td>September 3-5</td>
</tr>
<tr>
<td>Columbus Day (College Closed)</td>
<td>October 10</td>
</tr>
<tr>
<td>Veteran's Day (classes in session)</td>
<td>November 11</td>
</tr>
<tr>
<td>Study Day (College open, no classes)</td>
<td>November 23</td>
</tr>
<tr>
<td>Thanksgiving (College Closed)</td>
<td>November 24</td>
</tr>
<tr>
<td>Study Day (College open, no classes)</td>
<td>November 25</td>
</tr>
<tr>
<td>Thanksgiving Weekend (College Closed)</td>
<td>November 26-27</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>December 12</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 13-19</td>
</tr>
</tbody>
</table>

*The College will be closed on Saturdays and Sundays from December 24, 2011 through January 16, 2012.*

## Winter 2011-2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>December 27</td>
</tr>
<tr>
<td>New Year’s Day Observed (College Closed)</td>
<td>January 2</td>
</tr>
<tr>
<td>Classes End</td>
<td>January 13</td>
</tr>
</tbody>
</table>

## Spring 2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King Day (College Closed)</td>
<td>January 16</td>
</tr>
<tr>
<td>Weekday Classes Begin</td>
<td>January 20</td>
</tr>
<tr>
<td>Weekend Classes Begin</td>
<td>January 21</td>
</tr>
<tr>
<td>Lincoln’s Birthday (classes in session)</td>
<td>February 12</td>
</tr>
<tr>
<td>Washington’s Birthday (College Closed)</td>
<td>February 20</td>
</tr>
<tr>
<td>Spring Break (College open, no classes)</td>
<td>March 12-18</td>
</tr>
<tr>
<td>Easter Break (College Closed)</td>
<td>April 6-8</td>
</tr>
<tr>
<td>Professional Day</td>
<td>April 13</td>
</tr>
<tr>
<td>Last Day Of Classes</td>
<td>May 7</td>
</tr>
<tr>
<td>Final Exams</td>
<td>May 8-14</td>
</tr>
<tr>
<td>Memorial Day (College Closed)</td>
<td>May 28</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 31</td>
</tr>
</tbody>
</table>

Please see the online calendar at [www.hcc.commnet.edu](http://www.hcc.commnet.edu) for registration dates, campus events and student activities.
Role and Scope

Housatonic Community College serves an eleven-town area in Southwestern Connecticut, centering on the City of Bridgeport, Connecticut’s largest city. A member of the Connecticut Community College system, the College was founded in 1967. In 1997, the College moved to its present site in downtown Bridgeport. In fall 2008 the College opened its new building, Beacon Hall, and added approximately 174,000 gross square feet to the College facilities housing additional classrooms, student activity and development space, computer and language labs, offices, expanded continuing education facilities, and an enlarged bookstore. This project includes a state-of-the-art renovated Performing Arts Center in Lafayette Hall. The Housatonic Museum of Art and Sculpture Garden are part of the teaching mission of the College. With nearly 4000 works in the collection, and over 1700 displayed throughout the building, the Museum offers lectures, demonstrations, and changing exhibitions in the Burt Chernow Galleries.

Housatonic is accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education of the State of Connecticut.

In response to community and student needs, Housatonic offers Associate Degree programs in preparation for transfer to four-year institutions, as well as occupationally oriented Associate Degree and Certificate programs. Short-term, non-credit courses, seminars and workshops, as well as targeted student services, also help satisfy community and personal enrichment needs. These programs prepare students for employment, and advancement in business, industry, health services, fine arts, theater, digital media, early childhood education, natural sciences, computer arts and information systems, and human services. The College also assists local businesses and institutions to train and update the skills of their workers.

Housatonic is a student-centered institution and is a participant in the national initiative, Achieving the Dream. The College strives to provide high quality, accessible instructional and student services within an environment of mutual respect among faculty, staff, and students. These services are provided through an open-door admissions policy, at affordable cost, in a variety of settings, and through a variety of teaching methods and approaches.

Special support services responding to student and community need include disabilities support services, career and transfer counseling, academic support and tutoring, library facilities and instruction, English as a Second Language programming, and an array of student activities, including The Women’s Center.

The student body has grown and continues to grow and reflect the diversity of the service region. Changes in student ages, educational goals, racial, ethnic, social, and economic diversity are responded to with flexibility and responsible adjustment in programs and services. Outreach to the local community is part of the mission of the College. Non-credit courses, seminars, cultural events, and forums are designed to respond to specific learning needs and to stimulate community dialogue. Non-credit offerings focus on the rapidly changing nature and requirements of the workplace, as well as needs for personal enrichment.

Housatonic’s Mission

Our purpose at Housatonic Community College is to empower all individuals to develop to their full potential. We are committed to lifelong learning for all. As a knowledgeable and dedicated faculty and staff, we work together with students in a learner-centered, supportive, and stimulating environment. We prepare students to participate in, and contribute responsibly to, our global society.

We strive for:
- Affordable, accessible, and high-quality higher education;
- Sensitivity to students with diverse backgrounds, needs and goals;
- An intellectually active and culturally rich environment that features one of the largest art collections of any two-year college in the country;
- A state-of-the-art campus with up-to-date technology and facilities designed to serve students, community groups, and local businesses;
- A vital liberal arts foundation to help students to develop creativity, critical thinking, and problem-solving skills;
- Certificate, training, and associate programs for transfer to baccalaureate institutions, for specific job and employment skills, and for personal enrichment;
- Comprehensive student support services that work proactively with students for their success;
- Active partnerships with the community, businesses, and other educational institutions.

Academic Goals

Degrees and Certificates

Housatonic Community College is a two-year comprehensive community college authorized to award the Associate in Arts and Associate in Science degrees. Students are prepared to continue their education, and to transfer their credits to four-year institutions throughout the country. The career programs of the College prepare graduates for occupations in business, industry and the health services that ordinarily require no more than two years of collegiate study. All career curricula include a core of studies in liberal and general education as well as technical and occupational courses.

The College also offers a broad variety of certificate programs and program options to prepare students for employment or advancement in business, industry, health, and public service organizations.

Committed to Success: Support Services

Academic support services designed to help students succeed include Writing Across the Curriculum, a program for those with disabilities, and free tutoring including online tutoring. A highly qualified and committed faculty and staff provide these support and instructional services primarily at the main campus.

The Community Outreach Division

HCC’s Community Outreach Division consists of several key support functions that are each designed to extend the College’s reach into the community. Enterprise-wide functions include: Public & Media Relations, including the College’s News Bureau; Marketing, Advertising & Publications, supported through an in-house graphic design studio; Web Administration & Content Management supported by the College’s webmaster; and Legislative Affairs. Additionally, the non-credit programs of the College are also managed by the Community Outreach Division and are described below in greater detail.

HCC Strategic Solutions Group: HCC’s Workforce Development Component

What is often termed “Workforce Development” on other campuses is known as the HCC Strategic Solutions Group. HCC Strategic Solutions is part of the state-wide Business and Industry Services Network of the Connecticut Community Colleges System. By providing
solutions to businesses (irrespective of size), government agencies, professional associations, cultural organizations, and other entities, HCC plays a significant role in the economic development of the College’s 11-town service area.

The competitive job skill needs of organizations can be effectively met through a host of services including: needs assessments; gap analyses; employee skills audits; training programs; learning assessments, program evaluations; and other consulting services. Training challenges are often directed to specific employee groups such as entry-level staff, incumbent workers, supervisors, production and operations staff, managers, and organization leadership.

HCC’s team of seasoned content experts is drawn directly from business and industry settings ranging from consultancies to Fortune 500 corporations. Training programs include a wide variety of content from Contemporary Workplace Issues, Organizational Development, Management Effectiveness, Customer Service, and Employability Skills to Communication Effectiveness, Manufacturing, and Information Technology, among others. HCC Strategic Solutions Group’s aim is to help drive productivity and growth by offering current, sustainable, and relevant programs that meet the real-world learning needs of area organizations.

For more information about HCC Strategic Solutions Group, visit the College’s website at: www.hcc.commnet.edu/SSG or call 203.332.5150.

**HCC Lifelong Learning Center: Continuing Education Programs**

The Continuing Education unit of HCC is known as the Lifelong Learning Center. As Federal Reserve Chairman Alan Greenspan once said, “Learning will increasingly need to be a lifelong activity. The days when a high school or college education would serve a graduate throughout his or her working career are gone.” To address these challenges, the Lifelong Learning Center managed by the Community Outreach Division has been specifically designed to encourage individuals to invest in their own lifelong learning needs through the customized pursuit of learning that is most meaningful to each individual’s unique needs and circumstances.

Whether it be for career development or personal enrichment purposes, HCC offers programming in both areas. Career Enhancement programs offered by HCC provide the needed skill upgrades for individuals to keep pace in a constantly changing work environment and to remain relevant in an ever-evolving global marketplace. Courses include English as a Second Language, Mathematics, GED, bookkeeping, and entrepreneurship, among others. In some instances, certain courses can be linked to create non-credit Certificate Programs such as the Certified Nursing Assistant, Patient Care Technician, Pharmacy Technician, Personal Trainer, S.M.A.R.T Professional Bartending, Real Estate Principles and Practices, and Qualified Food Operator ServSafe® certifications, among others. Personal Enrichment programs are offered as a means to pursue personal interests for the sake of leisure learning. Programs include topics as varied as learning a new language (Spanish, Chinese, American Sign Language), music, song writing, health and wellness, digital photography, fine arts, and safe boating.

For current information about LifeLong Learning programs, visit the College’s website at: www.hcc.commnet.edu/CE or call 203.332.5057.

**Organization**

Housatonic Community College is one of 12* regional community colleges in Connecticut. Each serves specific geographic areas and each offers some specialized degree and certificate programs.

The system was established under Public Act 330 enacted in 1965 and amended in 1989 when the separate community college and technical college systems were merged. One governing board, the Board of Trustees of Community-Technical Colleges, and one central administrative office oversees the 12 institutions.

*Currently the institutions are: Asnuntuck (Enfield), Capital (Hartford), Gateway (New Haven), Housatonic (Bridgeport), Manchester (Manchester), Middlesex (Middletown), Naugatuck Valley (Waterbury), Northwestern (Winsted), Norwalk (Norwalk), Quinebaug Valley (Danielson), Three Rivers (Norwich), and Tunxis (Farmington).

**Housatonic’s Administrative Officers:**

- **The President**
  Ms. Anita T. Gliniecki

- **The Dean of Administration**
  Mr. Ralph T. Tyler

- **The Academic Dean**
  Ms. Elizabeth G. Roop

- **The Dean of Community Outreach**
  Mr. Gary A. Kecskés

- **The Dean of Students**
  Dr. Avis D. Hendrickson

**The Housatonic Community College Foundation, Inc.**

The Housatonic Community College Foundation, Inc. was formed in 1990 by a group of Greater Bridgeport area residents to assist the College and its students beyond the fundamentals provided by the state, and to help the College grow as a unique resource.

The HCC Foundation provides resources for scholarships, equipment, program enhancements, community outreach and support for the Housatonic Museum of Art.

The Foundation has awarded over $720,000 in scholarships and other assistance to Housatonic students, since its founding. It continues to seek ways to assist the College and to identify sources of additional funds. The Foundation is approved by the IRS as a tax-exempt organization. Contributions can be sent to:

HCC Foundation, Inc.
900 Lafayette Boulevard
Bridgeport, CT 06604-4704

**The Community College System Mission**

Connecticut’s Community Colleges are statewide leaders and partners in the academic, economic, and cultural lives of our communities, providing comprehensive, accessible, innovative, and affordable learning. To realize this distinctive mission, the Community Colleges:

- Provide a broad range of credit and non-credit liberal arts and sciences, career, and technical, associate degree and certificate programs leading to transfer, employment, and lifelong learning;

- Promote learner success and inclusion through a stimulating, nurturing learning environment, high-quality instruction, support services, and co-curricular activities;

- Support economic development through partnerships with labor, businesses, industry, government and our communities, providing workforce development, business development and technology transfer;

- Build community through the sponsorship of intellectual, cultural, social and recreational events and activities;

- Engage students and community members to become active and responsible leaders in their communities.
Accreditation

Housatonic is accredited by the Board of Governors for Higher Education of the State of Connecticut and by the New England Association of Schools and Colleges, Inc. (NEASC), a national, non-governmental organization whose affiliated institutions include elementary schools through institutions offering post-graduate instruction. Accreditation by the New England Association indicates that an institution meets or exceeds criteria for quality, institutional integrity, and continuity.

To view the 2002 NEASC Self-Study document or the 2007 Fifth Year Interim Report you may download it as a PDF file from the HCC web site (requires Acrobat Reader).

Inquiries regarding the status of an institution’s accreditation by the New England Association should be directed to the administrative staff of Housatonic Community College or to the New England Association of Schools and Colleges, 209 Burlington Rd, Suite 201, Bedford, MA, USA 01730-1433, (781) 271-0022.

Housatonic Community College curricula are licensed and accredited by the Board of Governors for Higher Education of the State of Connecticut. The College is authorized to award the Associate in Arts and Associate in Science degrees.

For accreditation for the following programs, see their program page:

- Occupational Therapy Assistant page 61
- Physical Therapist Assistant page 63

The Housatonic Museum of Art

The Housatonic Museum of Art (HMA) was established in 1967 with the idea that visual art should be integrated into our daily environments as a vital component of an enriching academic experience. The Museum’s collection includes a broad range of artworks and ethnographic objects with a special emphasis on contemporary art. The HMA is one of the largest art collections of any two-year college in the Northeast.

Paintings, sculpture, prints, and art objects are hung in small, thematic exhibitions in lounges and hallways. The Burt Chernow Galleries programming also includes exhibitions that address topics relevant to the student body, that are inspired by the works in the collection, or traveling exhibitions that highlight local, regional, or national artists. Programming between the museum, faculty and students further engages the students with the collection and exhibitions.

The collection has significant works by artists who are considered major art historical figures such as Pablo Picasso, Craig Kauffman, Auguste Rodin, Mary Cassatt, Milton Avery, Larry Rivers, Victor Vasarely, Andy Warhol, Robert Rauschenberg, Roy Lichtenstein, Alex Katz, Tom Wesselmann, Isamu Noguchi, Christo and Jean-Claude, Sylvia Sleigh, Valerie Jaudon, Larry Bell, Jeff Koons, Will Barnet, and Larry Zox.

Visit the Museum web site at www.HousatonicMuseum.org

The Museum’s Mission:

To establish a collection of artworks that will serve as a repository of important artistic achievement.

To introduce the Greater Bridgeport area to the pleasures and challenges that result from exposure to original art.

To continue and expand The Housatonic Museum of Art as an expression of the serious commitment the College has made to cultural enrichment.

To maintain and enhance the collection, with a focus on providing the College with an opportunity to engage students through object-based learning.

The Museum and The Burt Chernow Galleries are expressions of a serious commitment to cultural enrichment. The College considers it essential for students, faculty members, administrators and visitors to experience art as an integral part of the educational environment, as important as libraries, textbooks and teachers.
General Philosophy
The College provides educational opportunities to people regardless of age, religion, racial or ethnic backgrounds or disabilities.

Admission to some programs within Housatonic require a personal interview and/or special academic background. The specific requirements of these programs are on the individual program page:

Nursing
Occupational Therapy Assistant
Physical Therapist Assistant

The Admissions Office assists anyone needing further program information. You may contact the Admissions Office at 203-332-5100 or email at HO-WAdmissions@hcc.commnet.edu.

Admission Requirements
If you plan to enroll at Housatonic Community College, you must be a graduate of an approved secondary school or hold a State Equivalency Certificate (GED). If you are a mature applicant who cannot meet these requirements, you may be given special consideration based on your qualifications and experience. This consideration must be approved by the President or his/her designee.

To apply for admissions, you must:
1. Obtain an application from the Admissions Office or from a high school office, apply online, or download an application from the web site.
2. Return the completed application with a $20 non-refundable application fee, (personal check or money order), to the Admissions Office.
3. Submit an official copy of your high school transcript (sent from your high school) showing graduation, or a copy of your diploma, or a copy of your G.E.D. Students without a high school diploma must successfully pass an Ability to Benefit test.
4. Submit an official transcript of previous course work to the Admissions Office if you have attended another post-secondary institution (college/training institute).
5. Provide proof of compliance with the MMRV Immunization policy. See section on MMRV Immunization for complete information.
6. Complete the Accuplacer Placement Test. Please contact the Academic Support Center at (203) 332-5019 only AFTER submitting the application for admissions. Placement testing is required for all students entering degree/certificate programs, or for those students who have not taken and passed a college level English and math course.
7. If you have SAT Scores of 500 in Math, 450 in Critical Reading or 450 in Writing, your Placement Test can be waived; you must bring proof of the scores to the Admissions Office. (Please see the section on Placement Testing for more information.)

Residency Requirements
Per general statutes of CT Sec. 10a-29. (Formerly Sec. 10-329c). Determination of student status.

Per general statutes of CT Sec. 10a-30, it shall be presumed that the establishment of a new domicile in the state of Connecticut by an emancipated person has not occurred until he has resided in this state for a period of not less than one year. See general statutes 10a-27, 10a-28, 10a-29, 10a-30 for full text and related statutes.

Admission Dates
Individuals interested in enrolling at Housatonic should apply for admission as early as possible. Students are admitted on a first-come, first-served basis.

Students entering Allied Health programs are admitted only for the Fall semester (see individual program descriptions) but may enroll earlier for their prerequisite academic core courses under the General Studies program.

Application forms and other information about applying for admission can be obtained from the Admissions Office (LH-A106) by a personal visit to the office at 900 Lafayette Boulevard, on the web site at www.hcc.commnet.edu, by calling (203) 332-5100, or by mail to:
Admissions Office
Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604-4704

Immunization Requirements – MMRV
Connecticut General Statutes Section 10a – 155.
Beginning August 1, 2010, all incoming freshman are required to show proof of Measles, Mumps, Rubella, Varicella immunization.

STUDENTS ARE EXEMPT from showing proof if born before 1957, are Non-Degree, or enrolled in a distance-learning program.

Official Documents include:
• Physician's documentation of inoculations.
• Blood work indicating immunity.
• A physician's certification that the student had the disease.
• A physician's certification that inoculation is medically contraindicated.
• A signed statement that receiving immunizations is against your religious beliefs.
• The first Measles, Mumps, Rubella, and Varicella inoculation must be after the student's first birthday. A second MMRV inoculation is required and must be at least thirty days after the first.

Documentation must be submitted before registration! A Proof of Immunization form may be downloaded from the Admissions section of the HCC web site at www.hcc.commnet.edu/admissions/mmrv
and submitted along with your application for admission.

For more information call (203) 332-5097 or fax information to (203) 332-5284.

Placement Testing
Most first-time students admitted to HCC are required to take a placement test. Administered on a computer, it tests basic academic skills in English and mathematics. This information assists students and the College in making decisions about placement in particular courses or about the course selection suited to the student’s level of preparation. Test scores remain valid for two years without the student needing to be retested. For further information on the Accuplacer placement test and a list of internet sites to help you prepare for the test, visit the HCC homepage at www.hcc.commnet.edu and click on “Testing Services”.

The following students are required to take the test:

• All first-time students enrolled in a degree or certificate program;
• Any student who does not initially seek a degree or certificate but who registers for a course that would result in the accumulation of 12 or more credits;
• Any transfer student who has not successfully completed an English composition course or a college-level math course (transcripts required);
• Any student electing to take an English writing course or a mathematics course;
• Any student electing to take English as a Second Language courses.

When the Test is Given
Placement testing is regularly scheduled throughout the year. Call (203) 332-5019 to schedule an appointment. Please note: you must apply for admission to the College and have a student Banner ID number in order to take the test.

Test Waivers
Placement testing may be waived for students under the following conditions:

• Students who have completed a college-level English and/or math course with a grade of “C” or better. Official documentation is required.
• Students who have an Associates Degree or higher may be exempt from testing. Official transcripts must be provided, however, unofficial transcripts may be used for advising and placement purposes.
• Students with SAT scores of 500 in Math or 450 in Critical Reading or Writing can request a Placement Test Waiver Form from the Admissions Office. SAT scores are valid for two years from the day of the test.
• Students with ACT scores of 18-21 on the ACT Math test, and scores of 21 or higher on the ACT English portion or a score of 47 or higher on the ACT English and Reading portions, can request a Placement Test Waiver Form from the Admissions Office. ACT scores are valid for two years from the day of the test.

iMATH – A Refresher Math Program

Students who take the Accuplacer test and place into pre-college level math (Math 075 or 095) may be eligible for iMATH. This program is specifically designed for students who have had upper level math in the past and need a refresher. Students can earn the opportunity to retake the math section of their Accuplacer exam and possibly advance their math placement. For information about iMATH contact the iMATH coordinator at ssharrs@hcc.commnet.edu or in the Self-Paced Studies Lab, Room A227, Lafayette Hall.

Lab Hours:
- Monday: 9:00 a.m. to 4:00 p.m.
- Tuesday: 9:00 a.m. to 4:45 p.m.
- Wednesday: 1:00 p.m. to 8:00 p.m.
- Thursday & Friday: 9:00 a.m. to 4:00 p.m.

Credit (by examination) for Experiential Learning

Educational experiences gained outside of the traditional college setting through employment, military, volunteer work or independent study activities may be valid towards completing degree requirements. Students who have enrolled in a degree or certificate program at HCC may be granted credit and advanced standing for such experiences, if applicable.

If you wish to earn credit for experiential learning, you must complete either a Challenge Exam Form or a Portfolio Assessment Form from the Admissions Office and submit it to the appropriate academic department for approval. Upon approval, arrangements will be made for completing either a standardized or departmental test or other assessment procedure for determining if credit will be granted. The Academic Advising Center will notify you of credit awards. As per Board Policy, no more than fifty percent of an approved program may be awarded for prior experiential learning. All work must be completed within one year from the initial date of the request.

CLEP/DSST Examinations

The College Level Examination Program (CLEP) and DSST (DANTES) exams are widely accepted credit-by-examination programs, which allow you to earn college credit by demonstrating college-level knowledge gained through prior academic study, independent study, or professional experience. Exams are 90 minutes in length and cover a wide range of academic subjects. Upon successful completion, you will be granted credits determined by HCC. These credits will appear on your transcript but are not used for calculating your Grade Point Average or your eligibility for Academic Honors designation at graduation. For more information or to schedule an appointment, contact Pat Costeines (LHB119) at (203) 332-5217.

Admissions to Special Programs

Please refer to the following programs and pages for special admission requirements:
- Nursing: page 60
- Occupational Therapy Assistant: page 61
- Physical Therapist Assistant: page 63

Students with Disabilities

While disabilities services are available to students at any time, new students are encouraged to register with the Disability Support Services Office immediately after acceptance by the College. Disabilities services are available to students at any time during their enrollment with the college. To make an appointment please call (203) 332-5018. We welcome students with disabilities and the opportunity to make their college experience a successful one. Please see Policy Statement on page 125 of this catalog.

Students with Medical Problems

It is the student’s responsibility to notify the Dean of Students Office and instructors of any chronic medical problem which may require accommodations or adjustments. Such accommodations and adjustments will be considered when appropriate.

Non-degree, Non-matriculated Students (Not Currently in High School)

Non-degree, non-matriculated students (not currently in high school) are individuals who have not yet selected a program, although they have been formally admitted to the College. Non-degree, non-matriculated students are not required to submit an official high school or college transcript until they enroll into a degree or certificate program. They may register only as part-time students (11 or less credits per semester) and enroll on a course-by-course basis. If successfully completed, and if applicable, these students may have the credits applied toward a degree or certificate upon declaration of degree status. Non-degree, non-matriculated students are not eligible for financial aid. A student who has accumulated 12 or more credits is required to declare a degree or certificate program and become a matriculated student in order to continue enrollment at the College.

Programs for High School Students

Housatonic offers a number of programs which provide access to the College for high school students.

High School Partnership Program (HSP)

Housatonic and many area high schools have signed agreements, which permit eligible high school juniors and seniors to enroll in college-level credit courses at Housatonic at no cost under the Housatonic High School Partnership Program. To be eligible for consideration, students must have the written recommendation of their high school principal or counselor, have at least an 80 (“B”) academic average, and test into college-level (non-remedial) courses. Students admitted under the High School Partnership Program are responsible for the cost of their books and transportation. Each high school is limited to enrolling one student each semester.

Middle College Program for High School Students

The Middle College Program (MCP) at Housatonic Community College is a pre-college, academic preparation program designed to reduce the number of high school students that require developmental course work upon entering college and to provide an academic enrichment experience in a college campus environment. Students from three Bridgeport high schools: Bassick, Harding and Central High Schools participate in the Middle College Program. Students are placed in a mathematics and English class for one academic school year. Students who successfully complete the courses with a “C” or higher grade, are eligible to receive three (3) college credits and a HCC scholarship valued at approximately $400. In addition, students who participate in MCP attend college preparation workshops, career presentations and receive personal, financial aid and academic counseling.

Bridges Program

The Bridges Program was designed to foster the successful transition of high school students to college and to develop stronger relationships between local high schools and Housatonic Community College. The Bridges Program consists of a series of four college readiness workshops which focus on the following topics: Orientation to College, Placement Test Preparation, Applying for Financial Aid, and Career Planning. The program includes sixteen high schools in the College’s service region with
the workshops tailored to each individual high school's need.

**College Career Pathway Program (formerly Tech Prep)**

Housatonic participates in the College Career Pathways (formerly Tech Prep), 2+2 Associate Degree Program. The College Career Pathways program is a high school-based and college-based experience that combines academic and occupational learning.

College Career Pathways (CCP) serves as a link between secondary and post-secondary education and offers up to four years of a sequential program of study that includes mathematics, science, communication and a career course at the secondary and post-secondary levels to prepare students for career fields. Courses begin in the 11th grade and may result in an award of an associate degree or certificate after two years of post-secondary training.

The College Career Pathways program is designed to build student competency in academic subjects and provide academic preparation in a career area. High school students interested in this program should speak with their guidance counselors or call the Housatonic Coordinator for High School Outreach Programs at 203-332-5176 or email CShain@hcc.commnet.edu.

**Math/Science/Technology Program**

The Math, Science and Technology Scholars High School Partnership program is an opportunity for qualified high school juniors and seniors to receive scholarships to cover the tuition for math, science and technology courses at Housatonic Community College and, upon successful completion, earn transferable college credits. Students must demonstrate academic preparation to succeed in college courses by achieving a minimum of a “B” average in high school, placing into college level mathematics and English on the Accuplacer Examination and submitting a recommendation from the high school guidance counselor or principal. A copy of the student's current high school transcript must accompany the recommendation letter.

**Summer Programs for High School Students**

The College offers summer academic programs for Gear-Up students who are entering their senior year and new high school graduates who will enter college in the fall. These courses include additional enrichment and academic support services. For more information, contact the Director of College Success Programs at (203) 332-5066.

**All Other High School Students**

In order for other high school students (including non-HSP and all others without a high school diploma or GED) to be admitted to Housatonic, they must demonstrate sufficient scholastic ability as demonstrated by meeting the following minimum scores on the Accuplacer placement test: Reading (score of 55 or higher); Sentence Skills (score of 60 or higher); Arithmetic (score of 34 or higher). Students must achieve the minimum scores in all three skills areas in order to meet the standards for ability to benefit. For consistency purposes, these are the same minimum scores used by the Federal government in determining financial aid eligibility for certain students. A letter of recommendation from their high school principal or a designated representative also must be submitted with the application to the Admissions Office. These students are required to pay tuition and fees for any courses taken.

All high school students may be admitted to courses of study for which they satisfy the prerequisites. These students should have such maturity and other qualities indicating ability to profit from a program offered by the College. Maturity level may be determined through a personal interview. The credits earned shall be held until graduation from high school, at which time credits may be used to satisfy appropriate degree requirements or may be transferred to other colleges.

A placement test is required of all students who are interested in participating in the High School Partnership Program and for other high school students on a tuition-paying basis who plan on taking classes at Housatonic Community College.

**Admission of Senior Citizens & Veterans**

**Waiver of Tuition for Senior Citizens, Qualified Veterans and the Children of Certain Servicemen**

Connecticut residents aged 62 or older who have been accepted for admission to Housatonic Community College shall be exempt from payment of tuition, general fees, and the application fee provided if, at the end of the regular registration period, there is space available in the course(s) in which the person intends to enroll. Proof of age must be submitted to the Business Office to complete the eligibility requirements for this waiver. A special registration session is held just prior to each fall and spring semester.

**Admission of Veterans**

Housatonic’s Veteran’s Affairs Representative is located in LH-B109 and is available to answer questions regarding Veteran’s tuition benefits. Qualified veterans, who were residents of Connecticut when accepted for admission to Housatonic Community College, may be exempt from payment of tuition. You may also be eligible for the Post-9/11 GI Bill. Persons who believe they may qualify for this waiver of tuition should speak with the Veterans Affairs Office for further information about eligibility requirements.

In addition, veterans eligible to receive educational benefits must bring a copy of their DD-214 (separation papers). Veterans eligible to receive military educational benefits under the GI Bill must bring a legible copy of their DD-214 discharge if there was prior active duty on their current Notice of Basic Eligibility (NOBE) if the student is a member of the CT Guard or Reserves.

Tuition waivers are granted to all current CT Guard personnel in good standing as well as veterans who served 90 days or more during Desert Storm or other military operations in a time of war and were discharged honorably. The dependent children of certain servicemen who have been declared missing in action, 100% disabled by the V.A., or prisoners of war may be eligible for benefits.

**Admission of International Students**

Each of the steps listed below are critical for enrolling International Students and must be followed:

1. You must have the equivalent of an American high school diploma and must present official copies of all academic records with the application. College transcripts in a language other than English must be accompanied by certified translations from an accredited agency such as WES (World Education Services, Inc). All foreign students, except those from countries where English is the only official language, must demonstrate proficiency in the English language by taking the Test of English as a Foreign Language (TOEFL). A minimum score of 173 on the computer based test, 61 on the internet based test or 500 on the paper based test is required. Information and registration forms for this test are available at American Embassies, Consulates, and offices of the United States Information Service, or by writing to Test of English as a Foreign Language, Box 899, Princeton, New Jersey 08540. Since the College has no housing facilities for students, prospective foreign students must give written evidence, along with their application, of their residence plans and means of supporting themselves and paying for college tuition and fees while in the United States. All of the above-mentioned credentials should be submitted to the Admissions Office at least three months before the requested date of admission. This school is authorized under Federal law to enroll non-immigrant alien students.
2. You are also required to include a copy of your High School Diploma or Official High School Transcripts. High School Diplomas (only) can be submitted in another language. Official transcripts must be in English showing your academic course work completed at your high school and each college where applicable. (Official transcripts - all course work must be translated into English in order to be evaluated.) These credentials are evaluated in accordance with the College's general admissions requirements.

3. A notarized letter of residence must be submitted stating your intended local residential address in Connecticut while attending Housatonic.

4. You, the prospective international student, friend, relative or sponsor must provide a (notarized) financial affidavit letter. A letter stating “who” will be responsible for your total college expenses. (IMPORTANT: This letter “must” state the total and exact expense amount. The government requires proof of your cost of living expenses, tuition, fees and books.) NOTE: Housatonic is a commuter school; there are no housing facilities for students.

5. Financial Proof: Referring to #4, The Sponsor for the applicant must provide “financial proof” that they are able to do this. Financial proof: recent bank statements, notarized letter from the bank stating you presently have sufficient funds and/or equity, or scholarship certificates as proof of financial support totaling the exact tuition and fee amount. This must be in US Dollar equivalency.

6. Copy of Current passport/I-94 card (only for students who have a passport). You must bring original and we will make copies of the front and back.

7. The College awards no financial aid, nor does the College make housing available.

8. International students are required to attend full time and will pay out-of-state tuition and fees.

Admission for a Second Degree

A student who already holds an academic degree may earn a second degree in a different curriculum at Housatonic Community College. Such a student will be treated in the same manner as a transfer student with respect to the minimum number of credits to be taken for the second degree at Housatonic. This will require at least 25 percent of the minimum credit requirements in the second curriculum to be additional coursework completed at the College. In no case can a second degree be awarded unless a student has 75 or more credits.

For further information contact the Registrar’s office at 203-332-5090.

New England Regional Student Program

The New England Regional Student Program (RSP), one of the basic programs administered by the New England Board of Higher Education (NEBHE), was established in 1957. The RSP enables residents of New England to attend an out-of-state public college or university within New England for certain degree programs that are not available in their home-state public institutions and pay either in-state tuition or 50 percent above that amount.

For more information go to the New England Board of Higher Education web site at www.NEBHE.org/tuitionbreak.

Transferring to Housatonic

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

1. Degree and certificate credit shall be granted for all credit courses that are applicable to the objectives of, or equivalent to the course requirements of, the curriculum in which the transferring student enrolls. Credit work that is not applicable or equivalent to curriculum requirements shall be accepted for credit at the discretion of the college. Degree and certificate credit shall also be granted on the basis of performance on examinations in accordance with standards and limits approved by the board of trustees.

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-specially 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)

Note: Housatonic Community College will accept courses in transfer with a grade of “C-minus” to be applied towards HCC programs except where courses and prerequisites stipulate a grade of “C” or better. Students are advised to check the academic catalog to see which courses require a “C” or better grade for credit toward the degree or to fulfill the prerequisite requirement.

Receiving Transfer Credit

An applicant who has attended another post-secondary institution (college/training institute) and wishes to have transfer credits earned from another accredited academic institution applied towards his or her degree at Housatonic Community College must fulfill the following requirements:

1. An applicant who has attended another post-secondary institution (college/training institute) must request official transcript(s) of previous course work be sent to the HCC Admissions Office;

2. Official college transcript(s) from previous college(s) can be mailed directly or hand delivered in a sealed envelope to the Admissions Office. Official transcripts are imprinted with a raised college seal;

3. Transfer students are required to provide course descriptions for any course work completed ten years ago or more;

4. The applicant must be enrolled in a degree or certificate program and currently attending classes.
Checklist for Receiving Transfer Credits

Student must be in a Degree/Certificate Program in order to transfer credits into Housatonic Community College.

1. **New and Transfer** students: notify the Admissions Office immediately about transfer credits from previous college(s). **Re-Admit and Continuing** students can bring copies of the unofficial transcript(s) to Academic Advising Center for advising purposes only. Official transcripts need to be sent to the Admissions Office. Please see #2.

2. Request “Official” college transcript(s) from previous college(s) be mailed directly to the Admissions Office. Official transcripts are imprinted with a raised college seal and can be mailed or hand delivered directly to the Admissions Office in a sealed envelope. The Admissions Office will not accept hand delivered transcripts that have been opened as being official.

3. The Admissions Office will notify students by mail upon receipt of their official college transcript(s). Once receipt of official college transcript(s) is confirmed by the Admissions Office, an academic advisor will evaluate the transcript(s) and award any applicable transfer credit. Courses accepted as transfer credit will appear on the student's HCC transcript which can be found online at my.CommNet.edu. The Academic Advising Center will notify students by mail once the transfer credit evaluation has been completed. Note: Not all credits accepted may apply to the major. Students are encouraged to see their faculty advisor for details.

4. What if my “Official” transcripts are not available at this time? Students must bring an “Unofficial” transcript for advising purposes. “Unofficial” transcripts can be photocopies of the transcript(s) or final semester grade reports. (You must follow up with Steps 2 and 3.)

5. BHSN Graduates are responsible for having their official transcripts sent directly to the Admissions Office.

6. Please note: The Academic Advising Center evaluates transcripts as they are received from the Admissions Office, as expeditiously as possible.
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 the circumstances justify such action.

New England Regional Student Program

Each New England state has agreed to admit out-of-state New England residents for study at its public, degree-granting colleges, universities and institutions. At HCC, these students pay the same student activity fees as students from Connecticut, and the same tuition and college services fee, plus a 50 percent tuition and college services fee surcharge.

Tuition and Fees Payment Schedule

Tuition and fees are payable in advance in accordance with deadline dates announced each semester. Tuition and fees are subject to change without prior notice.

Housatonic offers an Installment Payment Plan option (requires a $25.00 fee) for qualified students. Inquire at the Business Office.

Continuing Education Courses

For information about the fees applicable to Continuing Education courses, see the Continuing Education information available in advance of each semester or special session.

Waiver of Tuition for the Elderly, Qualified Veterans and the Children of Certain Servicemen

Connecticut residents aged 62 or older who have been accepted for admission to Housatonic Community College shall be exempt from payment of tuition, general fees, and the application fee provided if, at the end of the regular registration period, there is space available in the course(s) in which the person intends to enroll. Proof of age must be submitted to the Business Office to complete the eligibility requirements for this waiver.

Qualified veterans, who were residents of Connecticut when accepted for admission to Housatonic Community College, may be exempt from payment of tuition. Persons who believe they may qualify for this waiver of tuition should speak with the Veterans Affairs Office for further information about eligibility requirements.

The dependent children of certain servicemen who have been declared missing in action or prisoners of war are eligible for a full or partial waiver of the tuition. Details about this waiver are available from the Veterans Affairs Office.
Registration and Fee Deposit

Students registering for credit general fund/tuition account courses prior to the tuition due date must pay a non-refundable deposit of applicable College services and student activity fees to hold their registration.

The total tuition and any mandatory usage fees are payable in one installment and are due no later than the announced deadline. Failure to have made all payments by the announced deadline will result in the cancellation of the student's registration unless an installment payment plan option has been approved.

All registrations between the announced deadline and the first day of classes shall be accompanied by full payment of all tuition and fees applicable to the course unless an installment payment plan option has been approved.

Failure to make payments in accordance with an installment payment plan option will also result in the cancellation of the student's registration.

Students presenting bad checks must replace them within seven days of the College's receipt of such notification, or the student's registration will be immediately canceled.

Refunds of Tuition Only

Requests for the refund of tuition must be made in writing. Requests made by telephone or email will not be accepted. Fees will not be refunded.

All refunds take 2 to 3 weeks for processing. Please refer to the appropriate schedule of classes for the semester that lists specific dates for registration, tuition payment deadline and refund dates.

Fall and Spring Semester Courses

Students who wish to withdraw from the College shall direct their requests for withdrawal to the Registrar's Office. Refunds are made according to the conditions and in the amounts set forth below.

If written notice of complete withdrawal from the College, indicated by completion of an official withdrawal form, is received by the last business day prior to the first day of classes for that semester, 100 percent of the total tuition, lab and studio fees for all courses in which one has registered will be refunded. If a notice of withdrawal is received after the 14 calendar days of the semester, a 50 percent refund of tuition, lab and studio fees will be granted both full-time and part-time students.

No refunds will be granted either full-time or part-time students beyond the 14th calendar day of the semester. The College Services Fee and Student Activity Fee are not refundable.

Summer School Courses Supported by the Educational Extension Account

In the event the College cancels a summer school course, students will receive a complete refund. A student who withdraws from a summer school course prior to the first day of the session will receive a full refund of credit tuition, lab and studio fees, provided that a written request for refund shall have been received by the Registrar's Office not later than 4 p.m. on the last business day preceding the first day of the session (requests must be received by 4 p.m. Friday for sessions that begin on the following Monday).

No refunds are granted if withdrawal is made on or after the first day of the session. Program fees are non-refundable.

Financial Assistance to Students

The purpose of financial aid is to provide financial assistance to students who would otherwise be unable to attend college.

General Guidelines

Housatonic offers financial aid to students who have been determined to have financial need, according to Federal need analysis. The financial aid awarded depends on the financial need, the availability of funds at Housatonic, and any other aid the student is receiving. The financial aid package may include grants, loans, work-study, or a combination of these funds. All financial aid awards are subject to change.

Applying for Financial Aid

All applications for financial aid should be completed by May 1 for students enrolling in September, and November 1 for students enrolling in January. Applications are accepted throughout the academic year, but awards made after the recommended deadlines depend on fund availability. A new application must be completed for each academic year.

Eligibility is determined by completing the Free Application for Federal Student Aid (FAFSA). Apply online at www.fafsa.gov.

For more information on financial aid application procedures, please visit the financial aid website at www.hcc.commnet.edu/financialaid.

The information provided in the FAFSA provides a consistent way of measuring the ability of families and/or students to pay educational costs. The student is determined to have need if the cost of education exceeds the student's available resources, based upon a standardized formula that was established by Congress. All allowable educational expenses are considered when financial aid applications are reviewed.

The Student Aid Report that the student will receive after filing the FAFSA need not be submitted to the financial aid office. The financial aid office will download reports electronically.

Requirements for Student Financial Aid

In order to receive financial aid, students must have completed the entire admissions process and be accepted into a degree or eligible certificate program. You may be eligible for financial assistance if you are:

• A citizen or permanent resident of the U.S. or Trust Territories;
• In good academic standing and making satisfactory academic progress according to the standards and practices of HCC (see Appendix XI for Satisfactory Academic Progress Policy for Student Financial Aid Recipients);
• In compliance with draft (Selective Service) registration requirements;
• Not in default in the repayment of any educational loans or owe a refund on any Title IV grant program at any institution.

How Financial Aid Works

Financial aid awards are based on your enrollment status as of the 14th calendar day of the semester. Any course added after that time will not be covered by financial aid and will be billed directly to you.

Students should remember that:

• Financial Aid cannot be used for non-credit courses offered through the Continuing Education Program
• Financial aid cannot be used for audited courses
• Withdrawal during the first two weeks of any semester will result in the cancellation of all financial aid. Students will be billed by the business office for 50 percent of their tuition, all fees, and any bookstore charges
• More information regarding withdrawals after the first 14 days of the semester is available below in the section entitled “Policy for Refunds & Repayments of Cash Disbursements of Title IV Financial Aid (Withdrawal Information)”
• Financial aid does not cover the cost of any course and/or related books for which a student registers and never attends. The charges for any such course become the responsibility of the student who will be billed directly by the business office
• Financial aid is NOT available for the Winter session

Student Responsibilities

All financial aid applicants are assumed to be familiar with the contents of the HCC catalog. Students are responsible for reading and
understanding all forms they are asked to sign and should keep copies of all documents submitted to the financial aid office. Students and their families should be aware that they are completing applications for federal, state, and college funds.

Financial aid recipients must inform the Financial Aid Office in writing of any change in name, address, marital status, family size, or financial circumstances. Deliberately misreporting can result in criminal and civil liabilities.

Housatonic Community College expects you, the student, to initiate the application process in a timely manner, and considers it your responsibility to complete the application on time. Incomplete applications will not be reviewed.

Students with questions concerning the accuracy or completeness of their applications should contact the Financial Aid Office. If your application is in any stage of processing or review and you have not received an official notification of financial aid at the time you wish to enroll, you will be responsible for your tuition bill at the time of registration, and must make payment arrangements with the business office. If payment arrangements have not been made and you do not have an official notification of financial aid, your classes will, in all probability, be cancelled.

Late applications will be awarded on a funds available basis. Application materials cannot be accepted after a student's last date of attendance. The only formal announcement of financial aid is an award letter or email sent by the financial aid office. Information online at myCommNet is not official unless you have received an official email award notification or have been sent an award letter.

Please note... Applicants are responsible for completing all Federal eligibility and file completion requirements as soon as possible. Under NO circumstances will financial aid be available for the fall semester unless ALL requirements are satisfied by November 15, or for the spring semester by April 15.

Satisfactory Academic Progress Policy For Student Financial Aid Recipients

A student receiving Federal Title IV financial aid or other financial aid directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program of study. Satisfactory academic progress for financial aid recipients is measured by both quantitative and qualitative standards and is an assessment of a student's cumulative academic record at the college. Students should be aware that the Satisfactory Academic Progress Policy for financial aid recipients differs from the institutional Satisfactory Academic Progress Policy.

The current Financial Aid Satisfactory Academic Progress Policy is available online at myCommNet, in Appendix XI of the College Policies section of the catalog, or in the financial aid office.

Policy for Refunds & Repayments of Cash Disbursements of Title IV Financial Aid (Withdrawal Information)

Students who officially withdraw between the 15th day and the 60% point (generally the 9th week) in any semester will be subject to a Title IV calculation to determine how much federal financial aid was actually earned.

Students who stop attending classes at any time during a semester or register and never attend are considered unofficial withdrawals. The college will perform the Title IV calculation and will assume that 50 percent of your federal financial aid was earned.

In both of the above situations, a letter will be sent to you explaining your financial obligation to the college and the U.S. Department of Education. You will have 45 days from the date of that letter to pay the college.

How Financial Aid Credit Balances Are Processed

Students must remain in attendance to be eligible for refunds of financial aid monies after all debt to HCC is satisfied. If a student does not remain in attendance, the excess aid will be returned to the Federal government. In the case of students who withdraw, payment will be prorated based on length of attendance according to the Federal Title IV Refund calculation.

Refunds of any amount after eligible educational expenses are deducted are normally made by the State Controller's Office.

Awards of all Federal and State Financial Aid resources are determined by the Financial Aid Office. Contact the Financial Aid Office regarding any additional requirements for these programs.

Veterans’ Educational Benefits

Housatonic is approved by the State Department of Higher Education for student benefits under appropriate chapters of Title 38, U.S. Code. Under specific circumstances, spouses, widows, widowers, and children may also be eligible for these benefits. Veterans or their dependents should contact the Veteran’s Representative in the Registrar’s Office for assistance in effecting certification of eligibility.

Housatonic, through the State of Connecticut, is also able to offer veterans tuition waivers for General Fund courses. To be eligible, a veteran must have served honorably on active duty during qualified war eras and fulfill residency requirements. Please refer to the Admissions section for more information.

Each veteran must present a valid Form DD-214 when applying for student benefits under the G.I. Bill or Tuition Waiver.

Note: The Advanced English Proficiency (ESL) certificate is not a vocational program approvable for veteran benefits. However, veterans and eligible dependents may be paid for remedial, deficiency, or refresher courses.
(such as ESL) when it is determined that they need the courses in order to pursue a program for which they would be otherwise eligible. Certification of need (as determined by testing) can be made to the VA.

**Tax Credit Programs**

The American Opportunity Tax Credit provides for qualified education expenses. Eligible students can receive up to a $2,500 tax credit for the first four years of post-secondary education.

The Lifetime Learning Program helps students offset the cost of education by providing a Lifetime tax credit of 20% of qualified tuition and fees expenses, up to $2,000 per year. For more information on these programs, consult your tax advisor or the IRS website at www.irs.gov

**Scholarships**

**Housatonic Community College Foundation, Inc. Scholarships**

The Housatonic Community College Foundation is committed to the education of all HCC students. To this end, financial assistance is available for tuition and fees based on academic achievement and financial need as determined by the Scholarship Committee of the Foundation Board of Directors.

Information about scholarship applications and deadlines is publicized regularly throughout the HCC community. For our HCC scholarships, preference is given to students in good academic standing with a GPA of 3.0 or higher and who have completed at least 9 credits at Housatonic. Students are notified when applications are available and when the deadlines are for submitting them. It is required that all students apply for financial aid before applying for scholarships.

In addition to HCC Foundation scholarship funds, the following are available to incoming and current students:

**Awards & Scholarships for Incoming Students**

The Koskoff-Bieder Scholarship Fund—established in 2007 to assist incoming students who are working part-time, demonstrate financial need, are in good academic standing and are not receiving financial aid. Preference is given to applicants who participate in FSW’s Business Youth Center Program, are in good academic standing, and have a minimum GPA of at least 2.0. Students are not required to have 9 credits for this particular scholarship.

The William Pitt, III Foundation Scholarship – awarded to full-time Housatonic students who are in good academic standing with a GPA of 2.3 or better and who are not receiving financial aid. Students are not required to have 9 credits for this particular scholarship.

The Manufacturing Association of Southern Connecticut Inc. (MASC) Endowed Scholarship Fund - awarded to students who are pursuing studies in an area related to the Manufacturing Industry and are taking the technical courses within the Engineering Science & Industrial Technology Programs. Students are not required to have 9 credits for this particular scholarship.

**Awards & Scholarships for Current Students**

The Dr. Janis M. Hadley Endowed Scholarship Fund – awarded to students who have completed their first year at HCC and are continuing their studies there. The scholarship was established by Dr. Hadley, HCC’s third president, who retired in 2006.

The Mercy Learning Center “Mother’s Advantage Scholarship” – established by HCC Foundation board member Marianne Laska and her husband Robert in memory of their mothers. The scholarship is available to graduates of the Mercy Learning Center who are mothers and are attending HCC.

Elizabeth Raymond Ambler Trust Endowed Scholarship – provides tuition assistance to current HCC students. The scholarship qualifications are based on scholastic achievement and financial need.

Barden Foundation Scholarship - awarded to two students who are continuing their education in science, including computer science.

Kim Thibodeau Chiaraluce Endowed Scholarship Fund – established to provide funds for a young woman attending the College for the academic year either on a full- or part-time basis who demonstrates academic achievement and financial need.

The Frederick A. DeLuca Foundation Scholarship - given to a current HCC student who is currently employed, preferably at a Subway Restaurant. Student must demonstrate success in all areas of academic achievement, participation in extra-curricular activities, and financial need.

Doane Endowed Scholarship - established in memory of a Housatonic lab assistant and awarded to a student continuing his or her education in computer science, mathematics, or engineering.

The Marguerite Sullivan Dunigan Endowed Scholarship Fund - established to honor Marguerite Sullivan Dunigan’s achievements as a single mother, grandmother, friend, sister, Housatonic student, and graduate. Awarded to a single mother currently attending HCC.

President Edward J. Liston Endowed Scholarship Fund - established to provide funds for students enrolled in one of the College’s two-year degree programs and who demonstrate academic achievement or financial need and involvement in extracurricular activities.

Elizabeth Pfriem Endowed Scholarship Fund - awarded to Housatonic Foundation Scholars. Scholars are current HCC students in good academic standing who demonstrate financial need and have completed 9 or more credits at the College with a GPA of 3.0 or higher.

Connecticut Women’s Forum Endowed Scholarship Fund is awarded to female students with financial need who are enrolled in any two-year program at HCC.

Dale Ward Endowed Scholarship Fund is awarded to graduating students who are the recipients of the HCC Senate Scholarship and who plan to continue their education.

Daphne Seybolt Culpeper Memorial Foundation Scholarship is awarded to a HCC student pursing a course of study in the area of allied health.

The Nursing Scholarship Fund will provide tuition assistance to a student in the pre-nursing program. A student must be in good academic standing. Preference is given to students with a GPA of 3.0 or higher who have completed 9 or more credits. Students receiving full financial aid are ineligible.

Additional scholarship information for graduating students can be found in the Scholarship section of the Catalog.

**Supplemental Assistance Fund**

The Housatonic Community College Foundation has established a Supplemental Assistance Fund for students who experience unexpected financial problems directly related to their ability to continue their studies at Housatonic. Applications are available each semester and are reviewed by a committee on a case-by-case basis. Students are limited to a maximum of $500 during their Housatonic career. Students must be in good academic standing with a GPA of 3.0 or higher and have completed 9 credits at Housatonic.

**Early Childhood Laboratory School Funds**

The Foundation may assist students with tuition for their children at the Housatonic Early Childhood Laboratory School.
Registration

Students have several registration options if they choose to register early for the upcoming semester. Early registration will permit students to have first choice of courses and class times. Payment of the appropriate College fees will hold these classes until full payment is made no later than three weeks before the start of classes. Fees are not refundable. Delaying registration until the beginning of the semester may result in desired classes and times being unavailable.

It is strongly encouraged that students be advised by an academic advisor or counselor. In addition, students must be in full compliance with all other College policies and requirements. Registration is not complete until all forms are completed and submitted and tuition and fees are paid in full. Students who do not pay or make financial arrangements with the Business Office will have their registrations canceled.

Auditing Courses

A student not wishing credit may audit courses. This status may allow the student to participate in classroom activities.

Students must obtain the written approval of the instructor in order to audit a class. An Audit form signed by the class instructor must be completed within four weeks of the start of classes for a standard semester and earlier for summer or winter sessions. Forms are available at the Registrar’s office. Full tuition and fees are due for any audited classes. While the student may ask to have papers critiqued, the instructor is not required to grade an auditor’s course work. Audited classes are listed on the student’s transcript as AU. While a student may in succeeding semesters take for credit a class previously audited, students may not petition to receive credit for an audited class and may not change to a credit basis during the semester.

Change of Major/Add a Secondary Program

Students who wish to change their enrollment from one major to another (for example, to change from General Studies to Fine Arts - Art) or add a secondary program should obtain the proper form from the Counseling Office or the Academic Advising Center. The completed Change of Major form needs to be submitted to the Academic Advising Center, LH-A111.

 Attendance

With enrollment in College, students accept responsibility to take full advantage of their educational opportunity by regular attendance in classes and laboratories.

The College does not administer a uniform system of attendance regulations. At the beginning of each semester the instructor will provide a course outline and what he/she considers necessary for the successful completion of the subject matter. Students are expected to meet academic obligations or to assume the risks of failure. The instructor will extend make-up of work missed because of absence or other reasons only when there is sufficient justification.

Lack of attendance cannot be the sole ground for exclusion from a course.

Repeating a Course/Higher Grade Prevails

Students may only repeat the same course twice in which they receive a grade of “C-” or lower (C-, D+, D-, F). Credit will be granted only once for a course unless otherwise specified in the course description. The student transcript will reflect all grades, but, for the purpose of the computation of the GPA, the higher or highest grade prevails. Repeated courses that are counted in the computation of the GPA are noted with “I” on the transcript following the grade points to indicate “included” in calculation. Courses that are not counted in the computation of the GPA are noted with “E” on the transcripts following the grade points to indicate “excluded” in calculation.

Incomplete Work

If there are exceptional circumstances, a student whose work in a course is incomplete at the time of grading may request a grade of “I” from the course instructor. The instructor will complete an Incomplete Grade Form which lists what the student must do to complete the course requirements and a default grade if the student fails to do so. If the work for the course and the procedures for changing a grade are not completed within 10 weeks of the following regular semesters (fall or spring), the “I” automatically converts to the default grade provided by the faculty member. (Grades of “I” received at the end of the spring semester would automatically revert to the default grade at the end of the fall semester.)

The student is responsible for meeting with the instructor to make arrangements to complete course work.

If an extension of time beyond one semester is needed, a written request must be filed in the office of the Academic Dean prior to the end of the 10-week period. Extensions will be at the discretion of the instructor and the Academic Dean.

Online and Hybrid Courses

Online Courses

Online courses operate differently than on-ground courses by incorporating various technological components. All online courses contain the essential resources such as course outline, syllabus, reading and written assignments, quizzes and/or tests including any additional resources deemed necessary to assist learners with the subject matter. Online courses are accompanied by a textbook or e-book, and interactive learning activities. A learner will interact with faculty and other students either through discussion boards, email, group collaborative assignments and/or synchronized learning (live chat). The online courses are accessible through the use of a home computer or any other supported technological hardware that provides Internet access.

If you think you might be interested in taking an online course but aren’t sure, take the self-assessment at www.hcc.commnet.edu/webct/DL/orientation_new.asp to help you decide whether online learning is right for you. Students should review the system technical computer requirements to ensure that they have satisfactorily may be subject to probation, suspension or dismissal.

1. Contact a counselor in the Counseling Office, The Academic Advising Center, or a faculty advisor and follow his or her instructions.

2. Obtain an add/drop notice form from the Registrar’s Office.

3. Students who cannot appear in person to withdraw from the College should attempt to work with a counselor. No drop or withdrawal requests can be accepted by telephone or online.

4. During Fall and Spring semesters, for all students who withdraw from the College or drop a course prior to or during the first two weeks of class of the semester the course will not appear on the student’s transcript. Courses withdrawn from or dropped prior to the Summer or Winter sessions will not appear on the student’s transcript.

5. Students who drop a course or withdraw from the College after two weeks, but prior to the end of six weeks after the start of classes for a standard semester are entitled to receive a grade of “W” in each course from which they have officially dropped or withdrawn. After that time, through the 12th week of a standard semester, the faculty member has the option to assign a grade of “W” or “F.” Before dropping a course, it is recommended that the student discuss the matter with the faculty member. (Refer to the section on Grading.) After the 12th week, no course can be dropped.

Withdrawal from College or Dropping a Course

A student who wishes to drop a course or to withdraw from the College should follow the official procedure outlined below. Students who do not officially drop courses or withdraw from the College or fail to complete courses satisfactorily may be subject to probation, suspension or dismissal.

1. Contact a counselor in the Counseling Office, The Academic Advising Center, or a faculty advisor and follow his or her instructions.

2. Obtain an add/drop notice form from the Registrar’s Office.

3. Students who cannot appear in person to withdraw from the College should attempt to work with a counselor. No drop or withdrawal requests can be accepted by telephone or online.

4. During Fall and Spring semesters, for all students who withdraw from the College or drop a course prior to or during the first two weeks of class of the semester the course will not appear on the student’s transcript. Courses withdrawn from or dropped prior to the Summer or Winter sessions will not appear on the student’s transcript.

5. Students who drop a course or withdraw from the College after two weeks, but prior to the end of six weeks after the start of classes for a standard semester are entitled to receive a grade of “W” in each course from which they have officially dropped or withdrawn. After that time, through the 12th week of a standard semester, the faculty member has the option to assign a grade of “W” or “F.” Before dropping a course, it is recommended that the student discuss the matter with the faculty member. (Refer to the section on Grading.) After the 12th week, no course can be dropped.
the correct equipment for a successful online educational experience.

**Online Environment**

**Resources/Student Workshops**

As a student at Housatonic Community College, you may find that many of your instructors utilize Blackboard to make course materials available to you online.

For additional information and sample course/workshops you may go to the following URL: www.hcc.commnet.edu/webct/DL

The interactive tutorials will help you learn how to use the online tools that Blackboard provides to enhance learning and communication.

**Accessing an Online Course**

HCC online classes use the Blackboard Vista course management system. You must be registered in a class before you will be able to log in.

Please go to the http://my.commnet.edu, login and select the Blackboard icon. You can log in to myCommNet using the 8 digits of your NetID* @student.commnet.edu and your chosen password.

If you have never signed on before please follow the directions found at www.hcc.commnet.edu/webct/DL/login_mycommnet.asp.

* What is my NetID?

If your Banner ID is: 01234567

Then you NetID will be:

01234567@student.commnet.edu

(and your chosen password)

**Hybrid Courses**

Hybrid Courses combine online work with regular on-campus class meetings, but do not have as many on-campus class meetings as the typical on-campus course. Hybrid classes typically require that 50% of the coursework take place in a classroom with a set schedule; the other 50% of the coursework is online using Blackboard.

**Hybrid Course Schedule**

The online Class Schedule indicates where and when your hybrid class will meet. The instructors will explain procedures for online course work during the first class meeting. All hybrid courses meet in the classroom on the FIRST scheduled class day.

In both online courses and hybrid courses, students should expect an amount of work equivalent to what would be required in any college level course. Taking an online or hybrid course gives students greater flexibility in scheduling their time, however, online requirements will be as time-consuming and demanding as traditional courses offered on campus.

**SELF-PACED STUDIES - Mathematics and English Courses and Computer Lab Support**

Through the Developmental Studies department, the college offers students the opportunity to take both English and Mathematics courses in a self-paced, computer based format during regular classroom meetings and by providing individualized instruction. Self-Paced courses are designed for self-motivated students who are interested in pursuing course work using computers. These students may want a faster way to progress through their courses, or these students may prefer spending more time mastering the class material and want to move at a slower pace than a traditional class.

Self-Paced Studies students are required to attend every class to make progress and must demonstrate proficiency on each assignment and test to complete the course. Instructors and tutors help explain course material, answer questions, and assist with assignments. Students have access to their course materials through the internet and in the college’s computer labs as well as through the Self-Paced Studies Lab, which is available during both day and evening hours.

The Self-Paced Studies Lab for English and Math is available for students enrolled in Self-Paced Studies courses. Located in Lafayette Hall in Room A227, it is a drop-in lab. Students do not need an appointment and tutoring is available for MAT* 075, MAT* 095, ENG* 013 and ENG* 043. Lab hours are posted each semester.

Classes labeled Self-Paced are listed in the Housatonic online class schedule each semester. For further information, contact Professor Becky Samberg, Chairperson for Developmental Studies, by telephone at 203-332-5153 or by email at bsamberg@hcc.commnet.edu.

**Self-Paced Studies Lab: Room A227, Lafayette Hall**

- Monday: 9:00 a.m. to 4:00 p.m.
- Tuesday: 9:00 a.m. to 4:45 p.m.
- Wednesday: 1:00 p.m. to 8:00 p.m.
- Thursday & Friday: 9:00 a.m. to 4:00 p.m.

**Terms You Need to Know**

**Freshman** - a student who has earned fewer than 30 credits

**Sophomore** - a student who has earned at least 30 credits

**Credit or Credit Hour** - a standard of measure of the amount of instruction time required to successfully complete a course

**GPA (Grade Point Average)** - a numerical computation of the student's academic grade

**Auditing** - enrolling in and attending a course on a non-credit basis. The instructor's permission is needed and an audit form must be properly completed within the specified time limits for that semester or session.

**Dropping a course** - officially withdrawing from a course. Drop procedures require filing a “drop” form available from the Registrar's Office. Following the proper procedures can help prevent a failing grade or negative effect on the student's grade point average.

**Withdrawing from College** - officially withdrawing from all classes in a semester. Following the proper procedures (see the Registrar) can help the student return to Housatonic in good standing. Withdrawal procedures require the filing of a “drop” form for all courses.

**Grading**

**Grades are Available at myCommNet**

Semester grades can be obtained by the student in their myCommNet account at http://my.commnet.edu. Mid-term grades are posted mid-semester, final grades are posted at the completion of each semester. Unofficial transcripts may be printed from myCommNet for free.

**Explanation of Grading System**


**I. Credits**

A credit is a unit of academic achievement which is awarded upon the successful completion of a course.

**II. Semester Hours**

A semester hour is a measure of time usually corresponding to 55 minutes of lecture once per week for an entire semester.

**III. Grades**

Grades are an indication of the standard of academic work performed and/or the status of the student in relation to a course and/or the
A letter grade of “A” through “F” indicates a student’s performance in terms of what was done, how much was done, and how well the class work was done from the start to the completion of a class. Other academic grades indicate a student’s status in terms of his/her entry or exit point from a class over time and condition (W, N) or at the close of the official grading period (I, M).

Administrative marks include: “AU,” and “N.”

**Academic Standard Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

# following grade indicates Developmental Studies course 0
I (Incomplete) 0
M (Developmental Studies courses only) 0
N (No Grade) 0
P (for CEU courses only) 0
W (Withdrawal) 0
S (Satisfactory progress, mid-term grade only) 0
U (Unsatisfactory progress, mid-term grade only) 0

**Administrative Marks**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
</tr>
</tbody>
</table>

**IV. Mid-Term Grades**

Mid-term grades are advisory grades indicating a student’s progress through the first half of a standard semester. If a student is making satisfactory progress, he/she will be awarded a grade of “S” to indicate satisfactory progress. If a student is not making satisfactory progress, he/she will be awarded a grade of “U” to indicate unsatisfactory progress. A student in developmental courses may also be awarded an “M” grade to indicate that he/she is maintaining progress, but not sufficient to attain the mid-term grade of “S.” When compared to traditional grades, the “S” grade equates to a grade of “C” or higher, while a grade of “U” equates to a “C-” or lower.

Mid-semester grades are merely estimates of the student’s progress and are not entered on permanent records. However, grades of “W” and “AU” are considered permanent final grades when awarded either as mid-semester or final grades and entered on permanent records. The only mid-term grades assigned are “S,” “U,” and “M.” Grades are not generally changed after one year of their issuance.

**V. Statement on Satisfactory Progress**

1. The grading system employed by each college should accurately reflect the academic achievement of the student. In order to ensure appropriate use of State resources available for the education of its citizens, each college will develop procedures to monitor satisfactory progress through its warning, probation and suspension policy.

2. This policy shall be applicable to all students enrolled for developmental and/or credit courses, no matter the number of credits for which they are enrolled.

3. No course may be repeated for credit more than twice. The highest grade received will be used in calculating the student's academic average. This does not apply to those courses that are designed to be repeated for additional credit.

4. Satisfactory completion of fifty percent of the credits attempted (this phrase means actual continued enrollment beyond the add/drop period) will be the minimum standard for good standing.

5. Students who have completed 11 or fewer credits whose Cumulative Grade Point Average (CGPA) falls below 1.5 will be given a written warning. Students who have completed between 12 and 30 credits inclusive whose CGPA falls below 1.7, and those who have completed 31 or more credits whose CGPA falls below 2.0, will be given a written notice that they are placed on academic probation.

6. Students placed on academic probation will be required to take a reduced course load for one semester.

7. Students who, after being placed on academic probation for one semester and after taking a reduced course load, fail to attain the required CGPA as shown above will be notified in writing that they are suspended for one semester.

8. After the period of suspension, students may be reinstated, either as regular or probationary students, upon application to the college.

9. An appeals process will be established by each college, which provides for due process.

10. College procedures will be included in appropriate publications and communications.


* For more information see Academic Standards Criteria section of this catalog.

**Definition of Grades & Administrative Marks**

**A-F Academic Standard Grades.** A letter grade of “A” through “F” indicates a student’s performance in terms of the quantity and the quality of that work performance. Only these grades are considered in the determination of a grade point average (GPA) for a student. Any grade followed by the # sign indicates a Developmental Studies course and will not contribute any points to the student’s GPA.

**I Incomplete.** May be awarded by an instructor only when a majority of course requirements and assignments has been successfully completed. The “I” grade is a deferred grade, neither passing nor failing, on the official transcript. Incomplete work must be submitted to an instructor at least 14 days before the 10th week of the following regular semester so that grades can be submitted no later than the 10th week of the following regular semester, fall or spring.

**M Maintaining progress.** An administrative transcript notation used only for Developmental Studies courses to indicate that the student is maintaining progress but not at the usual rate. It may be given to a student for a course only twice.

**N No Grade.** A transcript notation for any situation where there is no grade reported at the end of the traditional semester (i.e., no grade received from a faculty member, courses in progress, or no basis for a grade).

**P Passing.** “P” is mainly used for students enrolled in non-credit courses; it is also used for certain courses in the Physical Therapy Assistant Program. The CEU is a measurement (one unit equals ten class contact hours) nationally recognized by business, industry and professional organizations for evaluating an individual’s effort toward professional growth. When “P” is used, it may reflect performance at any of the passing levels (A, B, C, D). Permanent records of CEUs are kept by the Office of Continuing Education programs.
S
Satisfactory progress, mid-term grade only
U
Unsatisfactory progress, mid-term grade only
AU
Audit. “AU” is used for students wishing to take a credit course for no credit. Students must pay the regular fees and audit status must be indicated within four weeks of the start of class. The audit student will receive no credit and a grade of “AU” and may not change to a credit basis. The student may in succeeding semesters take for credit any course he/she has previously audited. Audit courses will be reflected on the student’s record as “AU.” The student may not petition for credit for the audited course.
W
Withdrawal. “W” is used for students who formally withdraw from a course. Students who withdraw through the Registrar’s Office within the first two weeks of the semester receive no grade for the course. Students who formally withdraw after the 2nd week, but prior to the end of the 6th week of classes, automatically receive a grade of “W”. After six weeks and up to the 12th week of classes, a “W” may be awarded by the instructor only if formal withdrawal is initiated by the student, and at the discretion of the instructor.

Transcripts

Students wishing to have an official copy of their transcript may request one online by accessing their myCommnet account. A request form, found on the College web site, may also be faxed or mailed to request transcripts. Transcripts, official or unofficial, will not be faxed. No telephone requests can be accepted. Transcript requests are normally processed within 10 working days. There is no charge for official transcripts; any questions contact the Registrars Office at (203) 332-5088.

Fresh Start for Readmit Students

The Fresh Start Option allows students who have not registered for college credit courses for two or more years and have a poor academic record to refresh their Grade Point Average (GPA) and develop a more favorable academic record. A poor academic record is defined as multiple courses completed with a GPA of less than 2.0. The only grades eligible for Fresh Start are those earned prior to readmission.

The Fresh Start Option may be used only once. A student must apply for this option prior to, or during, the first year after returning to HCC. Students are ineligible if they have completed a certificate or degree and the option will not apply to completed certificates or degrees.

If the request for the Fresh Start Option is approved, all grades previously earned will remain on the student’s transcript. The semesters for which Fresh Start is invoked will include a transcript symbol indicating that the policy is in effect. The original GPA will not be included in any subsequent computation of the new GPA.

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. For more information, please contact the Counseling Center at (203) 332-5097.

Grade Point Average (GPA)

Grade points are calculated by multiplying the number of points of each grade by the total number of credit hours assigned to that course. The GPA is obtained by dividing the total number of grade points earned by the total number of credit hours attempted. Only the academic standard grades of “A,” “B,” “C,” “D,” “F” including plus and minus are used in calculating the GPA.

A student’s transcript identifies two different Grade Point Average (GPA) ratios. The first is the Semester GPA which is based upon the courses a student has taken during the current semester. The second is a Cumulative GPA which consists of all of the courses a student has taken at the College and the grades received for these courses:

Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Grade Points x Credit Hrs</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>3</td>
<td>B+</td>
<td>3.3 x 3 credits =</td>
<td>9.9</td>
</tr>
<tr>
<td>PSY* E111</td>
<td>3</td>
<td>D</td>
<td>1.0 x 3 credits =</td>
<td>3.0</td>
</tr>
<tr>
<td>MAT* E137</td>
<td>3</td>
<td>A</td>
<td>4.0 x 3 credits =</td>
<td>12.0</td>
</tr>
<tr>
<td>BIO* E105</td>
<td>4</td>
<td>B-</td>
<td>2.7 x 4 credits =</td>
<td>10.8</td>
</tr>
</tbody>
</table>

13

The GPA for this student would be 2.74 for the semester (35.7 divided by 13 = 2.74).

Definition of Readmit Student

A “Readmit” student is a student returning to the College after an absence of at least 2 years (including summer and winter sessions).

Definition of a New Student

A “New” student is a first-time first-year student attending any institution for the first time at the undergraduate level. This definition includes students enrolled for the fall term who attended the same college for the first time in the prior summer term. This definition also includes students who entered with advanced standing (college credits earned before graduation from high school - AP, Tech Prep/College Career Pathways, HS Partnership, etc.).

Appeal of Grades

A student who wishes to appeal an awarded grade should first confer with the faculty member concerned within 15 days from the time the Registrar posts grades. If the student is not satisfied with the outcome of that conference, the student may submit a written appeal with the Academic Dean who will consult with the faculty member and the appropriate department chair. The written appeal must include the grade attained, the grade the student believes was earned in the course and the exact reason(s) the grade is incorrect. Reasons that a grade is incorrect are mathematical error or grade assigned on basis other than the criteria cited in the course syllabus.
Academic Honors

Dean’s List

There shall be a Dean’s List of full-time students who earn a semester grade point average of 3.4 or higher. Part-time students who pursue three credits or more in a semester shall be eligible for semester honors. A course Withdrawal or Incomplete shall make the student ineligible for Dean’s List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.

Academic Honor Societies

Phi Theta Kappa

A chapter of Phi Theta Kappa, the international honor society for two-year colleges, is active at Housatonic. Students are inducted into the Chi Rho chapter each spring at a formal induction ceremony. To be eligible for membership, students must have completed 30 semester hours at Housatonic with a Grade Point Average of 3.5 or better, receive recommendations from faculty members, and have a record of good citizenship and involvement with the College and the community.

Psi Beta©

Psi Beta is the national honor society in psychology for community and junior colleges. It is the first two-year honor society approved for membership in the Association of College Honor Societies, which regulates membership requirements. Psi Beta was founded for the purpose of stimulating, encouraging, and recognizing students' outstanding scholarship and interest in psychology. Psychology students become members by invitation of the College chapter.

Alpha Beta Gamma

Housatonic has a chapter of Alpha Beta Gamma, the International Business Honor Society. This society encourages scholarship among two-year college students in business. To be eligible for membership, a student must be enrolled in a business curriculum and must have completed 40 academic credit hours in courses leading to a degree. Additionally, the student must have attained a 3.2 GPA in business courses and a 3.2 overall cumulative average. Members are eligible for scholarships at four-year institutions, and have networking and leadership opportunities available through a variety of activities.

Honors Program

The Honors Program at HCC is especially designed for the outstanding student. It offers an enriched learning experience that stresses intellectual challenge, in-depth analysis and creative thinking. It includes expanded in-class study, interdisciplinary study, and independent work. All full-time or part-time degree students may apply for the Honors Program if they meet the following requirements:

* Completion of at least 12 credits at Housatonic beyond the developmental level;
* A Grade Point Average of at least 3.5; recommendations from at least two faculty members.

To remain in the Honors Program, a student must:

* Maintain a 3.5 GPA;
* Earn grades of “B” or higher in all Honors courses.

To complete the Honors Program, the student must fulfill the requirements of the Honors Curriculum which include:

* In-class honors (6 credits or more) - At least two regular degree program courses that the Honors student takes at a more personally challenging pace. For example: exploring and reporting on additional readings; completing advanced experiments, problems or case studies; teaching a class period; attending a seminar and reporting the information to the class.
* Honors Seminar (HN 200, 3 credits) - An interdisciplinary course that examines a topic from the differing perspectives of the major academic disciplines; humanities, natural and physical sciences, and social sciences. This special course is offered in the fall semester only, and the instructor, topic and content vary from year to year.

HN 200 satisfies an open elective requirement. Prerequisite: ENG* 102 and permission of the Honors Advisor; recommended: literature or philosophy, psychology or sociology, history, laboratory science. Honors Project (HN 225, 3 credits) - An original student project completed under the guidance of a faculty member that demonstrates the Honors student’s ability to apply knowledge and skills learned in the Honors Seminar in a creative and scholarly manner. Independent study contracts must be completed, submitted, and approved during the semester preceding the term in which the project is actually performed. Satisfies an Open elective requirement. Prerequisite: HN 200 and permission of the Honors Advisor; completed Honors project contract.

The Housatonic Scholar

Graduating students who have completed the Honors Program are given the prestigious distinction of being identified as Housatonic Scholars. The Scholar designation earns the student additional honors:

* A certificate presented at Awards Night;
* A notation on the college transcript;
* Named in the Commencement program;
* Name engraved on a bronze plaque located in the college library.

Applications for the Honors Program and forms for faculty recommendations and Honors courses must be obtained from the Honors Program Advisor.
**Academic Standards Criteria**

**Satisfactory Progress**
Students are required to maintain satisfactory academic progress during their enrollment at the College. See Appendix XI of College Catalog for Board Policy 3.8 Satisfactory Academic Progress (includes Satisfactory Academic Progress Policy for Student Financial Aid Recipients).

**Student Academic Standing**
To remain eligible for continued enrollment, a student must maintain a cumulative grade point average (GPA) equal to or above the minimum stated in the Academic Standards Criteria listed below. A student's combined academic standing is determined based on cumulative credit hours, overall GPA, and progress evaluation.

**Written Warning:**
Description: Student’s cumulative grade point average is low, and the student is at risk of continued poor performance at the College. (See chart for explanation.)
Result: A student is limited to four (4) courses totaling no more than 13 credit hours including any required remedial courses. Students in this standing should seek additional advising, tutoring or other help that is available at the College. Please contact the Advising Center (LH-A111), the Academic Support Center (LH-B116), or the Counseling Center (LH-A108) for further assistance. (See chart for explanation.)

**GPA Probation:**
Description: Student’s cumulative grade point average has fallen below the required level. (See chart for explanation.)
Result: A student is limited to two (2) courses totaling no more than 7 credit hours including any required remedial courses. If the student has registered for more than 2 courses, s/he must contact the Counseling Office (LH-A108) or the Academic Advising Center (LH-A111) immediately or student’s course load may be automatically reduced for him or her.

**Progress Probation:**
Description: Student has not satisfactorily completed a minimum of 50 percent of student’s class credits and is not making satisfactory progress towards the completion of his or her coursework, degree, and/or certificate. Grades of “F,” “F#,” “W,” “N” and “N#” are considered unsatisfactory completions and can result in a student being placed into Progress Probation status. (See chart for explanation.)
Result: A student is limited to four (4) courses totaling no more than 13 credit hours including any required remedial courses. If student has registered for more than four (4) courses, student must contact the Counseling Office (LH-A108) or the Advising Center (LH-A111) immediately or student’s course load may be automatically reduced for the student.

**GPA and Progress Probation:**
Description: Students who are on both GPA and Progress probation should read the two descriptions above. (See chart for explanation.)
Result: A student is limited to two (2) courses totaling no more than 7 credit hours including any required remedial courses. If the student has registered for more than 2 courses, s/he must contact the Counseling Office (LH-A108) or the Academic Advising Center (LH-A111) immediately or student’s course load may be automatically reduced.

**GPA Suspension (prohibits registration):**
Description: Student’s accumulated credits and cumulative grade point average are below the required level. Students who have been placed on GPA Probation for one semester and who have not attained the overall GPA to move back into good standing are placed on GPA suspension. (See chart for explanation.)
Result: The student is suspended and is not permitted to register for classes at Housatonic for the upcoming semester without prior approval. If student has already registered for the upcoming semester, student will be automatically dropped from all classes one week before the start of classes.

**Progress Probation and GPA Suspension (prohibits registration):**
Description: Students who are on both Progress Probation and GPA Suspension should read the two descriptions above. (See chart for explanation.)
Result: A student is not permitted to register for classes at Housatonic for the upcoming semester without prior approval. If student has already registered for the upcoming semester, s/he will be automatically dropped from all classes one week before the start of classes.

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**Student Academic Standing**

<table>
<thead>
<tr>
<th>Cumulative Credit Hours</th>
<th>Overall GPA Credits</th>
<th>Academic Standing</th>
<th>Maximum Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5 - 11.99 credits</td>
<td>0.0 - 1.49 GPA</td>
<td>Written Warning</td>
<td>13 credits</td>
</tr>
<tr>
<td>12 - 30.99 credits</td>
<td>0.0 - 1.69 GPA</td>
<td>GPA Probation</td>
<td>7 credits</td>
</tr>
<tr>
<td>31 - 999.99 credits</td>
<td>0.0 - 1.99 GPA</td>
<td>GPA Probation</td>
<td>7 credits</td>
</tr>
<tr>
<td>Satisfactory completion in less than 50% of credits</td>
<td></td>
<td>Progress Probation</td>
<td>13 credits</td>
</tr>
<tr>
<td>After one semester of GPA probation</td>
<td></td>
<td>GPA Suspension</td>
<td>0 credits</td>
</tr>
</tbody>
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**Confidentiality of Student Records**

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.
These rights are included in the College Policies section in Appendix XVII.

**Policies**
Please refer to the Faculty/Staff Reserve shelf in the Library or to the College Policies section beginning on page 135 for the complete policies and texts concerning the following:

**Academic Dishonesty**

Students of Housatonic Community College are expected to do their own work on assignments, laboratory exercises, quizzes, examinations and any other academic work. Academic dishonesty ultimately injures the individual and depreciates the value of grades received by other students. Cheating in any form is viewed by the faculty, the students and the administration as a most serious offense.

Academic dishonesty can result in your receiving an “F” grade on the paper or exam in question, an “F” grade in the course, suspension from College, or expulsion from College. The last two penalties - suspension or expulsion from College - can only be invoked through the Academic Dean. Faculty members may invoke the first two penalties - an “F” grade on the paper or exam in question or an “F” grade in the course.

Faculty members try to explain to students exactly what is meant by academic dishonesty and plagiarism and what the penalties are at the beginning of the semester. If you are unsure of what the policy is or whether an activity might be considered academic dishonesty or plagiarism, it is wise to consult with the faculty member prior to undertaking the action or submitting the paper.
Housatonic Community College
Copyright Policy for Students

Copyright refers to exclusive legal rights authors or owners have over their works for a specific period. These rights include copying whole or parts of works, creating derivative works, and distributing or performing the works.

Students may not make additional copies of any copyright-protected materials given to them in the classroom.

Students may make one copy of materials placed on Course Reserve for them in the library. The copy may only be used for personal use, and additional copies may not be made for distribution to others.

Students may print one copy of articles found in an online database for their personal use.

Students may print one copy of information found in an Internet site for their personal use.

Students may make one copy of portions of copyright-protected materials as indicated below, for use in their papers, presentations, etc.

Media Allowable Portion under Fair Use

- **Fiction or Non-fiction book**
  - One chapter or 10%, whichever is less
- **Short story**
  - Up to 1000 words or 10%, whichever is less
- **Poem**
  - Up to 250 words or 10%, up to 3 from one poet
- **Article**
  - One article from an issue of a periodical
- **Chart**
  - One from a book or issue of a periodical
- **Music, lyrics, or music video**
  - Up to 10% but not more than 30 seconds
- **Cartoon, diagram, graph, illustration, or photograph**
  - Up to 15 works or 10% from a publication, and up to 5 images from one artist
- **Numerical data set**
  - Up to 10% or 2500 fields

All copyright-protected material used must include the complete source citation and the rights holder. This information should appear on the same page as the material itself. If you have a copyright question not answered by this information, please contact the Library Director for assistance.

See Appendix X for the complete Policy.

Class Cancellations

Housatonic has the right to cancel any class or to change instructors. Upon course cancellation, a student will be notified and referred to an advisor or counselor who will meet with the student to select another ongoing course in which the student will be enrolled provided he/she meets the pre-requisites/parallels. Restrictions apply in equipment-related courses, and ENG* 101 and ENG* 102.

Weather (or Other) Cancellations

Occasionally classes have to be cancelled because of extreme weather conditions or other emergencies. The most detailed information is on the HCC website (www.hcc.commnet.edu) or by calling 203-332-9200.

Faculty Absences

If a faculty member is going to be late or cannot meet a class because of an emergency, he or she will make every effort to have someone inform you. Many faculty members will inform you during the first class sessions what to do in such an event. However, if any faculty member is late arriving for class (more than 20 minutes), you can:

1. Go to the Academic Dean (LH- A204a), the Evening Division Office in Beacon Hall (BH-116) or the office of the department chair for that academic area (refer to “Where To Go For Help,” page 32) and ask for guidance.
2. Circulate an attendance sheet with the course number and section for each student to sign. Provide this information to the offices listed in paragraph 1 when you leave the classroom. At that point you are free to leave if you have received no other directions.

Computer Policies

Using computers can be a very important part of your education. The HCC computer laboratories are available for registered student use.

The College, Board of Governors for Higher Education, and State of Connecticut have endorsed uniform policies regarding computer use and computer software ownership. Under these policies, you cannot use the laboratory facilities to create software for any illegal activity nor can you use these facilities for personal work whether for a profit or non-profit purpose. You cannot duplicate or load software unless the duplication or loading is directly related to a course and is under the direct supervision of a faculty member. Further, College policy forbids viewing pornographic or other potentially offensive material on the College computers. Willful violation of any of these policies may result in disciplinary action.

For the complete policy see Appendix IV.

Bringing Your Children to School

Generally, visitors are not allowed in the classroom. However, if, in an emergency situation, you would like to have your child with you at the College when you are attending class, you are required to receive permission from the instructor. If approved, you must have the child or children with you in the classroom at all times. You cannot leave your children unattended anywhere in the College.

Drug-Free Workplace

The Board of Trustees of Community-Technical Colleges has adopted the policy on drug-free workplaces for the system of community colleges.

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.

These include CT Statutes, CT Policy for a drug-free workplace, Drugs with Addictive Potential, Description of Health Risks, and Federal Trafficking Penalties.

For the complete policy see Appendix XII.

Standards and Procedures for Student Discipline

The Board of Trustees of Community-Technical Colleges has adopted the policy on student discipline for the system of community colleges. For the complete policy see Appendix I.

Student Rights

As a student, you are entitled to an atmosphere conducive to learning and to impartial treatment in all aspects of the teacher/student relationship. This includes the right to be evaluated solely on academic performance and not on any matter irrelevant to that performance. As a student you are free to take reasoned exception to the data or views offered in any course, but you are responsible for learning the content of the course of study as defined by official College publications, such as the College Catalog.

For the complete policy see Appendix II.

Change of Address

It is important that the College have your correct address and your correct name at all times. Therefore, you are required to report any change of address or name to the Registrar's Office immediately, using a change of personal data form.

If you do not report address and name changes promptly you may not receive important information from the College.
Cellular Telephones/Pagers

Cellular telephones/pagers are a wonderful convenience. However, they can be disruptive in the classroom. When in class or in the library, cellular telephones and pagers must be turned off or muted. Receiving or making calls during class not only interrupts your classmates and professors, but is discourteous. Please turn off all cellular telephones and paging devices before class begins. Students may be asked to leave the classroom if a cellphone, pager or other electronic device becomes a distraction.

Gambling

Gambling of any type on the College campus or at a College sponsored activity, function, or event subjects you to disciplinary action. Connecticut General Statutes state that “any person who plays at any game for any valuable thing, or solicits another to do the same, upon any public conveyance, or wins or loses any valuable thing by so playing or betting on such play or by sharing in any stake or wager of those who bet or play, shall be fined not more than two hundred dollars and imprisoned not more than six months.”

Smoking

Smoking is not permitted anywhere in Housatonic Community College.

People with Disabilities

This policy is put forth to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a community college campus. For the complete policy see Appendix VI.

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. See Appendix VI for the complete policy.

Policy Against Sexual Harassment

Sexual harassment is a form of sex discrimination which is illegal under state and federal law and is also prohibited by the Board of Trustees’ Nondiscrimination Policy.

In accordance with the Board policy 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.

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
- stereotypical 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.

Should you find yourself in a situation which you suspect may be a type of sexual harassment, you are urged to speak with the Dean of Students, the Director of the Counseling Center, or the Director of Human Resources/Affirmative Action Officer. Any of these individuals will advise you of appropriate channels available to you and will respect the confidentiality of the situation.

Violence in the Workplace Prevention

The Board of Trustees for the Connecticut Community-Technical Colleges has adopted a zero tolerance violence in the workplace policy. “Violence” is defined as an overt act or threat of harm to any person or property, or any act that poses a substantial threat to the safety of any person or property.

For the complete policy see Appendix VII.

Domestic Violence

Domestic Violence knows no gender, class, religion, education, or economic standing. In the past, domestic violence had been perceived as a personal and private problem that happened only to people within a certain socio-economic group. Now, domestic violence is seen as the devastating social problem that it is and programs have been established to combat this far too common form of abuse. Chances are that someone you know such as a friend, neighbor, classmate, or colleague is a victim of domestic violence. Domestic violence will often come onto campus under a blanket of silence and shame. Remember this is not a private issue!!

At Housatonic we are a community, and this is a societal problem that needs to be addressed by the community. Knowledge and understanding are important and effective tools that faculty, students and staff can call upon to help a victim stay safe.

The following staff members are Safety Network Liaisons and are trained in domestic violence facilitation:

Deloris Curtis
Director, Admissions
(203) 332-5102, Room LH-A106a

Janet Lanci
Assistant Professor
(203) 332-8548, Room BH-249

Mickey Reed
Coordinator, OTA Program
(203) 332-5214, Room LH-C226

Heidi Szobotka
Director, Early Childhood Lab School
(203) 332-5030, Room LH-B137a

In addition, resource material is available for viewing or loan in the Women’s Center.

AIDS and Other Communicable Diseases

The 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.

For the complete policy see Appendix V.
Academic Advising is an important component for students to incorporate in their success plan. Each semester new students meet with an academic advisor in the Academic Advisement Center. An advisor discusses with new students their placement test results, which classes to register for in their first semester, the requirements of their chosen major, instructions on how to use the college catalog including specific terminologies, how to build a schedule from the college website, how to complete the registration form, the assignment of a faculty advisor, how to contact them and when to prepare for the next registration period.

Continuing students are encouraged to see their faculty advisors early in the registration period. For the winter and spring semesters, early advisement/registration begins in November. For the summer and fall semesters, early advisement and registration begins in April. Continuing students are encouraged to contact their faculty advisor, set an appointment and meet with their faculty advisor prior to registration. Faculty advisors are not available during the summer months or during holiday intersession. Summer months include June, July, and August. Holiday intersession includes spring break and winter intersession. Continuing students who have not seen their faculty advisor early in the advisement/registration period will need to seek advising in one of two locations in Lafayette Hall, LH-A111 and LH-A108.

The Academic Advisement Center is located in LH-A111. Two full time academic advisors are available to all students on a walk-in basis. The Office of Student Development is located in LH-A108. Five full time counselors are available to all students by appointment. During peak advisement periods, one month prior to the start of each semester, students are welcome in both the Office of Student Development (LH-A108) and the Academic Advisement Center (LH-A111) on a walk-in basis when faculty advisors are not available.

Students seeking information on transferability of coursework and articulation agreements with the four state universities and private colleges in the state of Connecticut can utilize the services of the Transfer Counselor in the Office of Student Development (LH-A108).

Successful students are those who plan. Planning requires that students are clear on the requirements of their specific degree, what their short and long term goals are, and the knowledge of the student resources available on campus. Students are encouraged to seek advising prior to registration. The Academic Advisement Center, the Office of Student Development, and faculty advisors are excellent resources for all students to utilize to enhance their academic success.

Academic Support Center

The Academic Support Center in rooms LH-B116, LH-B118, and LH-B120 includes a variety of student support services including the Tutoring Center, Disabilities Support Services, Writing Across the Curriculum Center, and the Center for Testing Services.

Some of the specific services are:

Tutoring Center
WE HELP YOU HELP YOURSELF!

One-on-one tutoring with master and peer tutors in approximately 90 percent of the courses listed in each semester’s schedule.

Online Tutoring: Students can receive a free account to log on and work with a tutor in real time or via email. Log on to www.etutoring.org

Mega Math: No appointment necessary and stay as long as you would like! Get the help you need in any level of math from excellent math tutors.

Group Tutoring: Meet with your classmates and your professor here at the ASC for a special supplemental tutoring session.

Computers available: Eight state-of-the-art computers are available for student use. Type and print your paper, insert your course CD, or log in to the internet for research purposes.

Disability Support Services

The program for students with disabilities may provide accommodations, academic tutoring, and technology to assist students with all varieties of disabilities. The program is designed to assist students in developing their talents to the fullest by providing assistive services which may include evaluation of individual learning styles, counseling and course advising, alternative administration of examinations, tutoring, audio-visual and computer learning equipment and group support. The DSS’s professional staff assists students in developing ways to cope with their disabilities and achieve academic success without altering the nature of the college courses.

Students with disabilities are encouraged to meet with the Disability Support Services Coordinator, located in LH-B116, to view documentation and determine accommodations.

Also located in LH-B116 is the Adaptive Technology Center that contains computers with software such as JAWS, WYNN and a closed circuit TV.

Testing Services

The following testing services are administered by the Testing Coordinator:

Placement testing (see additional information in the Admissions section of the catalog).

Computer Literacy Exam—all students enrolling in a degree program at HCC are required to demonstrate basic computer literacy skills in order to graduate (see “Degrees & Certificates” section for more information on the Computer Literacy Requirement). Students who do not have a Code “C” course built into their degree program can elect to take the Computer Literacy Exam to meet the requirement. To schedule an appointment to take the test, call (203) 332-5019.

CLEP and DSST testing is scheduled regularly throughout the year. Stop by Room LH-B119 or call (203) 332-5217 for more information or to schedule an appointment.

Make-up Testing—in extreme circumstances, instructors may allow students to complete a make-up exam. Make-up exams are scheduled through the Testing Coordinator and are proctored by video camera.

The Writing Across the Curriculum Center

Writing is a skill that can be improved through practice. The Writing Across the Curriculum Center is a place where students of all writing abilities can receive help to improve their skills. Students can make appointments or drop in for help with writing from faculty and tutors who work in the Center. In addition to individual tutoring sessions, group tutoring sessions and workshops are held on aspects of writing at various skill levels.

Counseling Center

The Counseling Center is dedicated to encouraging and assisting all students to achieve their maximum academic, career and personal development. The College provides a number of services that are geared to helping students meet this objective. The Counseling Center is available to discuss issues with students and help them achieve success at Housatonic.

Counseling services can be used as follows:

• Academic advising helps you select courses to ensure that your Housatonic certificate and associate degree program requirements are satisfied. Counselors work closely with program advisors to make this process as easy as possible.

• If you want to change your academic program, you can work with counselors to make sure that your progress toward your career goals is uninterrupted. This is a very important aspect of your education and, by giving careful attention to the process, you can save time and effort.

• If you want to transfer to a four-year institution, Counseling Center counselors can make the transition easier by guiding you through the steps of the process. You can be assisted in checking admission and program requirements and transfer credit information.

• If you experience an academic problem, come to the Counseling Center and discuss
your options with a counselor. Counselors can help with academic advising regarding grades, probation/suspension, graduation requirements and ways to improve your study skills.

The Strong Interest Inventory is available in the Center Resource Room, LH-A108b. This computer program can help you assess work preferences. Counselors assist in interpreting the results and talk with you about career options, relating these options to educational programming. Resources and information concerning occupational opportunities are available in the Career Resource Center, room LH-A108b. Opportunities for employment are posted regularly.

Personal counseling is available. Sometimes you want to just sit down and talk about personal or non-academic concerns. We recognize that many students are trying to balance work, school, and family responsibilities as well as personal needs. We understand that overwhelming pressures can build. We offer you a friendly ear in a confidential setting. Referrals to outside agencies are made when necessary.

**Computer Support for Students**

Computer labs are available for all registered students. The labs are open during the spring and fall semesters, summer and winter intercessions when classes are in session. When classes are not in session the labs may be open on an abbreviated basis.

**Open lab hours** for Lafayette Hall:

Monday: 8:30 a.m. - 4:00 p.m.
Tuesday, Wednesday, Thursday: 8:30 a.m. - 9:00 p.m.
Friday: 8:30 a.m. - 5:00 p.m.
Saturday: 8:30 a.m. - 4:00 p.m.
Sunday: Open hours are dependent on class scheduling. Generally 12:00 noon - 5:00 p.m.

**Open lab hours** for Beacon Hall

Monday - Thursday: 8:00 a.m. - 9:00 p.m.
Friday: 8:00 a.m. - 5:00 p.m.

**Beacon Hall Computer Labs are closed Saturday and Sunday**

*Lab hours may vary and are subject to change depending on academic activity and school closings. Refer to lab hour postings.

The labs are equipped with state-of-the-art computers and laser printers. A variety of software is installed to assist students taking computer science, office technology, and general study courses. Internet access for academic purposes only is available and is limited to one hour at a time. The computer lab equipment may not be used for personal or commercial purposes. The Board of Trustees’ Acceptable use Policy governs the use of State owned computers and peripheral equipment as well as the State provided infrastructure and internet connectivity.

A copy of the **Computer Lab Operating Guide** is available for students. Failure to follow the rules included in this Guide may result in a loss of computer privileges.

**Apple® Computers**

The College provides a number of Apple® computers to support students registered in specified courses within the art and design programs.

**Library and Laptop Computers**

The Library has a small number of laptop computers that are loaned to students during Library hours for in-Library use.

**English as a Second Language**

Housatonic Community College offers a six-semester sequence of English as a Second Language courses designed to accommodate the needs of non-native speakers of English at basic, intermediate, and advanced levels of proficiency. Placement in each level is based upon the results of an ESL interview and reading and writing evaluation.

The six-hour courses are intensive and stress the development of listening and reading comprehension, speaking and writing skills to help students gain confidence and proficiency in the use of English to succeed in academic and career programs. Students entering the lowest level, ESL* E010, Combined Skills I, should have a little experience speaking and writing English before enrolling at the College. Students must demonstrate mastery of skills before progressing to the next level. After successful completion of the ESL sequence, students progress to ENG* 043 or ENG* 101.

**Language Labs**

A totally digital multimedia learning lab system is available for students taking courses in a wide variety of languages including English As a Second Language. Two Language Lab classrooms are available in Beacon Hall. These rooms are equipped to provide both classroom and laboratory practice space for students.

**Independent Study**

Outstanding students may study a particular topic or set of topics outside of the classroom under the supervision of a full-time faculty member. The faculty member determines if the student is qualified to undertake the project and provides guidance to the student.

The project must be of an advanced nature and cannot duplicate an existing Housatonic course.

To register for an independent study course, a written study outline or contract must be submitted by the student and approved in writing by the faculty member supervising the project, the department head and the Academic Dean. Full tuition and fees are charged for independent study courses.

**Library**

The Housatonic Library provides resources and services in support of the academic programs of the College. To the extent possible, it also serves personal and non-curricular intellectual needs of the faculty, staff and students. Students come to the library to find information, do research, study in a pleasant atmosphere, and, sometimes, just to relax and read the newspaper or browse the Best Seller collection. The staff is helpful, friendly and knowledgeable. Librarians are available to assist patrons during all hours of library operation. The Library maintains a web site at www.hcc.commnet.edu/library.

The library maintains an open stack book collection of over 50,000 volumes and a periodical collection of approximately 145 current titles. Books, with the exception of those in the Reference and Reserve sections, may be checked out. Periodicals are for use in the library only. The Media Services Department of the library maintains a substantial multi-media collection of film, CDs and audiobooks, most of which may be checked out. Media that cannot be checked out may be viewed and/or listened to by patrons in the library. The video collection offers feature films and educational titles in both VHS and DVD formats. Educational titles relate to all areas of the curriculum.

Electronic information resources offered by the library include many on-line databases providing full-text access to journal and newspaper articles and other reference sources. The databases cover the major curricular areas including literature, history, health, business, the social sciences, current news, and general information. The ReQuest database allows the patron to search the holdings of more than 441 Connecticut libraries.

The library's extensive collection of books and other media can be searched in the HCC Online Catalog by using keyword, subject, author, or title. Students, faculty, and staff may use the interlibrary loan service to borrow books and articles from libraries worldwide.

Students may go to myCommNet (my.commnet.edu) for remote access to the catalog and to most of the online databases as well as to other library-related information.

**Evening Division Office**

The Evening Division office is open daily as well as every night and on weekends when classes are in session. Located in Beacon Hall, Room 116, the Evening Division office provides information and support services for faculty and students. To contact the Evening Division Office by telephone, call 203-332-5056.
Summer Sessions

Three summer sessions are designed to serve the needs of a variety of students. These courses are open to new students who will be attending Housatonic in the fall, students from other colleges, current Housatonic students who wish to accelerate their academic program, and individuals seeking specific knowledge. Generally, Summer session classes meet either four days each week for five weeks, or twice each week for eight weeks. Classes are scheduled both day and evening.

Winter Session

Winter session classes are held during the period between Christmas and the start of the spring term and are open to Housatonic students, students from other colleges, or new students. Generally, classes are held Monday through Friday from 9:00 a.m. to 12:00 noon. Laboratory time follows immediately after class for science courses. Students can earn 3 or 4 credits a course. Waivers of tuition are not honored for winter session courses.

More information is available by calling the Registrar’s Office, 203-332-5088 or at the HCC website.

Online Access to College Services and Information

myCommNet Portal

Via the Internet on- or off-campus, myCommNet (http://my.commnet.edu) will be the source of information and services for students, faculty and staff of the Connecticut Community Colleges. myCommNet makes it easier to conduct college business, communicate with others in your classes, and participate in online class opportunities. It’s where you can register for classes, check your academic progress, interact with classmates, and manage your college finances, all with a single sign-on. You only have to remember one user ID and one password to reach all of your college’s online services.

In addition to activities for existing students, myCommNet also provides links to submit an enrollment into myCommNet Alert. myCommNet is a notification system that delivers critical information to students, faculty and staff of the Connecticut Community Colleges in the event of an emergency. The system delivers emergency messages through text messaging over cellular phones. Emergencies may include campus-related immediate health or safety situations.

Enrollment in myCommNet Alert is free and voluntary. If you do not enroll in the system, you will not receive emergency alert messages through this system. Enrollment is strongly recommended. Please note that text message costs will follow your calling plan’s terms for receiving and opening text messages. Enrollment is easy and takes only a few minutes. See the College website for instructions for enrolling into myCommNet Alert.

Graduation

Housatonic Community College awards the Associate in Arts (AA) and Associate in Science (AS) degrees and certificates to qualified candidates as authorized by the General Assembly of the State of Connecticut.

Graduation Is Not Automatic:

It is recommended that students request a degree evaluation from their advisor when they complete 30 credits, or print one out themselves at any time from myCommNet. Students seeking a certificate should print their evaluation at the end of the first semester.

Catalog Selection:

Students are evaluated according to the curriculum printed in the catalog when they first enrolled except:

If you are not enrolled for 2 or more years you are a re-admit student and are evaluated under the re-admission catalog semester.

If you change your degree program you are evaluated on the semester that your program was changed.

Graduation Process:

Graduation Application Forms are online or available at the Registrar’s Office (LH-B109). They must be completed and handed in to the Registrar’s Office to be placed on the potential graduate list. This should be completed at least by mid-term before the student plans to graduate. Students will be notified by the Registrar’s Office with the results of their degree evaluation. There is no fee for graduation.

Candidates for graduation in May, August, or December are encouraged to attend the commencement ceremony in May.

Transfer Credits:

Students who wish to have credits from another institution transferred to Housatonic should visit the Academic Advising Center in room LH-A111 and arrange for an evaluation of transfer credits.

Graduation Requirements:

- Official enrollment in a certificate or degree program.
- Completion of a minimum number of semester hours for the certificate or degree program with an Academic Average of 2.00 GPA or above.
- Most degree programs require a minimum of fifteen 200-level credits. Consult individual program requirements.
- At least 25% of the graduation credit requirements must be granted by Housatonic Community College.
- Satisfactory completion of all courses required in the student’s program.
- Fulfillment of all financial obligations to the college.

Graduation Honors:

Associate Degrees are conferred with Honors to students whose cumulative GPA is 3.40 to 3.69; High Honors to those whose average is 3.70-3.89; Highest Honors to those whose average is 3.90-4.00. Graduation honors do not apply to certificate programs.

To qualify for academic honors, students must have earned a minimum of 36 credits at Housatonic Community College. These credits do not include those earned through examination or departmental evaluation for life experience.

All graduation honors are recorded on the student’s academic record. See “Awards for Graduating Students” in the FEES & FINANCIAL AID section of this catalog.

Earning Multiple Degrees:

Graduating Students:

Students may earn a second degree in a different curriculum at Housatonic Community College. This will require that a student complete all program requirements of the second degree with 25% of the credits earned in the new curriculum as new credit hours at the college through which the second degree is to be conferred. A student may earn two degrees simultaneously at HCC by fulfilling all requirements as stated above.

A student wishing to earn a certificate and degree in the same program must complete the requirements of the certificate program and apply for graduation prior to earning the degree. Requests for additional degrees beyond the second require prior approval from the Academic Dean.
Completing HCC Degree Requirements at Other Colleges

Students enrolled in a degree program who wish to complete Housatonic Community College degree requirements at other colleges or universities should request approval prior to undertaking such work. This procedure is referred to as “reverse transfer.” In the case of course credits taken at other Connecticut Community Colleges with equivalent common course numbers, this approval may be received through the registrar’s office with the approval of the department chairperson. When the course work is from another higher education institution the courses should be pre-approved, when possible, through the Office of the Academic Dean. The Academic Dean will provide approval based on the recommendation of the Department Chairperson for the program.

Transfer from Housatonic to Other Colleges

Housatonic Community College Articulation & Transfer Agreements

Transfer agreements have been completed with a variety of four-year baccalaureate institutions for transfer students who have completed associate degrees at Housatonic Community College. Most of these agreements provide that these graduates in specified programs will be admitted to the stated junior year. Additional information regarding these agreements is available in the Academic Dean’s office, Student Services, the Academic Advising Center and the Counseling Center.

Agreements have been completed with the following four-year institutions:

- **University of Connecticut**
  - Stamford, Waterbury, Storrs
  - Agriculture and Natural Resources: 11 majors including Allied Health, Environmental Science, Nutrition, College of Liberal Arts & Sciences: 50 majors including American Studies, Biological Sciences, Communications, Economics, History, Human Development & Family Studies, Maritime Studies, Mathematics, Psychology, Statistics, Women’s Studies as well as Bachelor of General Studies, General, Business Administration, Accounting, Business Law
  - **Albertus Magnus College**
    - General, Human Services, Business Management

- **Bridgeport Hospital School of Nursing Nursing (Cooperative Agreement)**
- **Central Connecticut State University**
- **Eastern Connecticut State University**
- **Southern Connecticut State University**
- **Western Connecticut State University**
- **Fairfield University**
  - Engineering, Liberal Arts and Sciences, College of Arts & Sciences, School of Business, School of Nursing, School of Continuing Education
- **Marymount College**
  - Graduates in all Associate Degree Programs
- **New York University**
  - Art, Music, Communication, Education, Nutrition, Speech Language Pathology, Applied Psychology and Social Work
- **Quinnipiac University**
  - Accounting, Business Administration, Early Childhood Education, Human Services, Clinical Lab Tech, Liberal Arts and Sciences, Humanities/Social Science, Data Processing
- **Sacred Heart University**
  - General, Business Administration, Business Management, Accounting, Finance, Criminal Justice
- **Post University**
  - Criminal Justice
- **University of Bridgeport**
  - General, Dental Hygiene, Human Services, Business, Computer Science/Engineering, Math, Accounting, Biology, Computer Applications & Information Systems, Marketing, Management, Journalism, Banking, Fine Arts, and Graphic Design
- **University of New Haven**
  - Criminal Justice, Accounting, as well as a “Core-to-Core Transfer Agreement”
- **Wheelock College**
  - Early Childhood Education

**UCONN Guaranteed Admissions Program (GAP)**

The Guaranteed Admission Program is an agreement between the University of Connecticut and the Connecticut Community College system. It is designed for students who are enrolled in a Liberal Arts transfer program at one of the Connecticut community colleges and plan to earn a bachelor’s degree in the College of Liberal Arts and Sciences and/or the College of Agriculture and Natural Resources at the University of Connecticut.

To qualify for admission:
- Complete and submit an application for the GAP program before completing 16 transferable credits;
- Complete your associates degree in the appropriate LAS program;
- Earn a minimum cumulative grade point average of 3.0

For more information on this agreement and the procedures, contact the Counseling Office at (203) 332-5097.

**UCONN Business Administration**

Students are able to complete the Business Administration major at University of Connecticut campuses in Stamford, Waterbury and Hartford.

To qualify for admission:
- Complete and submit an application for the UCONN Business Administration GAP program before completing 16 transferable credits;
- Complete your associates degree in the appropriate LAS program;
- Earn a minimum cumulative grade point average of 3.3;
- Complete program pre-requisites in English Composition, Economics, Accounting, Finite Math and Calculus, and Statistics with grades of B or better;
- Meet the second language requirement*

* All students must have passed the third level in a single foreign language in high school; OR, completed two years (four semesters) through the college Intermediate Level.

For more information on this agreement and the procedures, contact the Counseling Office at (203) 332-5097.

**UCONN Business and Technology Transfer Pathway Program**

If you are earning the associate degree in business at Housatonic, you may be eligible to
enter the School of Business to pursue a Bachelor of Science degree in Business and Technology. Students are able to complete this major at University of Connecticut campuses in Stamford, Greater Hartford, Waterbury, and Torrington. To qualify for admission to the Business and Technology program as part of the Transfer Pathway, you must:

- Complete your associate degree in the appropriate business program at one of the participating community colleges;
- Earn a minimum cumulative grade point average of 3.0;
- Achieve a 3.0 or higher in courses being used to meet junior/senior-level major requirements;
- Complete and submit an application for transfer admission to the University of Connecticut by the stated deadline.

For more information on this agreement and the procedures, please contact Professor Joan Gallagher at 203-332-5118.

The Connecticut College of Technology

The Engineering Science Pathway program allows community college students to follow a specific course of study leading to an associate degree, preparing for the ultimate goal of earning a bachelor's degree in Engineering at the University of Connecticut.

See the UCONN website for details of the Program.

Guaranteed Admissions Agreement between the Connecticut Community Colleges and The Connecticut State University System

Graduates of an associate degree program within Connecticut's community colleges with a GPA of 2.0 or higher are guaranteed admission to the university of their choice within the Connecticut State University System.

There is no guarantee that all course credits earned at a Connecticut community college will be accepted for transfer to a university within the Connecticut State University System. However, all Guaranteed Admission students are guaranteed junior status and guaranteed that a minimum of 60 transfer credits will be applied toward a baccalaureate degree at the university.

Graduates of a community college who meet the requirements for guaranteed admissions must still make application by the date and on the forms prescribed by each university within the CSU System, including the submission of all the required transcripts, documents, and fees.

For more information on this agreement and the procedures, contact the Counseling Office at (203) 332-5097.

Connecticut State University System (Southern, Western, Central and Eastern) - Dual Admission Program - The Compact *

The Compact Agreement is a dual admission program between the Connecticut State University System and the Connecticut Community College System. It is intended for students who identify early their choice of state university along with selection of a major, or program of study for their baccalaureate degree.

- Students must apply to the Compact Dual Admission Program before completing 15 transferable credits;
- Complete your associates degree in the appropriate program;
- Earn a minimum cumulative grade point average of 2.0. Specific programs may have additional admission requirements.

For more information on this agreement and the procedures, contact the Counseling Office at (203) 332-5097.

Pathway to Teaching Careers – Southern Connecticut State University (SCSU)

The Pathway to Teaching is designed for the Liberal Arts and Sciences student who intends to become a certified secondary Biology, Chemistry, English, Foreign Language, Mathematics or Physics teacher in Connecticut. The Pathway prepares students to apply to the School of Education at SCSU and transfer seamlessly.

For more information on this agreement please contact Professor Elizabeth Steeves, (203) 332-5157 or esteves@hcc.commnet.edu.

Scholarships for Graduating Students

The Counseling Center and the Foundation Office have scholarship information available for current Housatonic students and for graduates. These scholarships are offered by area businesses and organizations, the Housatonic Community College Foundation, Inc. and other colleges and universities. These include scholarships based on outstanding academic achievement and/or financial need. The nature of the scholarships available each year may vary and the scholarships may have additional requirements.

If you are interested in learning more about available scholarship opportunities, you should contact the Counseling Center (LH-A108) or the Foundation Office (LH-A202).

Awards

For each Housatonic graduating class, awards or prizes are given to students for outstanding academic achievement in specific subject areas and for community and/or college involvement. These awards are given to students who are chosen by faculty members only and are not awarded through the Foundation office. The following awards are usually presented but are subject to change:

The Beverly G. Anderson Memorial Award** - established in memory of HCC and Harding High School counselor and presented to an outstanding graduate who graduated from a Bridgeport high school.

Greater Bridgeport Chapter of the Connecticut Society of CPAs Accounting Prize - presented by this local professional group to an outstanding accounting student continuing his or her education.

Burt Chernow Endowed Scholarship** - established in memory of the founder of the Housatonic Museum of Art and presented to a graduate continuing his or her education in art or art education.

Connecticut Post Award - presented by Post Publishing Company and the Connecticut Post to outstanding journalism students.

Salvatore Curiale Scholarship** - established in memory of the director of admissions at Housatonic and presented to a student continuing his or her education in nursing.

Ralph Fabrizio Scholarship** - established in memory of a professor of psychology and awarded to an outstanding student in the behavioral sciences.

Academic Dean's Prize** - awarded to graduates who have achieved the highest academic average at HCC.
The George Endowed Scholarship** - Presented to a graduating student in the Computer Science Associate Degree program who demonstrates academic achievement.

The Joyce Gerber Early Childhood Education Endowed Scholarship** - Presented to a student graduating with a degree in Early Childhood Education and with the highest grade point average among graduates of the Early Childhood Education Program, who plans to transfer to a four-year college.

Maureen Maloney Scholarship** - awarded to a graduating student or students who are pursuing an education in the field of psychology or medicine at a four-year institution in Connecticut.

Jane Mahoney Memorial Award** - established in memory of a professor of English and presented to a student who began his or her studies in developmental English classes.

Marshall Rachleff Scholarship Award** - established in memory of a professor of history and presented to an outstanding student in history, government, economics, or labor studies.

David Susskind Memorial Scholarship Award** - established in memory of David Susskind and awarded to an outstanding student in the social sciences who intends to pursue a bachelor's degree in political science, history, or public administration.

Swain Prize** - established in honor of a local English professor and awarded to the outstanding student in English.

The Peter Ulisse Literature Award – awarded to a graduating student who has demonstrated a passion for and excellence specifically in the field of literature.

Dale Ward Scholarship - established by the Student Senate in honor of a Housatonic professor and Senate advisor and presented to the graduates with the highest cumulative averages planning on continuing their education.

Dale Ward Endowed Scholarship Fund** - awarded to the highest-ranking students planning to continue their education. This scholarship complements the HCC Senate Scholarship named in honor of former professor Dale Ward.

**Administered through the Housatonic Community College Foundation, Inc.
Student Services

HCC is dedicated to providing comprehensive support services for its students. The College has developed a variety of opportunities for students. These services and the departments that administer them are:

Academic

Academic Support Center
Located in room LH-B118, it includes the Testing Center, The Writing Center, The Disabilities Support Services Center, and tutoring services.

Academic Advising Center
The Academic Advising Center, located in LH-A111, offers guidance for registration, transfer, program requirements, graduation preparation.

Counseling Center
Located in room LH-A108, Counseling, advising, and general support provided.

Other

Bookstore
Located on campus at the Broad Street entrance to Beacon Hall. For information and hours see the Bookstore's web site at http://www.hctc.blkstr.com/ or through a link on the HCC home page.

Cafeteria
There are two cafeterias on campus located in C wing of Lafayette Hall and on the first floor of Beacon Hall. The cafeterias are open during Fall and Spring semesters when classes are in session (hours vary).

Campus Safety
Located in LH-A105 off the main lobby of Lafayette Hall and BH-110 off the main lobby of Beacon Hall.

Housatonic Museum of Art
The Housatonic Museum of Art is located throughout the College. The Burt Chernow Galleries off the main lobby of Lafayette Hall offer changing exhibitions.

Men’s Center
Located in Beacon Hall, (BH 325) the Men’s Center is an informal drop-in center open to all. The center offers a variety of programs and is open during posted hours. For information, contact the Student Activities Office at 203-332-5094.

Women’s Center
The Housatonic Women’s Center is located in Beacon Hall (BH-371) (phone 203-332-5268) and is an informal drop-in center open to all women, and the Center also welcomes men. It was created as a “safe haven” where students, faculty, and staff might go for advice and advocacy. The Center also functions as an educational resource with books, journals, magazines, and videos, and offers a variety of programs and workshops on women’s issues.

Early Childhood Laboratory School
The nationally accredited Housatonic Early Childhood Laboratory School has a two-fold purpose: a high quality, pre-school program for the young children of students, faculty, staff, and the community; and a laboratory setting and resource for HCC’s Early Childhood Education Program and other disciplines in the College. It is located in Lafayette Hall near the Broad Street entrance.

To enroll, children must be three years of age by December 31 of the calendar year in which they enter the School. The School is open Monday through Friday from 7:30 a.m. to 5:30 p.m., 50 weeks a year.

As a laboratory setting, the Early Childhood Education faculty assigns students a variety of activities and observations that need to be completed at the Laboratory School. The director, teachers, and teacher assistants evaluate these activities and/or answer any questions that the College students may ask. Students from related fields also use the Laboratory School as a resource for fieldwork and papers.

Applications for children are available in the Early Childhood Laboratory School, the Business Office and the Admissions Office. Limited Housatonic Community College Foundation Scholarships are available for the children of students. Children are accepted into the Program on a first come first served basis. The Program serves children with disabilities and from diverse racial, ethnic, economic and ability backgrounds. For further information, call the director of the Early Childhood Laboratory School at (203) 332-5030.

Student Life

The Office of Student Life is located on the 3rd floor of Beacon Hall (BH-317) in the Student Activities area along with Student Clubs and the Student Senate offices.

Wellness Center
The Wellness Center, located in Room 117 of Beacon Hall, is open during posted hours.

Enrolled students with an HCC Photo ID must complete an application to use the center's fitness equipment and services. For information, contact the Student Activities Office at 203-332-5094.

Student Life

Many activities and events enhance student life at Housatonic, making it a very special place. Student activities, events, and co-curricular programs enrich the total student educational experience by providing a broad range of social, cultural, and recreational events. Students who are involved in the planning and implementation of such activities have the opportunity to develop skills in human relations, group process, legislative procedures, program planning and evaluation, and financial management. Those who participate in college activities and events often develop lasting friendships with their fellow students and faculty. The Director of Student Activities, can be reached in the Student Life office, on the 3rd floor in Beacon Hall (BH-317) in the Student Activities area along with Student Clubs and the Student Senate offices.

College Photo ID Cards

College Photo IDs are available to all registered students, faculty and staff. ID's provide access to some college services including the Wellness Center on the first floor of Beacon Hall. They are available through the Student Activities Office on the 3rd floor of Beacon Hall (BH-317). A Banner ID number and a photo ID are required to obtain an HCC Photo ID.

Student Senate

The Student Senate is the leadership and government arm of the student body. It represents the entire student body on matters relating to the welfare of students. Its committees and the clubs/organizations which it charters, offer social, cultural, and recreational activities funded by student activity fees. Procedures for scheduling these activities are available from the Director of Student Life and in the HCC College Policies section of the Catalog.

Student Publications

The College's student newspaper is funded with student activities monies. Housatonic student editors, reporters and photographers publish the newspaper, Horizons, four times each semester. 

Horizons covers College activities and outside events of interest to students. The College's literary magazine, Images, is published annually. Students are encouraged to submit essays, stories, poems, plays, and other works for consideration.

Student Clubs

College is more than just classes, homework and exams. It is making new friends, meeting new people and learning new skills. Participating in Housatonic's student activities can help you feel more at home. You will find people with common interests. You will experience new things and gain leadership and management skills.
Housatonic clubs are open to all registered students. Check the online calendar at the HCC website, watch for signs announcing meetings and events, or contact the faculty/staff advisors for information. Clubs plan speakers, films, trips, parties, social events and community service activities. All student clubs and organizations are required to have a faculty or staff advisor. Please contact the Student Life Office for an updated list of student clubs, organizations and their advisors.

Current Student Clubs include:

- Art Club
- Association of Latin American Students (ALAS)
- Biology Club
- Black Student Union (BSU)
- Business Club
- Christian Studies Club
- Community Action Network (CAN)
- Criminal Justice Club (CJ)
- Early Childhood Club (ECE)
- Friends of the Environment (FOE)
- Gay/Straight Alliance (GSA)
- Graphic Design
- History Club
- Human Services Club
- Literary Club
- Music Club
- Occupational Therapy
- Performing Arts club
- Photography Club
- Psychology Club
- Table Tennis Association

Activities

If You Want to Plan or Publicize an Event

Any event planned by a student or student club or organization should comply with the policies, procedures, and guidelines as set forth by the Student Life Office and the Dean of Students. Student clubs are required to consult their faculty/staff advisors in the planning process, submit the appropriate and required forms for planning and room reservations, and receive final approval from the Student Life Office and the Dean of Students. Events that do not follow these policies, procedures, and guidelines will be ineligible for funding through the Student Senate and may be subject to cancellation. All publicity by any student or student club or organization should be submitted to the Student Life Office for approval prior to distribution or posting. For more information, contact the Director of Student Activities.

Scheduling Rooms for Activities

College areas may be used by any College club or organization for its activities. However, the limited number of rooms requires careful scheduling. To reserve a room, the individual in charge of the group should contact the Student Life Office (Beacon Hall 3rd floor) to fill out the appropriate forms and obtain the necessary signatures. Areas are assigned on a first-come, first-served basis.

Housatonic also has facilities for outside groups to rent. Groups not affiliated with the College who wish to use College facilities should call (203) 332-5973 for information.

Kiosks and Bulletin Boards

Kiosks and bulletin boards announcing items of importance to you are located throughout the campus. Official notices and announcements of coming events and many student activities are posted for your information.

If you wish to post flyers, notices, or posters pertaining to events or activities planned by student clubs and organizations, you must have notice approved and stamped by the Director of Student Activities (BH-317b) prior to posting. All unapproved student, club, or organization postings will be removed. If a student or outside contact wishes to post other materials unrelated to student activities or events, the materials must be approved through the Dean of Students Office (LH-A110).

Inviting Speakers to Campus

Any student club or organization recognized and funded by the Student Senate may request use of College facilities for meetings or events that include invitations to outside speakers or performers. Student clubs and organizations must comply with the College’s Policy for Inviting Speakers to Campus, Appendix VIII in the College Policies section. The speaker and event must have the approval of the club membership and the club advisor, and the requesting club or organization must complete the required paperwork. Speaker-related events that do not comply with the campus speaker policy may be subject to cancellation. A copy of this policy is available in the policies section or from the Director of Student Activities or the Dean of Students Office.

Charging Admission

Student organizations may not charge admission to events without prior approval of the Dean of Students. The determination of admission charges will be based upon: 1) the organization’s budget provided from the Student Activity Fund and 2) the projected cost of the event. It is expected that all social events will provide social and cultural opportunities.

Using Housatonic’s Name

Only recognized student clubs and organizations may use the name, sponsorship and facilities of the College. Prior authorization is required.

Cafeteria

The spacious Housatonic cafeteria in Lafayette Hall overlooks the courtyard containing the sculpture garden. The grill offers sandwiches, snacks, and hot meals. An additional, smaller cafeteria is located in Beacon Hall. Cafeteria hours are subject to change. Check the cafeteria bulletin board for specific hours. Vending machines located in both buildings have sodas and snacks at all times. The sculpture garden has picnic tables and is a pleasant place to eat when the weather is fine.

Bookstore

You can purchase the books you need for courses at the new Follett Bookstore in Beacon Hall on the HCC campus. The Bookstore also has notebooks and other supplies, laboratory equipment, newspapers, paperbacks, t-shirts, cards, candy, and other items. During registration and the first two weeks of classes, the Bookstore is open extended hours*. At the end of each semester, the Bookstore will buy back textbooks.

*Students should check the Bookstore web site (http://www.hctc.bkstr.com), the bulletin board outside the Bookstore, or call 203-335-2949 for hours of operation.

Parking and Public Safety

Parking

Free parking is available for students in the parking garage while they are engaged in college-related activities. You enter the garage from Lafayette Boulevard. You must obtain a parking hang tag in order to park in the garage. The Garage Security Office issues hang tags upon verification of registration. You must have valid auto registration and proof of insurance.

Park in the student area of the garage; other sections are reserved for faculty and staff members. The speed limit in the garage is 5 mph.

Handicapped parking is available on all floors in the garage. All handicapped parking areas are restricted to individuals with current Connecticut handicapped certificates.

Temporary Special Parking permits are available for short-term parking needs (resulting from an injury, surgery, etc.). Contact the Director of Public Safety, Room LH-A105 in Lafayette Hall. Housatonic assumes no responsibility for vehicles or the contents therein which are parked on College property. Parking is strictly at the owner’s risk.

Public Safety

The Public Safety Offices are located in Lafayette Hall (LH-A105), and in Beacon Hall (BH-110). There are satellite Public Safety Offices located throughout the campus.
Security patrols both the campus and the parking garage.

The Police Officers, Building and Grounds Patrol Officers, and Security Guards will assist students in security related matters, including providing an escort for any person that requests one. Stop by the office or call Public Safety for more information about escorts or any of the security functions.

Please assist security in keeping Housatonic a safe place by taking common sense precautions. Always place valuables in your car’s trunk and lock your car while it is in the parking garage. Carry only what you need for class and make sure you keep your valuables with you at all times when on campus.

Call the Department of Public Safety at (203)332-5025 or dial ** from any of the voice over IP phones located throughout the campus to report any suspicious person or activity you may see.

In accordance with state and federal regulations, the Public Safety Department publishes an annual campus crime report and security procedures which are available on the web at www.hcc.commnet.edu/gen/safety. The report (College Clery Report) is available each September for the preceding calendar year.
Lafayette Hall (LH)

All room numbers in Lafayette Hall are preceded by a letter (A, B, C) indicating the wing of the building. Floor locations are indicated by the numeral 1 for the first floor and 2 for the second. For example: C232 is located on the second floor in the “C” wing.

The 2nd floor plan shown above is a corrected version from the one that had been printed in the catalog.
Beacon Hall (BH)

Room numbers in Beacon Hall are indicated simply by a number. The first number of the room indicates the floor it is on. For example: 317 is located on the third floor.
DEGREES and CERTIFICATES

Course Elective Codes

All degree and certificate programs require various courses that must be completed to meet graduation requirements. Many programs include elective courses in addition to specific courses. The following codes are used to help you and your advisor determine which elective the course will satisfy. In addition to the codes indicated, all courses with course numbers at the 100 and 200 level (HSE* E101, as example) qualify as open electives. You are advised to pay special attention to program footnotes when selecting your electives.

Elective Codes:

B   Business elective
BS  Behavioral Science elective
C   Computer Literacy (satisfies requirement)
CS  Computer Science Elective
F   Fine Arts elective
H   Humanities elective
M   Mathematics elective
S   Science elective
SS  Social Science elective

Open Elective - All courses numbered 100 or higher
Absences from class ............... Your Instructor
Academic Absences from class ........... add or dropping a class, and many other matters.
Academic Calendar ................. www.hcc.commnet.edu
Academic Affairs ............... LH-A204a
Academic Advising ............... LH-A111
Academic Affairs ............... LH-A109
Academic Support ............... LH-B118
Accidents - Student .......... LH-A110 or LH-A105, BH-110
Admissions ............... LH-A106
Affirmative Action ............... LH-A204c
Housatonic Museum of Art .......... LH-A112
Behavioral & Social Science Department ............... Chair, BH-257
Bookstore ............... BH-137
Bursar ............... LH-A104
Business Administration Department ............... Chair, BH-347
Career Development ............... LH-A108
Change of Name or Address ............... LH-B109
Change of Program ............... LH-A111 or LH-A108
Computer Labs ............... Lab Assistants
Continuing Education ............... BH-274
Counseling - Personal ............... LH-A108
Developmental Studies Department ............... Chair, LH-A212
Disabilities Support Services LH-B116b
Discrimination ............... LH-A204c
Discipline ............... LH-A110
Dropping a Course ............... LH-B109
Early Childhood Laboratory School ............... LH-B137
Employment (off-campus) ............... LH-A108
Employment (work/study) ............... LH-A102
Evening Division ............... BH-116
Faculty Offices ............... Information Desk
Faculty Office Hours ............... Information Desk
Financial Aid ............... LH-A204a
Financial Aid ............... LH-A102
Financial Emergency Assistance ............... LH-A110 or Foundation Office, LH-B127
Grades & Records ............... LH-B109
Graduation .......... LH-B109
Evaluation & Requirements ............... LH-A110
Grievances ............... LH-A110
Humanities Department Chair, BH-215e
Identification Cards ............... BH-317
Illness or Immunizations ............... LH-A110
International Students Admissions ............... LH-A106
Library Services ............... LH-B114
Lost & Found ............... LH-A105, BH-110
Math/Science Department Chair, LH-B239
Men's Center ............... BH-325
Parking Tags, Student ............... LH-A105 or Parking Garage Office
President ............... LH-A201
Public Relations ............... BH-279
Registration Procedures ............... LH-B109
Regulations, College ............... LH-A110
Scheduling of non-College Events ............... BH-317
Scholarship Information ............... LH-A108 or Foundation, LH-B127
Security ............... LH-A105, BH-110
Student Activities/ Authorization ............... BH-317
Student Health Insurance ............... LH-A110
Student Senate/Clubs ............... BH-317
Testing Services ............... LH-B116
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Transfer to other Colleges ............... LH-A108
Transfer from other Colleges ............... LH-A102
Tuition & Fees ............... LH-A104
Tutoring ............... LH-B116
Veteran's Affairs ............... LH-B109
Withdrawing (Course or College) ............... LH-B109
Women's Center ............... BH-371
Writing Across the Curriculum ............... LH-B120

Where To Go For Help

When classes are in session, campus offices are generally open between 8:30 a.m. and 4:00 p.m. or later Monday through Friday. Please check in advance with individual offices for specific hours. During the day, contact the Information Desk for general information. During evening hours, contact the Evening Division Office, BH-116, for information and assistance with advising, adding or dropping a class, and many other matters.

Terms You Need to Know

Certificate programs - short-term programs, usually 30 credits or less, intended for occupational training, upgrading, or retraining. Students receive a Certificate upon successfully fulfilling all requirements and applying for graduation.

Degree programs - academic programs requiring 60 to 68 credit hours to complete and which earn the Associate in Arts or the Associate in Science degree designation.

Distance Learning or Online Courses - courses offered through computer Internet connection, no regularly scheduled on-campus classes. For more information, Students should contact the Director of Distance Learning, (203) 332-8571. Orientation or final assessment may be scheduled on campus.

Electives - credit courses selected by the student to supplement the required courses in the program of study. Students should consult with their faculty advisors when choosing electives. The courses from which electives may be selected are specified in the program of study.

Hybrid is a name given to describe courses that combine traditional classroom lecture with online coursework.

Prerequisite Course - a course that must be successfully completed before a student can enroll in the next course. Often a grade of "C" or higher is required.

Parallel Course - a course that must be taken either before another course or during the same semester.

Behavioral Sciences electives - courses included in the behavioral sciences (anthropology, psychology, sociology). Listed as Elective Code: B5

Social Sciences electives - courses included in the social sciences (economics, geography, government, history, political science) and SOC* E220 and SOC*E222. Listed as Elective Code: SS

Business electives - courses included under the following headings: accounting, business administration, business office technology, computer science, and economics. Listed as Elective Code: B

Fine Arts electives - courses in ART* (except ART* E290), music, theater (except THR* E190 and THR* E290), and creative writing (ENG* E281). Listed as Elective Code: F

Humanities electives - courses in humanities, literature (except ENG* E281), philosophy, religion, foreign languages, and American Sign Language. Listed as Elective Code: H

Mathematics electives - any mathematics course (except MAT* E075 and MAT* E095). Listed as Elective Code: M

Open electives - courses whose credits can be applied toward graduation, numbered 100 or higher.

Computer Science electives - any computer science course except CSA* E106, CSA* E163, and CSA* E220. Listed as Elective Code: CS

Science electives - any course listed under biology, chemistry, engineering, natural science, and physics. Students planning to transfer should seriously consider selecting a science elective with a laboratory. Listed as Elective Code: S
# Associate Degree Programs

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<tr>
<td><strong>Computer Information Systems</strong></td>
<td>(EB60)</td>
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<tr>
<td>Criminal Justice</td>
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<td>Early Childhood Education</td>
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<tr>
<td>Special Education Option</td>
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<td>Multimedia Option</td>
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<td><strong>Human Services</strong></td>
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<td><strong>Liberal Arts &amp; Sciences</strong></td>
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<td>Computer Science Concentration</td>
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<tr>
<td>Humanities/Behavioral &amp; Social Sciences Concentration</td>
<td>(EB45)</td>
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<tr>
<td>Journalism/Communications Concentration</td>
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<tr>
<td>Mathematics/Science Concentration</td>
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<tr>
<td>Pre-Engineering Science Concentration</td>
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<td>Pathway to Teaching Careers</td>
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<td>Physical Therapist Assistant</td>
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<tr>
<td>Theater Arts</td>
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# Certificate Programs

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<td>(BOT) (EJ09)</td>
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<tr>
<td>Customer Service/Marketing</td>
<td>(EK03)</td>
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<td>Retail Banking</td>
<td>(EK04)</td>
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<td>Small Business Management/Entrepreneurship</td>
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<td>PC Applications</td>
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<td>Personal Computer Repair Technology</td>
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<td><strong>Criminal Justice Certificates</strong></td>
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<td>Corrections</td>
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<td>Criminal Investigation</td>
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<td>Police Management and Administration</td>
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<td><strong>Early Childhood Education Certificates</strong></td>
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<td>Early Childhood Education</td>
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<td>Child Development Associate Preparation</td>
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<td>Advanced English Proficiency</td>
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<td>Graphic Design</td>
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<td>Web Design Graphic Foundation</td>
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<td><strong>Health Careers Certificates</strong></td>
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<td>Health Careers Pathways</td>
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<td><strong>Human Services Certificates</strong></td>
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<td>Behavioral Healthcare Specialist Track I</td>
<td>(EJ67)</td>
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<tr>
<td>Behavioral Healthcare Specialist Track II</td>
<td>(EJ68)</td>
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<td>Children &amp; Youth Mental Health</td>
<td>(EJ71)</td>
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<td>Disabilties Specialist</td>
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<td><strong>Math/Science Certificates</strong></td>
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<tr>
<td>Electrical</td>
<td>(EN12)</td>
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</table>
Honors Program
Available for selected students

The Honors Program at HCC is especially designed for the outstanding student. It offers an enriched learning experience that stresses intellectual challenge, in-depth analysis and creative thinking. It includes expanded in-class study, interdisciplinary study, and independent work.

All full-time or part-time degree students may apply for the Honors Program if they meet the following requirements:

* Completion of at least 12 credits at Housatonic beyond the developmental level;
* A Grade Point Average of at least 3.5; recommendations from at least two faculty members.

To remain in the Honors Program, a student must:

* Maintain a 3.5 GPA;
* Earn grades of “B” or higher in all Honors courses.

To complete the Honors Program, the student must fulfill the requirements of the Honors Curriculum which include:

* In-class honors (6 credits or more) - At least two regular degree program courses that the Honors student takes at a more personally challenging pace. For example: exploring and reporting on additional readings, completing advanced experiments, problems or case studies, teaching a class period; attending a seminar and reporting the information to the class.
* Honors Seminar (HN 200, 3 credits) - An interdisciplinary course that examines a topic from the differing perspectives of the major academic disciplines; humanities, natural and physical sciences, and social sciences. This special course is offered in the fall semester only, and the instructor, topic and content vary from year to year.

HN 200 satisfies an open elective requirement. Prerequisite: ENG* 102 and permission of the Honors Advisor; recommended: literature or philosophy, psychology or sociology, history, laboratory science.

Honors Project (HN 225, 3 credits) - An original student project completed under the guidance of a faculty member that demonstrates the Honors student's ability to apply knowledge and skills learned in the Honors Seminar in a creative and scholarly manner. Independent study contracts must be completed, submitted, and approved during the semester preceding the term in which the project is actually performed. Satisfies an Open elective requirement. Prerequisite: HN 200 and permission of the Honors Advisor, completed Honors project contract.

The Housatonic Scholar
Graduating students who have completed the Honors Program are given the prestigious distinction of being identified as Housatonic Scholars. The Scholar designation earns the student additional honors:

* A certificate presented at Awards Night;
* A notation on the college transcript;
* Name engraved on a bronze plaque located in the college library;
* Name engraved on a bronze plaque located in the college library.

Applications for the Honors Program and forms for faculty recommendations and Honors courses must be obtained from the Honors Program Advisor.

Accounting:

Parent Program (EA03)

Associate in Science Degree

This program provides students with basic accounting knowledge necessary for an entry-level position in that area, and it also provides the preliminary knowledge required for transfer to a four-year institution.

Outcomes:

* Demonstrate proficiency in accurately observing and organizing financial data.
* Demonstrate analytical and problem-solving skills.
* Demonstrate the use of accounting principles and procedures as they apply to the recording and reporting of financial information.
* Demonstrate proficiency in valuing, recording, and reporting the business entity’s assets, liabilities, and equity.
* Demonstrate proficiency in the use of financial data in planning, controlling, and evaluating entity performance.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

### Freshman Year

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
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<tr>
<td>Mathematics 1</td>
<td>Elective</td>
<td>3 - 4</td>
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<tr>
<td>BES* E118</td>
<td>Small Business Management</td>
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<tr>
<td>or BBG* E101</td>
<td>Introduction to Business</td>
<td>3</td>
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<tr>
<td>ACC* E113</td>
<td>Principles of Financial Accounting</td>
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<tr>
<td>Humanities</td>
<td>Elective</td>
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<td>ACC* E117</td>
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<td>ACC* E123</td>
<td>Accounting Software Applications</td>
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<td>ACC* E127</td>
<td>Principles of Intermediate Accounting I</td>
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<td>BFN* E201</td>
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<td>BBG* E210</td>
<td>Principles of Micro-Economics</td>
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<td>BBG* E232</td>
<td>Business Communication</td>
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<tr>
<td>Total Credits:</td>
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<td>60 - 62</td>
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</table>

1 MAT* E137 or higher.
2 Alternate may not be taken as a Business elective.
3 ACC* E125 or ACC* E241 are suggested for your Business Electives. See Accounting Academic Advisor for career objective advisement.

NOTE: A minimum of 15 credits must be taken in 200-level courses.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.
Accounting:

Accounting for Small Business Option (EA61)

Associate in Science Degree

This program is designed to qualify the student for employment as a full-charge bookkeeper or accounting assistant and to enable the student currently employed in these positions to enhance his or her knowledge for advancement purposes. The basic mechanics of bookkeeping and accounting theory are complemented by extensive study of computers and computer applications relative to the bookkeeping and accounting process.

Outcomes:
- Demonstrate analytical and problem-solving skills
- Demonstrate the use of accounting principles and procedures as they apply to the recording and reporting of financial information.
- Demonstrate proficiency in applying financial accounting data in the preparation of the business entity's Federal and State payroll tax, sales tax, and income tax returns.
- Demonstrate proficiency in the use of accounting and spreadsheet software
- Demonstrate the use of financial data in controlling and evaluating entity performance.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
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<td>Mathematics</td>
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<tr>
<td>BES* E118</td>
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<td>or BBG* E101</td>
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<td>ACC* E101</td>
<td>Accounting Procedures I</td>
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<td>CSA* E106</td>
<td>Introduction to Computer Applications</td>
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<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
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<td>ACC* E125</td>
<td>Accounting Computer Applications I</td>
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<td>ACC* E102</td>
<td>Accounting Procedures II</td>
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<td>ACC* E117</td>
<td>Principles of Managerial Accounting</td>
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Sophomore Year

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<tr>
<td>BBG* E231</td>
<td>Business Law I</td>
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<td>ACC* E123</td>
<td>Accounting Software Applications</td>
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<td>BFN* E201</td>
<td>Principles of Finance</td>
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<td>BBG* E210</td>
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<td>ACC* E241</td>
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<td>ECN* E101</td>
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<td>Principles of Micro-Economics</td>
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<tr>
<td>Behavioral Science</td>
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</table>

Total Credits: 61 - 63

Aviation Maintenance:

Parent Program (EA30)

Associate in Science Degree

The goal of this program is to expand higher education opportunities for the graduates of the FAA certified post-secondary airframe and powerplant mechanics program. Enrollment in this program is restricted to students who have successfully completed a Federal Aviation Administration Program in Airframe and Powerplant Mechanics and have an active FAA license.

Outcomes:
- Pass the certification examination administered by the Federal Aviation Administration.
- Complete the general education courses in satisfaction of the associate degree requirements.
- Students receive 30 college credits for the Airframe and Powerplant Mechanics coursework provided they have passed the certification examination administered by the Federal Aviation Administration.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year

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<thead>
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<tr>
<td>Social Science</td>
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<td>ENG* E102</td>
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<td>AIR 1</td>
<td>Airframe and Powerplant Mechanics Coursework</td>
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Total Credits: 60 - 64

1 Students receive 30 college credits for the Airframe and Powerplant Mechanics coursework provided they have passed the certification examination administered by the Federal Aviation Administration.

NOTE: A minimum of 15 credits must be taken in 200-level courses.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.

1 MAT* E103 or higher.
2 ACC* E101 and ACC* E102 are open to Accounting for Small Business Management associate degree and certificate students only.
3 See Accounting Academic Advisor for career objective and advisement. ACC* E113 CANNOT be used as an elective.

NOTE: A minimum of 12 credits must be taken in 200-level courses.
Banking:
Parent Program (EF08)

Associate in Science Degree
This degree program is offered as a career development program for employees currently working in all types of financial service organizations. It prepares employees of savings banks, commercial banks, savings and loan associations, and credit unions for supervisory and middle-management positions.

Outcomes:
- Demonstrate an understanding of the basic theory and practice of business administration and banking.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical problem-solving and decision-making skills applicable to business administration and banking.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration and banking.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year
ENG* E101 Composition 3
MAT* E167 Principles of Statistics 3
ACC* E113 Principles of Financial Accounting 3
CSA* E106 Introduction to Computer Applications 4
BFN* E125 Principles of Banking 3
ENG* E102 Literature & Composition 3
BMK* E201 Principles of Marketing 3
ACC* E117 Principles of Managerial Accounting 3
BFN* E201 Principles of Finance 3
BBG* E231 Business Law I 3

Sophomore Year
COM* E173 Public Speaking 3
BMK* E123 Principles of Customer Service 3
BMG* E202 Principles of Management 3
BFN* E211 Money & Banking (Fall only) 3
ECN* E101 Principles of Macroeconomics 3
or ECN* E102 Principles of Micro-Economics 3
BBG* E210 Business Communication (Spring and Summer only) 3

Behavioral Science Elective 3
Science Elective 3
Restricted 1 Elective 3
Humanities Elective 3

Total Credits: 61 - 62

1 Selection of restricted elective (BFN* E203, BBG* E232, or BMK* E106) should be made after consultation with the Program Advisor. BFN* E203 is only offered in the spring semester.

Business Administration:
Parent Program (EA67)

Associate in Science Degree
This program provides the student with the basic general business knowledge necessary for the start of a business career, and it provides the student with the preliminary knowledge required for transfer to a more specialized four-year business major.

Outcomes:
- Demonstrate an understanding of basic theory and practice of business and business administration.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical problem-solving, and decision-making skills applicable to business and business administration.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year
ENG* E101 Composition 3
Mathematics 1 Elective 3 - 4
BBG* E101 2 Introduction to Business 3
or BES* E118 Small Business Management
ACC* E113 Principles of Financial Accounting 3
BBG* E215 Global Business (Fall only) 3
ENG* E102 Literature & Composition 3
CSA* E106 Introduction to Computer Applications 4
BMK* E201 Principles of Marketing 3
ACC* E117 Principles of Managerial Accounting 3
BBG* E232 Behavioral Science Elective 3

Sophomore Year
Fine Arts Elective 3
BFN* E201 Principles of Finance 3
BBG* E231 Business Law I 3
Science Elective 3
BMG* E202 Principles of Management 3
BBG* E210 Business Communication (Spring and Summer only) 3

Behavioral Science Elective 3
ECN* E101 Principles of Macroeconomics 3
or ECN* E102 Principles of Micro-Economics 3
Humanities Elective 3

Total Credits: 61 - 63

1 MAT* E137 or higher.
2 Alternate may not be taken as a Business elective.
3 Business electives should be selected in consultation with the Program Advisor. Business electives may be chosen from Accounting, Business, Computer Science, alternate Economics course, and Business Office Technology.

NOTE: A minimum of 15 credits must be taken in 200-level courses.
Business Administration Transfer Option: UCONN-Stamford/Waterbury Transfer Program (EA67tr)

Associate in Science Degree
UCONN-Stamford/Waterbury Transfer Agreement
Students may have determined their intent to attend the University of Connecticut School of Business at Stamford. Graduates of HCC receiving the Associate in Science Degree in Business Administration may enter the UConn School of Business to pursue a Bachelor of Science degree in Business and Technology at the University of Connecticut Stamford. Students who have completed all requirements, earned an overall GPA of 3.0 (4.0 scale) and achieve a B (3.0) or higher in courses being used for 200-level major requirements are guaranteed admission to the School of Business in the Business and Technology major. Those students who have determined to seek admission to this program should follow these course requirements:

Outcomes:
- Demonstrate an understanding of basic theory and practice of business and business administration.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical, problem-solving, and decision-making skills applicable to business and business administration.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration.

www.hcc.commnet.edu

Business Administration:
Customer Service/Marketing Option (EB55)

Associate in Science Degree
This program provides students with knowledge, techniques, and perspectives in the theory and practice of customer service and marketing. The program prepares students for careers in customer service and marketing.

Outcomes:
- Demonstrate an understanding of basic theory and practice of business administration and customer service marketing.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical, problem-solving, and decision-making skills applicable to business administration, customer service and marketing.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration, customer service and marketing.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>BBG* E101</td>
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<tr>
<td>or BES* E118</td>
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<tr>
<td>ACC* E113</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BMK* E106</td>
<td>Principles of Selling</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
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<tr>
<td>BMK* E201</td>
<td>Principles of Marketing</td>
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<td>BMK* E123</td>
<td>Principles of Customer Service</td>
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</tr>
<tr>
<td>CSA* E106</td>
<td>Introduction to Computer Applications</td>
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<tr>
<td>Science Elective</td>
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</table>

Total Credits: 61 - 63

Sophomore Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Fine Arts</td>
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<td>3</td>
</tr>
<tr>
<td>BMG* E202</td>
<td>Principles of Management</td>
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</tr>
<tr>
<td>BFN* E201</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BBG* E231</td>
<td>Business Law I</td>
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</tr>
<tr>
<td>BMK* E207</td>
<td>Consumer Behavior</td>
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<tr>
<td>ECN* E101</td>
<td>Principles of Macro-Economics</td>
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<tr>
<td>or ECN* E102</td>
<td>Principles of Micro-Economics</td>
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<tr>
<td>BBG* E210</td>
<td>Business Communication</td>
<td>(Spring and Summer only) 3</td>
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<tr>
<td>BMK* E205</td>
<td>Business to Business Marketing</td>
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<tr>
<td>or BMK* E241</td>
<td>Principles of Advertising</td>
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<tr>
<td>Humanities Elective</td>
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<tr>
<td>Behavioral Science Elective</td>
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</tr>
</tbody>
</table>

Total Credits: 61 - 63

1 MAT* E137 or higher.
2 BBG* E101 is highly recommended. Please see your academic advisor.

NOTE: A minimum of 15 credits must be taken in 200-level courses.
**Business Administration: Finance Option (EA56)**

**Associate in Science Degree**

This program provides the student with an understanding of the principles and concepts of finance within the general framework of basic general business knowledge. It is designed for the student planning a career in financial or general business management. This program provides the preliminary knowledge required for transfer to a four-year institution and for an entry-level position in finance.

**Outcomes:**

- Demonstrate an understanding of basic theory and practice of business administration and finance.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical, problem-solving, and decision-making skills applicable to business administration and finance.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration and finance.

**Suggested Sequence of Courses:**

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
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<td>Composition</td>
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<tr>
<td>BBG* E101</td>
<td>Introduction to Business</td>
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<tr>
<td>ACC* E113</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BMK* E201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>CSA* E106</td>
<td>Introduction to Computer Applications</td>
<td>4</td>
</tr>
<tr>
<td>ACC* E117</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BFN* E201</td>
<td>Principles of Finance</td>
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</tr>
<tr>
<td>Behavioral Science</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>Fine Arts</td>
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<td>BBG* E231</td>
<td>Business Law I</td>
<td>3</td>
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<tr>
<td>BFN* E211</td>
<td>Money &amp; Banking (Fall only)</td>
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<tr>
<td>BMG* E202</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>ECN* E101</td>
<td>Principles of Macro-Economics</td>
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</tr>
<tr>
<td>BBG* E210</td>
<td>Business Communication</td>
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<tr>
<td>(Spring and Summer only)</td>
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<td>ECN* E102</td>
<td>Principles of Micro-Economics</td>
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<td>Science</td>
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<tr>
<td>BFN* E203</td>
<td>Investment Principles (Spring only)</td>
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<tr>
<td>Humanities</td>
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</tbody>
</table>

**Total Credits: 61 - 63**

1 MAT* E137 or higher.

**NOTE:** A minimum of 15 credits must be taken in 200-level courses.

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**Business Administration: Global Business Option (EA65)**

**Associate in Science Degree**

The increasing internationalization of business is requiring managers to have a global business perspective gained through experience, education or both. Competition from global competitors is mounting. The huge increase in import penetration, moreover, the massive amounts of overseas investment means that firms of all sizes face competitors from everywhere in the world. International business differs from its domestic counterpart in that it involves three environments—domestic, foreign, and international—including one.

**Outcomes:**

- Describe our global environment
- Depict the challenges of globalization
- Portray the diversity and competitiveness of international business
- Compare/contrast the social, cultural, political, economic, religious and legal aspects of each country with which we wish to trade
- Explain the differences in the environmental focus of the markets in which they operate

**Suggested Sequence of Courses:**

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ENG* E101</td>
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<tr>
<td>BBG* E101</td>
<td>Introduction to Business</td>
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<tr>
<td>ACC* E113</td>
<td>Principles of Financial Accounting</td>
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<tr>
<td>BBG* E215</td>
<td>Global Business (Fall only)</td>
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<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
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<td>BMK* E201</td>
<td>Principles of Marketing</td>
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<td>BFN* E201</td>
<td>Principles of Finance</td>
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<tr>
<td>BFN* E270</td>
<td>Import/Export Procedures</td>
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<td>CSA* E106</td>
<td>Introduction to Computer Applications</td>
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<td>Science</td>
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**Sophomore Year**

<table>
<thead>
<tr>
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<tr>
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<td>BMG* E202</td>
<td>Principles of Management</td>
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<td>BFN* E201</td>
<td>Principles of Finance</td>
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<td>BBG* E299</td>
<td>Independent Study in Business</td>
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<td>BMK* E214</td>
<td>International Marketing</td>
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<td>BFN* E235</td>
<td>International Finance</td>
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<td>BBG* E210</td>
<td>Business Communication</td>
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<tr>
<td>Behavioral Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>ECN* E101</td>
<td>Principles of Macro-Economics</td>
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<tr>
<td>or ECN* E102</td>
<td>Principles of Micro-Economics</td>
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<tr>
<td>PHL* E151</td>
<td>World Religions</td>
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</table>

**Total Credits: 61 - 63**

1 Must be MAT* E137 or higher.

**NOTE:** A minimum of 15 credits must be taken in 200-level courses.
### Business Administration: Human Resource Management Option (EB56)

**Associate in Science Degree**

This program provides students with knowledge of, techniques, and perspectives in the theory and practice of human resource management. It prepares students for careers in human resource management and administration.

#### Outcomes:
- Demonstrate an understanding of basic theory and practice of business administration and human resources.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical, problem-solving, and decision-making skills applicable to business administration and human resources.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration and human resources.

#### Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>ENG</em> E101</em>*</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Mathematics</td>
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</tr>
<tr>
<td><em><em>BBG</em> E101</em>*</td>
<td><em><em>BBG</em> E240</em>*</td>
</tr>
<tr>
<td>or <em><em>BES</em> E118</em>*</td>
<td>Business Ethics (Fall only)</td>
</tr>
<tr>
<td><em><em>ACC</em> E113</em>*</td>
<td>Business Law I</td>
</tr>
<tr>
<td><em><em>BBG</em> E215</em>*</td>
<td>Principles of Management</td>
</tr>
<tr>
<td><em><em>ENG</em> E102</em>*</td>
<td>Business Communication</td>
</tr>
<tr>
<td><em><em>CSA</em> E106</em>*</td>
<td>(Spring and Summer only)</td>
</tr>
<tr>
<td><em><em>ACC</em> E117</em>*</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>Science</td>
<td>BMG* E220</td>
</tr>
<tr>
<td>Humanities</td>
<td>BMG* E226</td>
</tr>
<tr>
<td></td>
<td><em><em>ECN</em> E101</em>*</td>
</tr>
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<td></td>
<td>Principles of Micro-Economics</td>
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<tr>
<td></td>
<td><strong>Behav. Sci</strong></td>
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<tr>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Total Credits: 61 - 63</strong></td>
<td><strong>Total Credits: 61 - 63</strong></td>
</tr>
</tbody>
</table>

1. MAT* E137 or higher.
2. BBG* E101 is highly recommended. Please see your academic advisor.
3. BMG* E220 and BBG* E240 will alternate semesters between day and evening.

**NOTE:** A minimum of 15 credits must be taken in 200-level courses.

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### Business Administration: Management Option (EA60)

**Associate in Science Degree**

This program provides students with knowledge, techniques and perspectives in the theory and practice of management. It prepares students for careers in management and administration.

#### Outcomes:
- Demonstrate an understanding of basic theory and practice of business administration and management.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical, problem-solving, and decision-making skills applicable to business administration and management.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration and human resources.

#### Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><em>ENG</em> E101</em>*</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elective</td>
</tr>
<tr>
<td><em><em>BBG</em> E101</em>*</td>
<td><em><em>BFN</em> E201</em>*</td>
</tr>
<tr>
<td><em><em>ACC</em> E113</em>*</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td><em><em>BBG</em> E215</em>*</td>
<td>Business Law I</td>
</tr>
<tr>
<td><em><em>ENG</em> E102</em>*</td>
<td>Principles of Management</td>
</tr>
<tr>
<td><em><em>CSA</em> E106</em>*</td>
<td>Business Communication</td>
</tr>
<tr>
<td><em><em>ACC</em> E117</em>*</td>
<td>(Spring and Summer only)</td>
</tr>
<tr>
<td>Science</td>
<td>BMG* E220</td>
</tr>
<tr>
<td>Humanities</td>
<td>BMG* E226</td>
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<tr>
<td></td>
<td><em><em>ECN</em> E101</em>*</td>
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<td>Principles of Micro-Economics</td>
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<td><strong>Behav. Sci</strong></td>
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<td>Elective</td>
</tr>
<tr>
<td><strong>Total Credits: 61 - 63</strong></td>
<td><strong>Total Credits: 61 - 63</strong></td>
</tr>
</tbody>
</table>

1. MAT* E137 or higher.
2. Business elective must be selected in consultation with a Business Program advisor. Business electives may be chosen from Accounting, Business, Computer Science, alternate Economics course, or Business Office Technology.
3. BMG* E220 and BBG* E240 will alternate semesters between day and evening.

**NOTE:** A minimum of 15 credits must be taken in 200-level courses.

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www.hcc.commnet.edu
Business Administration:
Small Business Management/Entrepreneurship Option (EA89)

Associate in Science Degree

This program is designed to develop, through its varied course offerings, an understanding of the economic and social environment within which small businesses function. Most of the course offerings afford practice in decision making under conditions of uncertainty, the same conditions prevalent in the business world.

Outcomes:
• Demonstrate an understanding of basic theory and practice of small business administration and entrepreneurship.
• Demonstrate the ability to read, understand, and prepare standard types of business communications.
• Demonstrate analytical, problem-solving, and decision-making skills applicable to small business administration and entrepreneurship.
• Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in small business administration and entrepreneurship.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year
ENG* E101 Composition 3
Mathematics 1 Elective 3 - 4
BES* E118 Small Business Management 3
ACC* E113 Principles of Financial Accounting 3
BMK* E201 Principles of Marketing 3
ENG* E102 Literature & Composition 3
CSA* E106 Introduction to Computer Applications 4
BMK* E103 Principles of Retailing 3
ACC* E117 Principles of Managerial Accounting 3
Behavioral Science Elective 3

Sophomore Year
Fine Arts Elective 3
BFN* E201 Principles of Finance 3
BBG* E231 Business Law I 3
ACC* E125 Accounting Computer Applications I 3
ECN* E101 Principles of Micro-Economics 3
or ECN* E102 Principles of Micro-Economics 3
BBG* E210 Business Communication (Spring and Summer only) 3
Business 2 Elective 3
BES* E218 Entrepreneurship 3
Humanities Elective 3
Science Elective 3 - 4

Total Credits: 61 - 63

1 MAT* E137 or higher.
2 Business electives should be selected in consultation with a business program advisor. Business electives may be chosen from Accounting, Business, Computer Science, alternate Economics course, and Business Office Technology. BBG* E101 may not be taken as a Business Elective.

NOTE: A minimum of 15 credits must be taken in 200-level courses.

Business Office Technology:
Executive Assistant Option (EB18)

Associate in Science Degree

This program provides students with the skills necessary to excel in an office environment. Students become proficient in keyboarding, word processing, office procedures, office management skills, interpersonal skills, and customer service or help desk orientation as well as decision-making and problem-solving techniques. Students are encouraged to develop individual areas of interest through elective courses and through part-time and summer employment.

Outcomes:
• Read, understand, and prepare standard types of documents with speed and accuracy.
• Compose business documents that are clear, concise, complete, and courteous.
• Possess appropriate skills in the following software applications: operating system, word processing, spreadsheet, database management, integrated office applications, presentation graphics and other software appropriate for the office environment.
• Employ appropriate administrative office procedures and office management decision-making and problem-solving skills and techniques.
• Apply communication skills related to the occupation, including, but not limited to, reading, writing, listening, verbal, and nonverbal communication.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year
ENG* E101 Composition 3
Mathematics 1 Elective 3 - 4
ACC* E113 Principles of Financial Accounting 3
BOT* E111 Keyboarding for Information Processing I 3
Humanities Elective 3
ENG* E102 Literature & Composition 3
Science Elective 3 - 4
BOT* E112 Keyboarding for Information Processing II 3
BOT* E137 Word Processing Applications 3
Fine Arts Elective 3

Sophomore Year
Business (restricted) 2 Elective 3
ECN* E101 Principles of Macro-Economics 3
or ECN* E102 Principles of Macro-Economics 3
BBG* E231 Business Law I 3
BOT* E215 Word Processing Applications II 3
Business 3 Elective 3
BOT* E260 Administrative Management 3
or BMG* E202 Principles of Management 3
BOT* E251 Administrative Procedures 3
BBG* E210 Business Communication (Spring and Summer only) 3

Total Credits: 60 - 62

1 MAT* E075 and MAT* E095 not acceptable. MAT* E103 is preferred if going to a 4-year school, see your BOT Academic Advisor.
2 Restrictive Business electives must be chosen from BOT* E216, BOT* E218, CSA* E220.
3 Approval of BOT advisor required.
Business Office Technology:  
Word/Information Processing Specialist Option  
(EA92)

Associate in Science Degree

This program provides students with the skills necessary to excel in a word/information processing environment. Students become proficient in keyboarding, word processing, language arts skills, help desk activities and they are introduced to desktop publishing and office integration skills. Word Processing students are encouraged to develop individual areas of interest through part-time and summer employment.

Outcomes:
• Demonstrate speed and accuracy in keyboarding and computer application skills that will meet current industry standards.
• Generate complex and integrated documents using current word processing, spreadsheet, database, presentation graphics, and desktop publishing software as well as other software appropriate for the office environment.
• Use logic to make decisions, solve problems, acquire and use information, and evaluate outcomes for clarification.
• Apply mathematical skills in solving problems related to the design, format, tabulation, and presentation of business documents.
• Demonstrate a knowledge and understanding of the automated office including managing the office environment, and its systems and issues.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year
ENG* E101  Composition  3
Mathematics  1  Elective  3 - 4
ACC* E113  Principles of Financial Accounting  3
BOT* E111  Keyboarding for Information Processing I  3
Humanities  Elective  3
ENG* E102  Literature & Composition  3
Science  Elective  3 - 4
BOT* E112  Keyboarding for Information Processing II  3
BOT* E137  Word Processing Applications  3
Fine Arts  Elective  3

Sophomore Year
BMG* E202  Principles of Management  3
or BOT* E260  Administrative Management  3
ACC* E125  Accounting Computer Applications I  3
BOT* E216  Spreadsheet Applications  3
BOT* E215  Word Processing Applications II  3
BOT* E217  Desktop Publishing  3
or CSA* E220  Web Graphics  3
ECN* E101  Principles of Macro-Economics  3
or ECN* E102  Principles of Micro-Economics  3
BBG* E210  Business Communication  3
(Bring and Summer only)
BOT* E251  Administrative Procedures  3
Behavioral Science  Elective  3
BOT* E218  Database Management  3

Total Credits: 60 - 62

1 MAT* E075 and MAT* E095 not acceptable. MAT* E103, Mathematics of Finance, preferred if going to a 4-year school. See your BOT advisor before taking MAT elective.
2 Either BMG* E202 or BOT* E260 is required.
3 Either BOT* E217 or CSA* E220 is required.
### College of Technology Pathway Program: Engineering Science Option (EB16)

**Associate in Science Degree**

Transfer Program: The pre-engineering pathway is based upon a mathematics and science core that provides the nucleus for engineering education. In addition to the 64-hour core of courses listed below, the student must maintain a "B" or better average with no grade less than a "C" for continuation in the engineering program at the University of Connecticut.

**Outcomes:**
- Understand the basic principles of the physical sciences.
- Perform a scientific experiment and interpret results.
- Demonstrate an understanding of the major concepts of differential and integral calculus.
- Have the ability to write and document a computer program.
- Complete the general education courses in satisfaction of the associate degree requirements.

**NOTE:** All courses may not be offered at HCC.

**NOTE:** For students interested in Chemical Engineering, Computer Science and Engineering, or Electrical Engineering, additional technical coursework is needed prior to the junior year in the UConn curriculum. This coursework may be completed at one of the regional UCONN campuses while progressing through the Pathway Program or may be obtained through the use of the electives prescribed in the core listed above.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>Economics 1</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>History 1</td>
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<tr>
<td>Philosophy 1</td>
<td>Elective</td>
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<tr>
<td>CSC* E106</td>
<td>Structured Programming</td>
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<tr>
<td>MAT* E294</td>
<td>Calculus I</td>
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<tr>
<td>MAT* E296</td>
<td>Calculus II</td>
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<tr>
<td>MAT* E260</td>
<td>Calculus III: Multivariable</td>
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<tr>
<td>MAT* E285</td>
<td>Differential Equations</td>
<td>3</td>
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<tr>
<td>CAD* E133</td>
<td>CAD Mechanical AutoCad</td>
<td>3</td>
</tr>
<tr>
<td>MFG* E102</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>PHY* E221</td>
<td>Calculus-Based Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY* E222</td>
<td>Calculus-Based Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CHE* E121</td>
<td>General Chemistry I</td>
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<td>CHE* E122</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>COM* E173</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Fine Art/Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHE* E111</td>
<td>Concepts of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHY* E121</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>MAT* E137</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ECN* E102</td>
<td>Principles of Micro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>SOC* E101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CSA* E106</td>
<td>Introduction to Computer Applications</td>
<td>4</td>
</tr>
<tr>
<td>BBG* E101</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BBG* E281</td>
<td>Writing and Research in Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>MAT* E186</td>
<td>Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>MFG* E230</td>
<td>Statistical Process Control (SPC)</td>
<td>3</td>
</tr>
<tr>
<td>CAD* E133</td>
<td>CAD Mechanical AutoCad</td>
<td>3</td>
</tr>
<tr>
<td>MFG* E102</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>Directed Electives (4 courses)</td>
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<td></td>
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</tbody>
</table>

**Total Credits: 64**

1 For students pursuing a Mechanical Engineering degree at Fairfield University the following courses must be taken as electives: ART* E101, ECN* E102, HIS* E101, PHIL* E151.

2 This course is offered in the SUMMER SESSION ONLY at HCC. It may also be taken at another Community College.

3 Course is offered at HCC through a video teleconferencing format in conjunction with Fairfield University. The course is also offered at Gateway Community College and Norwalk Community College.

**NOTE:** A minimum of 15 credits must be taken in 200-level courses.

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.

### College of Technology Pathway Program: Technology Studies (EA90)

**Associate in Science Degree**

Transfer Program: The pre-technology pathway offers a core of courses that will provide the foundation for the bachelor of science degree in Engineering Technology, Industrial Technology or Technology Education at Central Connecticut State University. Continuation requirements include a minimum grade of "C" and 64 hours of college credit as listed below.

**Outcomes:**
- Understand the basic principles of the physical sciences.
- Perform a scientific experiment and interpret the results.
- Complete the general education courses in satisfaction of the associate degree requirements.

**NOTE:** All courses may not be offered at HCC.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
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<tr>
<td>COM* E173</td>
<td>Public Speaking</td>
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<tr>
<td>Fine Art/Humanities Elective</td>
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<tr>
<td>History Elective</td>
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<td></td>
</tr>
<tr>
<td>CHE* E111</td>
<td>Concepts of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PHY* E121</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>MAT* E137</td>
<td>Intermediate Algebra</td>
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</tr>
<tr>
<td>ECN* E102</td>
<td>Principles of Micro-Economics</td>
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</tr>
<tr>
<td>SOC* E101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CSA* E106</td>
<td>Introduction to Computer Applications</td>
<td>4</td>
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<tr>
<td>BBG* E101</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BBG* E281</td>
<td>Writing and Research in Business and Industry</td>
<td>3</td>
</tr>
<tr>
<td>MAT* E186</td>
<td>Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>MFG* E230</td>
<td>Statistical Process Control (SPC)</td>
<td>3</td>
</tr>
<tr>
<td>CAD* E133</td>
<td>CAD Mechanical AutoCad</td>
<td>3</td>
</tr>
<tr>
<td>MFG* E102</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>Directed Electives (4 courses)</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 67**

1 These electives are courses which may not be available at HCC.

**NOTE:** A minimum of 15 credits must be taken in 200-level courses.

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.
College of Technology Pathway Program:
Technology Studies:
Electrical Option (EF06)

Associate in Science Degree

Transfer Program: The pre-technology, electrical option pathway offers a core of courses that will provide the foundation for the bachelor of science degree in Electrical Engineering Technology at Central Connecticut State University. Continuation requirements include a minimum grade of "C" and 64 hours of college credit as listed below.

Outcomes:
• Understand the basic principles of the physical sciences.
• Perform a scientific experiment and interpret the results.
• Complete the general education courses in satisfaction of the associate degree requirements.

NOTE: All courses may not be offered at HCC

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

| Behavioral Science 1 | Elective | 3 |
| Fine Arts 2 | Elective | 3 |
| Humanities | Electives (2 courses) | 6 |
| Social Science 3 | Electives (2 courses) | 6 |
| ENG* E101 | Composition | 3 |
| MAT* E167 | Principles of Statistics | 3 |
| CSA* E106 | Introduction to Computer Applications | 4 |
| CAD* E133 | CAD Mechanical AutoCad | 3 |
| MAT* E137 | Intermediate Algebra | 3 |
| MAT* E186 | Precalculus | 4 |
| COM* E173 | Public Speaking | 3 |
| CHE* E121 | General Chemistry I | 4 |
| PHY* E121 | General Physics I | 4 |
| MFG* E209 | Engineering Processes | 3 |
| Directed Electives 4 (5 courses) | | 15 |

Total Credits: 67

1 Psychology or Sociology
2 Art or Music
3 History or Economics
4 These electives may not be available at HCC.

NOTE: A minimum of 15 credits must be taken in 200-level courses.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.

College of Technology Pathway Program:
Technology Studies:
Industrial Technology Option (EA08)

Associate in Science Degree

Transfer Program: The purpose of the program is to provide students with a general education core and industry specific courses (specialized core) which will permit students to enter directly into employment and provide the basis for a transfer opportunity. Students selecting this program may be recent high school graduates, particularly those students who completed their education at a technical high school, and current employees in local industries seeking to advance their careers.

Outcomes:
• Demonstrate the ability to research, develop reports, and prepare oral and written presentations applicable to Business and Industry.
• Apply appropriate mathematical and scientific principles in the manufacturing setting.
• Demonstrate understanding of the impact of social and economic systems on the manufacturing industry.
• Demonstrate proficiency in current manufacturing processes including CAD, CAM, and CNC.
• Develop dimensional measurement ability as applied in the manufacturing environment.
• Demonstrate the ability to define structure and properties and tensile strength of materials and their impact in selection and utilization of materials for manufacturing processes.
• Demonstrate ability to complete an analysis of environmental safety, risk factors, problem identification, and management controls within State and National environmental guidelines for business and industry.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Freshman Year**

| ENG* E101 | Composition | 3 |
| MAT* E137 | Intermediate Algebra | 3 |
| CSA* E106 | Introduction to Computer Applications | 4 |
| CAD* E133 | CAD Mechanical AutoCad | 3 |
| History | Elective | 3 |
| ENG* E102 | Literature & Composition | 3 |
| MAT* E186 | Precalculus | 4 |
| CHE* E111 | Concepts of Chemistry | 4 |

or CHE* E121

| COM* E173 | Public Speaking | 3 |
| MFG* E102 | Manufacturing Processes | 3 |

Total Credits: 67

**Sophomore Year**

| BBG* E101 | Introduction to Business | 3 |
| MFG* E209 | Engineering Processes | 3 |
| MFG* E230 | Statistical Process Control (SPC) | 3 |
| PHY* E121 | General Physics I | 4 |

or PHY* E221

| ECN* E102 | Principles of Micro-Economics | 3 |
| MFG* E120 | Metrology | 3 |
| MFG* E226 | Environmental, Safety, and Health Management | 3 |
| Fine Art/Humanities | Elective | 3 |
| BBG* E281 | Writing and Research in Business and Industry | 3 |
| MFG* E258 | Computer Numeric Control (CNC) | 3 |
| SOC* E101 | Principles of Sociology | 3 |

Total Credits: 67

NOTE: A minimum of 15 credits must be taken in 200-level courses.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.
Computer Information Systems:
Parent Program (EB60)

Associate in Science Degree
This program provides instruction in business-related computer information technology for persons who wish to upgrade their current professional skills or for those actively seeking employment in various computer positions.

Outcomes:
• Demonstrate understanding of information technology necessary for entry-level employment and advancement.
• Demonstrate desirable attitudes and work habits, including creative thinking, the ability to solve problems, cooperation, good judgment, responsibility and self-reliance.
• Communicate clearly both verbally and in writing.
• Demonstrate knowledge of terminology and structure of various programming languages, personal computers, and the use of software tools in the workplace.
• Troubleshoot common programming and software problems and test for solutions.
• Develop, write, debug, and test simple programs in Visual BASIC and other languages.
• Demonstrate a commitment to professional organizations and continuing education.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG* E101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 1 Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>CSA* E106 Introduction to Computer Applications</td>
<td>4</td>
</tr>
<tr>
<td>CST* E145 Digital Circuits and Logic</td>
<td>4</td>
</tr>
<tr>
<td>CSC* E105 Programming Logic</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102 Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>CST* E205 Visual Basic I</td>
<td>3</td>
</tr>
<tr>
<td>CST* E184 Network Administration I</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral Science Elective</td>
<td>3</td>
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<tr>
<td>Humanities Elective</td>
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Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
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<tr>
<td>CST* E150 Web Design and Development I</td>
<td>3</td>
</tr>
<tr>
<td>CST* E210 Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>CSC* E231 Database Design I</td>
<td>3</td>
</tr>
<tr>
<td>CST* E231 Data Communications &amp; Networks</td>
<td>3</td>
</tr>
<tr>
<td>ECN* E101 Principles of Macro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>or ECN* E102 Principles of Micro-Economics</td>
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</tr>
<tr>
<td>Computer Science Electives (2 courses)</td>
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<tr>
<td>BBG* E210 Business Communication (Spring and Summer only)</td>
<td>3</td>
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</tbody>
</table>

Total Credits: 62 - 65

1 Must be one of the following: MAT* E137, MAT* E186, MAT* E254
2 Computer Science electives must be selected in consultation with the program advisor based on the student’s concentration, e.g., applications, hardware, programming, or networking. See CIS certificate program.

Criminal Justice:
Parent Program (EB13)

Associate in Science Degree
This program is designed as an occupational career program to provide students with the professional knowledge, skills, and techniques required in the area of criminal justice. Students may specialize in the following options: law enforcement, administration, corrections, investigation, and security and loss prevention. Course offerings are transferable to four-year institutions having programs in criminal justice, public administration, social sciences, etc.

Outcomes:
• Identify and explain the basic structures and functions of the American criminal justice system, and the impacts of sociological, psychological, political, and legal conditions on the system.
• Identify and explain the basic theories and applications of criminology.
• Identify and explain the basic concepts and functions of criminal law.
• Identify and explain the major instruments of data collection in the criminal justice system.
• Identify and explain the current problems facing the criminal justice system.
• Recognize and apply the relevant elements of the United States Constitution to criminal justice practices.
• Integrate the theoretical, practical, and ethical issues and applications within the criminal justice system.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>POL* E111 Introduction to American Government</td>
<td>3</td>
</tr>
<tr>
<td>PSY* E111 General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>SOC* E101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CJS* E101 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102 Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIS* E201 U.S. History I</td>
<td>3</td>
</tr>
<tr>
<td>or HIS* E202 U.S. History II</td>
<td></td>
</tr>
<tr>
<td>Mathematics 1 Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>CJS* E201 Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Elective</td>
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Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS* E211 Criminal Law I</td>
<td>3</td>
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<tr>
<td>Criminal Justice Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Restricted Elective</td>
<td>3</td>
</tr>
<tr>
<td>CJS* E213 Evidence and Criminal Procedure</td>
<td>3</td>
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<tr>
<td>CJS* E290 Practicum in Criminal Justice</td>
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<tr>
<td>CJS* E259 Writing and Research for Law Enforcement</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Open Elective</td>
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<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 60 - 63

1 MAT* E075, MAT* E095 not acceptable.
2 Criminal Justice electives should be based on the student’s career objectives and should be made after consultation with the program advisor.
3 Restricted electives cannot be Criminal Justice courses. Restricted electives should be selected after consultation with the program advisor.
4 Practicum requires Program Coordinator approval.

NOTE: A minimum of 15 credits must be taken in 200-level courses.
NOTE: For degree completion the student must complete the Computer Literacy Requirement.
Early Childhood Education: Parent Program (EA95)

Associate in Science Degree

This program is designed to prepare qualified students to become teachers and teachers' assistants in the field of early care and education. This program equips students with the skills and competencies to work effectively with young children in a variety of educational settings. Instruction is designed to be practical and heavily supplemented with field observations, internships, workshops, and seminars.

Outcomes:

- Identify the theoretical and philosophical approaches to early childhood education within the context of children's diverse cognitive, linguistic, physical, social, emotional, and cultural needs.
- Plan curricula consistent with developmentally appropriate practices based on knowledge of child development and observation, individual children's needs, and the environment.
- Implement a learning environment that supports all aspects of the well-being of all children including those with special needs and diverse backgrounds.
- Define collaborative strategies that help in establishing and maintaining relationships with families and the community to support children's growth and development.
- Communicate effectively with other professionals to support children's development, learning, and well-being. Examine professional responsibilities including professional development, advocacy, and ethical conduct.
- Demonstrate the ability to link theory and practice in early childhood settings.
- Access professional literature, organizations, and other resources to inform and improve practice.

NOTE: To meet state articulation requirements, transfer students must take the following courses: Science: must be a laboratory science; Math: must be MAT* E075 or higher; History must be HIS* E201. Transfer students must have a 2.7 GPA and pass the state-mandated skills examination (PRAXIS I) before they can be admitted into a university education program.

NOTE: Fingerprinting and a background criminal check are required for any job working with children.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG* E101 Composition</td>
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<tr>
<td>PSY* E111 General Psychology I</td>
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<tr>
<td>Science 2</td>
<td>3 - 4</td>
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<tr>
<td>ECE* E101 Introduction to Early Childhood Education</td>
<td>3</td>
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<td>ECE* E103 Creative Experiences</td>
<td>3</td>
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<tr>
<td>ENG* E102 Literature &amp; Composition</td>
<td>3</td>
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<td>SOC* E101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY* E202 Child Psychology &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>ECE* E190 ECE Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>ECE* E210 Observation, Participation and Seminar</td>
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</table>

Sophomore Year

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Humanities 2</td>
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<tr>
<td>Mathematics 1 Elective</td>
<td>3 - 4</td>
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<tr>
<td>HIS* E201 U.S. History I</td>
<td>3</td>
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<tr>
<td>ECE* E207 Natural Science and Safety for Children</td>
<td>3</td>
</tr>
<tr>
<td>ECE* E215 The Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts 2</td>
<td>3</td>
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<tr>
<td>ECE* E222 Methods &amp; Techniques in ECE</td>
<td>3</td>
</tr>
<tr>
<td>ECE* E231 Early Language and Literacy Development</td>
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<tr>
<td>ECE* E295 Student Teaching Practicum</td>
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</table>

Total Credits: 60 - 62

1 MAT* E075 or MAT* E095 not acceptable.
2 All electives should be based on student's career objectives. It is recommended that selection of electives be discussed with the program advisors.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.
**Early Childhood Education:**

**Special Education Option (EB14)**

Associate in Science Degree

This option prepares students for a career in educational programs designed for exceptional and special learners. Students participate in internships in special education environments.

**Outcomes:**
- Identical to those of the Early Childhood Education Program with an emphasis focused on special needs children.

**NOTE:** To meet state articulation requirements, transfer students must take the following courses: Science: must be a laboratory science; Math: must be MAT* E137 or higher; History must be HIS* E201; Open: Computer Science course recommended. Transfer students must have a 2.7 GPA and pass the state-mandated skills examination (PRAXIS I) before they can be admitted into a university education program. Special Education degree students must take ECE* E101 and ECE* E222 to meet transfer requirements.

**NOTE:** Fingerprinting and a background criminal check are required for any job working with children.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th><strong>Freshman Year</strong></th>
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</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition 3</td>
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<tr>
<td>PSY* E111</td>
<td>General Psychology I 3</td>
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<td>Science 2</td>
<td>Elective 3 - 4</td>
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<tr>
<td>ECE* E101</td>
<td>Introduction to Early Childhood Education 3</td>
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<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition 3</td>
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<td>Mathematics 1</td>
<td>Elective 3 - 4</td>
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<td>ECE* E103</td>
<td>Creative Experiences 3</td>
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<td>SOC* E101</td>
<td>Principles of Sociology 3</td>
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<tr>
<td>ECE* E210</td>
<td>Observation, Participation and Seminar 3</td>
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<tr>
<td>ECE* E215</td>
<td>The Exceptional Learner 3</td>
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<tr>
<th><strong>Sophomore Year</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECE* E190</td>
<td>ECE Behavior Management 3</td>
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<td>ECE* E207</td>
<td>Natural Science and Safety for Children 3</td>
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<td>ECE* E216</td>
<td>Methods &amp; Techniques in Special Education 3</td>
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<td>Humanities 2</td>
<td>Elective 3</td>
</tr>
<tr>
<td>HIS* E201</td>
<td>U.S. History I 3</td>
</tr>
<tr>
<td>PSY* E202</td>
<td>Child Psychology &amp; Development 3</td>
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<tr>
<td>ECE* E231</td>
<td>Early Language and Literacy Development 3</td>
</tr>
<tr>
<td>ECE* E295</td>
<td>Student Teaching Practicum 6</td>
</tr>
<tr>
<td>Fine Arts 2</td>
<td>Elective 3</td>
</tr>
</tbody>
</table>

**Total Credits: 60 - 62**

1 MAT* E075 and MAT* E095 not acceptable.
2 All electives should be based on student’s career objectives. It is recommended that selection of electives be discussed with the program advisors.

**Fine Arts:**

**Art Option (EB20)**

Associate in Arts Degree

The following combination of courses allows any student to obtain both an Associate in Arts Degree and to transfer into most four-year colleges offering programs in Fine Art, Art Education, and Art History.

**Outcomes:**
- Attain mastery of the basic conventions of drawing and design.
- Become competent in a variety of artistic media.
- Demonstrate visual thinking and productive problem-solving.
- Enhance visual literacy and aesthetic appreciation, through the study of art history, of the culture we have inherited.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th><strong>Freshman Year</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition 3</td>
</tr>
<tr>
<td>ART* E101</td>
<td>Art History I 3</td>
</tr>
<tr>
<td>ART* E121</td>
<td>Two-Dimensional Design 3</td>
</tr>
<tr>
<td>ART* E111</td>
<td>Drawing I 3</td>
</tr>
<tr>
<td>Mathematics 1</td>
<td>Elective 3 - 4</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition 3</td>
</tr>
<tr>
<td>ART* E102</td>
<td>Art History II 3</td>
</tr>
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<td>ART* E109</td>
<td>Color Theory 3</td>
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<td>ART* E112</td>
<td>Drawing II 3</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>Elective 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sophomore Year</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Elective 3</td>
</tr>
<tr>
<td>ART* E103</td>
<td>Art History III 3</td>
</tr>
<tr>
<td>Art (sculpture) 2</td>
<td>Sculpture Elective 3</td>
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<td>ART* E113</td>
<td>Figure Drawing I 3</td>
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<tr>
<td>Art (painting) 3</td>
<td>Painting Elective 3</td>
</tr>
<tr>
<td>Social Science</td>
<td>Elective 3</td>
</tr>
<tr>
<td>GRA* E111</td>
<td>Introduction to Computer Graphics 3</td>
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<tr>
<td>Art</td>
<td>Elective 3</td>
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<tr>
<td>Open 4</td>
<td>Elective 3 - 4</td>
</tr>
<tr>
<td>ART* E290</td>
<td>Portfolio Preparation I 1</td>
</tr>
</tbody>
</table>

**Total Credits: 61 - 64**

1 MAT* E075, MAT* E095 not acceptable.
2 Choose from ART* E131 or ART* E163
3 Choose from: ART* E157, ART* E253, ART* E155.
4 Cannot be an art course. A 200-level course is recommended.

**NOTE:** There is no minimum requirement for the number of 200-level courses necessary for completion of the Associate in Arts degree.
**General Studies:**

**Parent Program (EB30)**

**Associate in Science Degree**

This program is designed for those who wish a broader general education background. Programs will be arranged on an individual basis through consultation with the student's advisor. A maximum of flexibility in choice of courses is permitted in this curriculum but the degree will be awarded only to those students whose programs meet the minimum requirements of this curriculum.

**Outcomes:**

- Complete the general education core requirements.
- Complete the computer fundamentals requirement.
- Explore areas of interest via extensive coursework in liberal arts, business, and career areas in anticipation of employment or transfer.

**Suggested Sequence of Courses:**

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 1 Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102 Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open Electives</td>
<td>24</td>
</tr>
</tbody>
</table>

**Total Credits: 60 - 63**

1 MAT* E075, MAT* E095 not acceptable.

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.

**NOTE:** A minimum of 15 credits must be taken in 200-level courses.

**NOTE:** It is recommended that students take one year of a foreign language.
Graphic Design: 
Parent Program (EB33)

Associate in Science Degree
The following combination of courses allows any student to obtain both an Associate in Science degree and to transfer into most four-year colleges offering programs in Graphic Design. Students are also prepared for entry-level positions in graphic design and related fields.

Outcomes:
• Attain mastery of the basic conventions of drawing and design.
• Become competent in the specific skills that are required in today’s graphic design industry.
• Demonstrate the skills necessary for visual thinking and productive problem-solving.
• Attain an expanded awareness and a critical understanding of graphic design products.
• Become familiar with the computer graphics software products that are industry standards.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year
ENG* E101 Composition 3
Mathematics 1 Elective 3 - 4
ART* E121 Two-Dimensional Design 3
ART* E111 Drawing I 3
ENG* E102 Literature & Composition 3
GRA* E111 Introduction to Computer Graphics 3
ART* E109 Color Theory 3
ART* E112 Drawing II 3
GRA* E230 Digital Imaging I 3
Behavioral Science Elective 3

Sophomore Year
Humanities Elective 3
Social Science Elective 3
Science Elective 3 - 4
ART* E250 Digital Photography I 3
GRA* E151 Graphic Design 3
Art History 2 Elective 3
GRA* E241 Digital Page Design 3
GRA* E221 Illustration I 3
ART/GRA 3 Elective 3
Open 4 Elective 3 - 4
ART* E290 Portfolio Preparation I 1

Total Credits: 61 - 64

1 MAT* E075, MAT* E095 not acceptable.
2 Choose from ART* E101, ART* E102, or ART* E103
3 It is suggested that students discuss selection of elective with program coordinator.
4 Cannot be an ART/GRA course.

Graphic Design: 
Multimedia Option (EB70)

Associate in Science Degree
The Graphic Design Degree- Multimedia Option (formerly Computer Graphics Option) focuses on the multimedia area of the Graphic Design Industry. This includes exploring fundamentals in web design, animation, and digital video.

Outcomes:
• Attain mastery of the basic conventions of drawing and design.
• Become competent in the specific skills that are required in today’s graphic design industry.
• Demonstrate the skills necessary for visual thinking and productive problem-solving.
• Become familiar with the computer graphics software products that have become industry standards.
• Acquire the fundamental skills that are essential for the multimedia trends in the graphic design industry.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year
ENG* E101 Composition 3
Mathematics 1 Elective 3 - 4
ART* E121 Two-Dimensional Design 3
ART* E111 Drawing I 3
GRA* E111 Introduction to Computer Graphics 3
ART* E109 Color Theory 3
GRA* E151 Graphic Design 3
GRA* E230 Digital Imaging I 3
Behavioral Science Elective 3

Sophomore Year
Humanities Elective 3
Social Science Elective 3
Science Elective 3 - 4
ART* E250 Digital Photography I 3
ART* E103 Art History III 3
GRA* E241 Digital Page Design 3
GRA* E261 Web Design 3
GRA* E271 Computer Animation 3
DGA* E283 Digital Video Editing 3
Art 2 Elective 3
Open 3 Elective 3 - 4
ART* E290 Portfolio Preparation I 1

Total Credits: 64 - 67

1 MAT* E075, MAT* E095 not acceptable.
2 Choose from: ART* E101, ART* E102, ART* E112, ART* E155, ART* E157, ART* E244, ART* E253, ART* E280
3 Cannot be an ART/GRA course.
Human Services:
Parent Program (EB35)

Associate in Science Degree
This program is designed to prepare qualified students for a wide variety of community counseling-related employment positions in the urban-suburban region of Greater Bridgeport and surrounding metropolitan areas. Career positions in such fields as counseling, mental health, social services, substance abuse, community outreach, and gerontology. Instruction is cross-disciplinary and is designed for maximum transferability for those wishing to continue their studies.

Outcomes:
- Demonstrate knowledge of the range of effective communication and basic counseling strategies/skills necessary to establish a collaborative relationship with the client or patient.
- Apply knowledge of formal and informal assessment practices in order to respond to the needs, desires, and interests of the client.
- Demonstrate knowledge of formal and informal supports available in the community.
- Demonstrate knowledge of the range of participatory planning and outreach techniques associated with the helping professions.
- Demonstrate the ability to match specific supports and interventions to the unique needs of individual clients and recognize the importance of friends, family, and community relationships.
- Demonstrate awareness of the diverse challenges facing clients (e.g. human-rights, legal, administrative, and financial) and be able to identify and use effective advocacy strategies to overcome such challenges.
- Demonstrate knowledge and appropriate application of crisis prevention, intervention and resolution techniques, and be able to match such techniques to particular circumstances and individuals.
- Demonstrate case-management skills with clients including the development of collaborative relationships, assisting with the identification and access to community supports, implementing plans in a collaborative and expeditious manner, promoting an advocacy position, and mobilizing resources and support necessary to assist clients.
- Understand and articulate a systems perspective for the treatment and resolution of individual, family, group, and community human service problems.
- Develop and demonstrate ethical standards and sensibilities.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Freshman Year**
- **ENG* E101** Composition 3
- **POL* E111** Introduction to American Government 3
- **PSY* E111** General Psychology I 3
- **Science** Elective 3 - 4
- **HSE* E101** Introduction to Human Services 3
- **ENG* E102** Literature & Composition 3
- **PSY* E245** Abnormal Psychology 3
- **SOC* E101** Principles of Sociology 3
- **HSE* E210** Group and Interpersonal Relations 3
- **HSE* E243** Human Services Skills and Methods 3

**Sophomore Year**
- **Fine Arts** Elective 3
- **COM* E173** Public Speaking 3
- **Mathematics** Elective 3 - 4
- **HSE* E202** Introduction to Counseling/Interviewing 3
- **HSE* E291** Human Services Internship I 3
- **Human Services** Elective 3
- **HSE* E235** Professional & Ethical Issues in Human Services 3
- **HSE* E292** Human Services Internship II 3
- **Humanities** Elective 3
- **Open** Elective 3 - 4

**Total Credits: 60 - 63**

1. MAT* E075, MAT* E095 not acceptable.
2. It is required that students discuss selection of elective with Program Coordinator.
3. Internship courses (HSE* E291 and HSE* E292) must be taken in separate semesters and approved in advance by the Program Coordinator.

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.
**Liberal Arts & Sciences:**  
**Computer Science Concentration (EB38)**

**Associate in Arts Degree**

The goal of this program is to prepare computer science majors to transfer to a baccalaureate degree program. Students have the opportunity to explore their interests and meet their first- and second-year requirements in computer science, mathematics, science, humanities, and social science courses. Students are advised to review the requirements of the transfer institution prior to course selection.

**Outcomes:**

- Write, compile, and run effective programs in the various structured programming languages.
- Have the ability to write a documented computer program using a data structure.
- Demonstrate competence in basic digital logic.
- Understand the basic principles of the physical and/or natural sciences.
- Demonstrate an understanding of the major concepts of differential and integral calculus.
- Complete the general education courses in satisfaction of the associate degree requirements.

**Suggested Sequence of Courses:**

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>HIS* E101</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>or HIS* E102</td>
<td>Western Civilization II</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>CSC* E106</td>
<td>Structured Programming</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3-4</td>
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<tr>
<td>Science</td>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>CST* E145</td>
<td>Digital Circuits and Logic</td>
<td>4</td>
</tr>
<tr>
<td>CSC* E107</td>
<td>Structured Programming II</td>
<td>3</td>
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</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>CSC* E240</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open (2 courses)</td>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits: 61 - 67**

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**Liberal Arts & Sciences:**  
**Humanities/Behavioral & Social Sciences Concentration (EB45)**

**Associate in Arts Degree**

The Liberal Arts and Sciences program parallels the first two years of most four-year colleges. The academic experiences in this area provide the foundation for later specialization, graduate study, and professional school. In addition to completing their pre-professional work, future lawyers, teachers, and business people develop their appreciation for the liberal arts before transferring to another institution. Students are advised to review the requirements of the transfer institution prior to course selection. The program also provides enrichment in liberal arts for those wishing to acquire only an associate degree.

**Outcomes:**

- Recognize and explain the relationship between individual and group psychological behavior and sociological conditions.
- Identify and explain basic theories of social and psychological behavior.
- Explain the scientific methodology used for behavioral scientific research.
- Demonstrate knowledge of the history of the United States and the western world to understand life and events in the past and how they relate to one's own life experiences.
- Demonstrate an understanding of the key institutions of American government, and the process by which people in the American polity create rules and laws to regulate the dynamic relationships of individual rights and societal needs.
- Demonstrate an understanding of the American constitution and of the rights, obligations, and privileges associated with living in a representative democracy.
- Demonstrate the ability to communicate orally and in writing.
- Recognize situations that present ethical issues and understand the personal and social responsibilities of decisions involving ethical issues.

**Suggested Sequence of Courses:**

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIS* E101</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>or HIS* E102</td>
<td>Western Civilization II</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIS* E201</td>
<td>U.S. History I</td>
<td>3</td>
</tr>
<tr>
<td>or HIS* E202</td>
<td>U.S. History II</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Total Credits: 61 - 67**

---

1. At least 3 mathematics courses from the following: MAT* E186, MAT* E254, MAT* E256, MAT* E268, MAT* E285
2. Any 4-credit science course.
3. Three credits from CSC* E205, CSC* E208, CSC* E223, CST* E184, or CST* E231
4. One year of foreign language is recommended.

**NOTE:** A minimum of 15 credits must be taken in 200-level courses.

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.

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*continued next page*
**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>English Elective</td>
<td>3</td>
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<tr>
<td>Open Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Behavioral Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 60 - 67

---

1. MAT* E075, MAT* E095 not acceptable.
2. Foreign Language Elective: Two semesters of the same language.

---

**Suggested Sequence of Courses:**

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY* E111 General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
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<tr>
<td>Science (4-credit) Elective</td>
<td>4</td>
</tr>
<tr>
<td>MAT* E167 Principles of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HIS* E101 Western Civilization I</td>
<td>3</td>
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<tr>
<td>or HIS* E102 Western Civilization II</td>
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<tr>
<td>ENG* E102 Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY* E112 General Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science (4-credit) Elective</td>
<td>4</td>
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</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS* E201 U.S. History I</td>
<td>3</td>
</tr>
<tr>
<td>or HIS* E202 U.S. History II</td>
<td></td>
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<tr>
<td>Psychology Elective</td>
<td>3</td>
</tr>
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<td>Psychology Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>SOC* E101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Psychology Elective</td>
<td>3</td>
</tr>
<tr>
<td>Psychology Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open Elective</td>
<td>3 - 4</td>
</tr>
</tbody>
</table>

**Total Credits:** 62 - 64

---

1. Foreign Language Elective: Two semesters of the same language.
2. The science elective has to be a full year of a laboratory science.
3. All psychology electives should be based on student’s career objectives. It is recommended that selection of psychology electives be discussed with the program advisor, psychology faculty, or academic advisor prior to selection.

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.
Liberal Arts & Sciences:
Journalism/Communications Concentration (EB46)

Associate in Arts Degree

The following combination of courses within the Liberal Arts Program prepares the student for transfer to a four-year college/university with a major in Journalism/Communications. It provides a background in the basic concepts and practices of contemporary communications and journalism.

Outcomes:
- Perform the basics of preparing news copy and writing leads.
- Prepare, conduct, and write interview stories.
- Write a variety of opinion pieces.
- Conduct and write in-depth reporting stories.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

### Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>COM* E101</td>
<td>Introduction to Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM* E222</td>
<td>Basic News Writing</td>
<td>3</td>
</tr>
<tr>
<td>HIS* E101</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>COM* E223</td>
<td>Feature and Magazine Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM* E116</td>
<td>Publications Workshop I</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>HIS* E102</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM* E216</td>
<td>Publications Workshop II</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities 1</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Behav/Soc Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities 1</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open (2 courses)</td>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits: 60 - 63**

1 One Year of foreign language recommended.

NOTE: A minimum of 15 credits must be taken in 200-level courses.

---

Liberal Arts & Sciences:
Mathematics/Science Concentration (EB42)

Associate in Arts Degree

The goal of this program is to prepare science and mathematics majors to transfer to a baccalaureate degree program. Students have the opportunity to explore their interests and meet their first- and second-year program requirements in mathematics, science, computer science, humanities, and social science courses. Students are advised to review the requirements of the transfer institution prior to course selection.

Outcomes:
- Understand the basic principles of the physical and/or natural sciences.
- Perform a scientific experiment and interpret results.
- Demonstrate an understanding of the major concepts of differential and integral calculus.
- Have the ability to write and document a computer program.
- Complete the general education courses in satisfaction of the associate degree requirements.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

### Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIS* E101</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language 1</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math (4-credit) 2</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Science (4-credit) 3</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIS* E102</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language 1</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math (4-credit) 2</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Science (4-credit) 3</td>
<td>Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math (4-credit) 2</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Science (4-credit) 3</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language 1</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math (4-credit) 2</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language 1</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Computer Science 4</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Behavioral Science 5</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 67 - 69**

1 Students not presenting two years of a high school foreign language must take 12 credit hours of one language. Students with two years of a high school foreign language may satisfy the 12 hour requirement by taking 6 additional hours of the same language at the intermediate level and 6 hours in open electives.

2 Math elective must be chosen from the following courses: MAT* E186, MAT* E254, MAT* E256, MAT* E268, or MAT* E285.

3 Only four-credit science courses may be used to meet this requirement. MAT* E137 is required prior to CHE* E121 or CHE* E122.

4 Recommended from CSC* E106 or CSC* E205

NOTE: A minimum of 15 credits must be taken in 200-level courses.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.
**Liberal Arts & Sciences: Pre-Engineering Science Concentration (EB47)**

**Associate in Arts Degree**

The goal of this program is to prepare engineering science majors to transfer to a baccalaureate degree program. Students have the opportunity to meet their first- and second-year program requirements by completing engineering science, mathematics, science, computer science, humanities, and social science courses. Students are advised to review the requirements of the transfer institution prior to course selection.

**Outcomes:**
- Understand the basic principles of the physical sciences.
- Perform a scientific experiment and interpret the results.
- Demonstrate an understanding of the major concepts of differential and integral calculus.
- Have the ability to write and document a computer program.
- Complete the general education courses in satisfaction of the associate degree requirements.

**NOTE:** Students planning to enter this program should have a strong background in high school algebra, geometry, trigonometry and functions, and in physics and chemistry. Their total high school record should indicate an ability to succeed in the Engineering Program. One year of foreign language is recommended.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>MAT* E254</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>PHY* E221</td>
<td>Calculus-Based Physics I</td>
<td>4</td>
</tr>
<tr>
<td>CHE* E121</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>MAT* E256</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHY* E222</td>
<td>Calculus-Based Physics II</td>
<td>4</td>
</tr>
<tr>
<td>CSC* E106</td>
<td>Structured Programming</td>
<td>3</td>
</tr>
<tr>
<td>CHE* E122</td>
<td>General Chemistry II</td>
<td>4</td>
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</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Fine Arts</td>
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</tr>
<tr>
<td>MAT* E268</td>
<td>Calculus III: Multivariable</td>
<td>4</td>
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<tr>
<td>Social Science</td>
<td>Elective</td>
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<tr>
<td>Humanities</td>
<td>Elective</td>
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<tr>
<td>MAT* E285</td>
<td>Differential Equations</td>
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<td>Behavioral Science</td>
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</tr>
<tr>
<td>Humanities</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Open (2 courses)</td>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits: 61**

1 This course is offered in the SUMMER SESSION ONLY at HCC. It may also be taken at another Community College.

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.

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**Liberal Arts & Sciences: Pre-Environmental Science Concentration (EB48)**

**Associate in Arts Degree**

The goal of this program is to prepare environmental science majors to transfer to a baccalaureate degree program. Students have the opportunity to meet their first- and second-year program requirements in biology, chemistry, mathematics, computer science, humanities, and social science courses. Students are advised to review the requirements of the transfer institution prior to course selection.

**Outcomes:**
- Understand the basic principles of the physical and/or natural sciences.
- Perform a scientific experiment and interpret the results.
- Demonstrate an understanding of the major concepts of differential and integral calculus.
- Have the ability to write and document a computer program.
- Complete the general education courses in satisfaction of the associate degree requirements.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>MAT* E254</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>Elective</td>
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</tr>
<tr>
<td>Science (restricted)</td>
<td>Elective (see footnote)</td>
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</tr>
<tr>
<td>Science (restricted)</td>
<td>Elective (see footnote)</td>
<td>4</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>MAT* E256</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science (restricted)</td>
<td>Elective (see footnote)</td>
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</tr>
<tr>
<td>Science (restricted)</td>
<td>Elective (see footnote)</td>
<td>4</td>
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</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Humanities</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Restricted</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Humanities</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Behav./Soc.Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Open</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Restricted</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 66 - 70**

1 After consultation with an advisor, science electives should be chosen from BIO* E121, BIO* E122; CHE* E121, CHE* E122, CHE* E211, CHE* E212, PHY* E121, PHY*122, PHY*221, PHY*222.

2 MAT* E075, MAT* E095 not acceptable.

3 Restricted electives to be chosen after consultation with an advisor; recommended electives are appropriate mathematics and science courses.

4 Should be chosen from CSC* E106 or CSC* E205

**NOTE:** A minimum of 15 credits must be taken in 200-level courses.

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.

---
Nursing:  
**Parent Program (EB30n)**  
**Associate in Science Degree**

The goal of this program is to expand higher educational opportunities for graduates of the Bridgeport Hospital School of Nursing (BHSN) by applying the courses taken in its program towards satisfaction of associate degree requirements at Housatonic.

This Associate in Science Degree program is a collaborative effort between The Bridgeport Hospital School of Nursing (BHSN) and Housatonic Community College. It provides for students entering BHSN in September 1984 and after to receive an Associate in Science Degree in Nursing from Housatonic after they graduate from the BHSN Nursing Diploma Program and satisfy the requirements specified by the College. It does not require that the College requirements be satisfied in order for the BHSN graduate to sit for the NCLEX-RN Examination for nursing licensure, but students must pass the licensing exam before applying for the associate degree and being formally admitted to the Nursing Degree Program.

**Outcomes:**
- Graduate from Bridgeport Hospital School of Nursing.
- Pass the NCLEX-RN examination for nursing licensure.
- Complete the general education courses in satisfaction of the associate degree requirements.

**Admission to the Program**

The Nursing Program is a cooperative program with Bridgeport Hospital School of Nursing. Students expressing an interest in nursing should enroll at Housatonic in the General Studies Program. By separate application to BHSN, one becomes eligible for the specific nursing course taught there.

**Program Requirements and Accreditation**

NOTE: Students should initially and frequently consult with the Coordinator of the Nursing Program at HCC in order to assure proper sequencing and progression through the college core courses before applying to BHSN.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Courses to be taken at HCC**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY* E111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY* E202</td>
<td>Child Psychology &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC* E101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>COM* E173</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO* E211</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO* E212</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO* E235</td>
<td>Microbiology</td>
<td>4</td>
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</tbody>
</table>

**Nursing specialty courses to be taken at the Bridgeport Hospital School of Nursing**

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Nursing I **</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Nursing II **</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Nursing III, IV, and V **</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 66**

1. See Coordinator for appropriate choices.
2. Specific math and science prerequisites apply. Please see program coordinator.
3. **The credit award for the hospital diploma program is based on an assessment conducted by the New York State Board of Regents’ National Program on Noncollegiate Sponsored Instruction.**

NOTE: A minimum of 15 credits must be taken in 200-level courses.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.
Occupational Therapy Assistant:  
Parent Program (EA77)

Associate in Science Degree

The Occupational Therapy Assistant Program is designed to prepare graduates for employment in hospitals, long term care facilities, rehabilitation centers, clinics, and schools. Upon program completion, students are eligible to take state licensure exams and the national certification examinations administered by the National Board for Certification in Occupational Therapy (NBCOT).

Occupational Therapy Assistants develop, administer, and modify treatment plans based on the assessment and recommendation of Registered Occupational Therapists. The purpose of Occupational Therapy is to assist people in maximizing independence after illness, trauma, disability, or injury has altered their physical, emotional, or mental abilities.

The curriculum combines the general college core courses in the humanities and sciences with clinical courses. Area school and health care facilities provide the environment where students study occupation, dysfunction, interpersonal skills, treatment planning, and intervention skills.

Outcomes:

- Demonstrate an understanding of the essential role of occupation in treatment.
- Utilize treatment planning principles and techniques that demonstrate sensitivity to the whole person including physical, cognitive, social, emotional, economic, and cultural diversity factors.
- Develop and implement a plan of treatment using appropriate modifications and grading.
- Demonstrate effective communication techniques with patients, families, caregivers, peers, and supervisors.
- Understand how OT service provision is influenced by social responsibility.
- Recognize, assess, take action, and accommodate unique treatment situations as they arise.
- Demonstrate professional behaviors with patients, families, caregivers, peers, and supervisors.
- Collaborate with patients, families, and teams to provide efficient, effective, and respectful care plans and treatment.

Admission to the Program

Students who wish to be considered for admission to the Occupational Therapy Assistant Program must present credentials matching the following guidelines:

All students must have completed all required developmental course work and have earned 12 college credits. A minimum GPA of 2.5 is required for entrance into this program. Regardless of courses taken, students must pass the OTA Admission Essay Exam. All students must attend a mandatory program information session.

Admission to the program is selective and completion of minimum requirements does not guarantee acceptance. Criteria such as completion of non-OTA courses, date of application, and date of completion of exploratory assignments may be used in the decision process. Additional admissions requirements include an interview, approved volunteer experiences and a structured report of an observation of an Occupational Therapist (Please see application packet for guidelines). Application deadline is May 15th prior to the anticipated fall entry date.

Applicants are responsible for obtaining the most current OTA application requirements and paperwork at a mandatory information session.

Program Requirements and Accreditation

Students are required to obtain a grade of "B" or higher in BIO* E105 and a grade of "C" or higher in all other OTA courses for progression in the program. Students are also required to purchase their own malpractice insurance, uniforms, and to provide their own transportation to and from all clinical assignments. In addition to having a physical examination within six months prior to entering the practicum, students must also provide evidence of immunity to Hepatitis B, and certification in CPR and First Aid before starting Level 2 practicum. All students placed on fieldwork assignments are required to show proof of health insurance.

In addition to academic requirements, students must meet non academic essentials and technical standards in order to complete the program. A separate Occupational Therapy Assistant Student Handbook details additional requirements specific to the program.

Students must complete all Level 2 Practicum work within 18 months following the completion of academic preparation. For more information on the program and to download an application packet visit the OTA program page on the HCC web site.

Students are subject to a drug screening and criminal background check prior to Fieldwork placement. Commission of a felony may effect a student's ability to take the national exam.

Accreditation

The Occupational Therapy Assistant program at Housatonic Community College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, PO Box 31220, Bethesda, Maryland 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination.

Suggested Sequence of Courses:

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>BIO* E117</td>
<td>Biological Basis of Health and Disease</td>
<td>4</td>
</tr>
<tr>
<td>PSY* E111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>OTA* E111</td>
<td>Foundations of Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OTA* E115</td>
<td>Occupational Therapy Assistant I</td>
<td>4</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>OTA* E121</td>
<td>Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>OTA* E123</td>
<td>Occupational Therapy Assistant II</td>
<td>4</td>
</tr>
<tr>
<td>OTA* E113</td>
<td>Task Analysis</td>
<td>1</td>
</tr>
<tr>
<td>OTA* E125</td>
<td>Group Dynamics in Occupational Therapy</td>
<td>3</td>
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Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>Elective</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>Psychology *</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>OTA* E213</td>
<td>Occupational Therapy Assistant III</td>
<td>4</td>
</tr>
<tr>
<td>OTA* E217</td>
<td>Case Studies in Occupational Therapy</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>OTA* E219</td>
<td>Occupational Therapy Assistant Seminar</td>
<td>2</td>
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<td>OTA* E127</td>
<td>Occupation in Treatments</td>
<td>1</td>
</tr>
<tr>
<td>OTA* E221</td>
<td>Professional Preparation</td>
<td>1</td>
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<tr>
<td>OTA* E231</td>
<td>Clinical Practicum - Level IIA</td>
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</tr>
<tr>
<td>OTA* E233</td>
<td>Clinical Practicum - Level IIB</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 66 - 67

* Upper level Psychology course required. PSY* E245 (Abnormal Psychology) or PSY* E202 (Child Psychology & Development) highly recommended.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.
### Pathway to Teaching Careers:
#### Parent Program (code: EC35)

**Associate in Arts Degree**

The goal of this program is to offer a course of study that provides students with a strong foundation in both the liberal arts and their chosen field of specialization. Students will be prepared to transfer to the teacher preparation program at Southern Connecticut State University where students will work toward a baccalaureate degree with secondary education certification in their area of specialization. Areas of specialization are those identified by the State Department of Education as experiencing current and projected teacher shortages. These areas are Biology, Chemistry, English, Foreign Language, Mathematics and Physics. This transfer program closely parallels the core requirements of the first two years of most four-year college teacher preparation programs in Connecticut. Students are advised to review the requirements of the transfer institution prior to course selection.

**Outcomes:**

- Complete the general education courses and content area specialization courses to fulfill the first two years of the baccalaureate degree requirements at SCSU, thereby exhibiting an educational background in the arts, humanities, mathematics, science and social and behavioral sciences.
- Meet the requirements for admission into the SCSU School of Education
- Demonstrate effective oral and written communication skills.
- Demonstrate an understanding of basic statistics and/or integral calculus.
- Demonstrate knowledge of the history of the United States and the Western World to understand life and events in the past and how they relate to one's own life experiences.
- Identify and explain basic theories of psychological behavior and interpersonal relationships.
- Identify and explain basic educational theory and how it applies to the learner, including those with special needs.

**NOTE:** The agreement states that students must have a 2.7 G.P.A., pass the state-mandated skills examination (PRAXIS I) and must complete an education certification in their area of specialization. Areas of specialization are those identified by the State Department of Education as experiencing current and projected teacher shortages. These areas are Biology, Chemistry, English, Foreign Language, Mathematics and Physics. This transfer program closely parallels the core requirements of the first two years of the baccalaureate degree requirements at SCSU, thereby exhibiting an educational background in the arts, humanities, mathematics, science and social and behavioral sciences.

**Suggested Sequence of Courses:**

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

### Freshman Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIS* E101</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>or HIS* E102</td>
<td>Western Civilization II</td>
<td></td>
</tr>
<tr>
<td>Mathematics (restricted)</td>
<td>Content Area by Specialization</td>
<td>3-4</td>
</tr>
<tr>
<td>Restricted</td>
<td>Content Area by Specialization</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO* E121</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY* E111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>COM* E173</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Restricted</td>
<td>Content Area by Specialization</td>
<td>3-4</td>
</tr>
<tr>
<td>Social Science¹</td>
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<td>3</td>
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### Sophomore Year

<table>
<thead>
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<tbody>
<tr>
<td>HIS* E201</td>
<td>U.S. History I</td>
<td>3</td>
</tr>
<tr>
<td>or HIS* E202</td>
<td>U.S. History II</td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>Foreign Language Requirement by Advisement</td>
<td>3-4</td>
</tr>
<tr>
<td>Restricted</td>
<td>Content Area by Specialization</td>
<td>3-4</td>
</tr>
<tr>
<td>ECE* E215</td>
<td>The Exceptional Learner</td>
<td>3</td>
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<tr>
<td>EDU* E201</td>
<td>Foundations in Education</td>
<td>3</td>
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<tr>
<td>Fine Arts</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Restricted</td>
<td>Foreign Language Requirement by Advisement</td>
<td>3-4</td>
</tr>
<tr>
<td>Restricted</td>
<td>Content Area by Specialization</td>
<td>0-7</td>
</tr>
</tbody>
</table>

**Total Credits:** 60-63

1. **Social Science Elective:** Choose from ECN* E101, ECN* E102, GEO* E111, POL* E101 or POL* E111
2. **English Literature:** except ENG* E214, ENG* E233 or ENG* E281
3. **Fine Arts Elective:** Choose from ART* E101, ART* E102, ART* E103 or MUS* E101
4. **Foreign Language Requirement by Advisement:** Students must meet with their advisor regarding the foreign language requirement at SCSU.

*NOTE:* Until the course is offered at HCC it can be taken at SCSU as EDU 201

**Restricted Electives/Content Area by Specialization:**

- **Biology Specialization:** BIO* E122, BIO* E235, CHE* E121, CHE* E122, MAT* E254, PHY* E121 or PHY* E221
- **Chemistry Specialization:** CHE* E121, CHE* E122, CHE* E211, CHE* E212, MAT* E254, MAT* E256 (PHY* E221 and PHY* E222 can be substituted for CHE* E211 and CHE* E212 if the course is not offered at HCC)
- **English Specialization:** ENG* E233, ENG* E281, FRE/ITA/SPA* E102 or higher, Chemistry (4-cr) or Physics (4-cr), MAT* E167 or MAT* E254, Open Electives
- **Foreign Language Specialization:** SPA* E201, SPA* E202, SPA* E251, SPA* E252, Chemistry (4-cr) or Physics (4-cr), MAT* E167 or MAT* E254, Open Electives (second language recommended)
- **Mathematics Specialization:** MAT* E254, MAT* E256, MAT* E268, CSC* E205, CSC* E223, Chemistry (4-cr) or Physics (4-cr)
- **Physics Specialization:** PHY* E221, PHY* E222, CHE* E121, CHE* E122, MAT* E254, MAT* E256

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.

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**NOTE:** Pathway to Teaching Careers students should consult with their department advisor prior to selecting any courses for transfer.
Physical Therapist Assistant:
Parent Program (EA79)

Associate in Science Degree

The Physical Therapist Assistant Program is designed to prepare graduates for employment in hospitals, rehabilitation centers, private practices, schools, and home care agencies. Physical Therapist Assistants (PTAs) provide a variety of skilled physical therapy treatment to patients following a care plan designed by the Physical Therapist (PT) and under the supervision and direction of a PT. Upon program completion, students are eligible for licensure.

The program is offered through a collaborative agreement between HCC and Naugatuck Valley Community College. The two-year course of study begins in January and includes 67-68 credits. The PTA core courses are taken at Naugatuck Valley Community College during the day. All other courses are taken at HCC.

The curriculum combines general college courses in the humanities and sciences with clinical skill courses and clinical internship. Hospitals, outpatient departments, geriatric, and general facilities provide the environment where students practice techniques under the supervision of experienced clinicians.

**Outcomes:**

- Recognize the role and scope of the field of Physical Therapy and Physical Therapist Assistants including ethical and legal boundaries;
- Communicate appropriately and respectfully with, and educate, patients, personnel, and others;
- Demonstrate required knowledge and skills for observation, data collection, and clinical problem-solving;
- Provide, adjust, and document treatments/interventions according to an established plan of care under the supervision of a physical therapist in a safe and competent manner;
- Participate in planning, supervising, and other departmental, administrative activities as appropriate to the role of the PTA;
- Demonstrate a commitment to the public welfare through self-evaluation, lifelong learning, and advocacy for self and others.

**Admission to the Program**

Students who wish to be considered for admission to the Physical Therapist Assistant Program must present credentials matching the following guidelines:

Students applying from high school must submit a high school transcript (or G.E.D.) including one year each of biology and chemistry and two years of algebra with grades of "C" or better within the last five years (equivalent courses taken in college would be acceptable substitutes). Students applying can meet admission requirements with college courses. Application deadline is October 15th of each year.

Admission to the program is selective and completion of minimum requirements does not guarantee acceptance. Criteria such as completion of related non-PTA courses, date of application, and date of completion of minimum requirements may be used in the decision process.

**Program Requirements and Accreditation**

1. Submit a PTA program application, in addition to the college application for admission, and an official final high school transcript indicating graduation or a General Education Development (GED) Diploma.

2. Complete with a minimum grade of "C" and submit a high school and/or college transcript documenting that these were completed no earlier than five years prior to the application date, the following courses:
   - Intermediate Algebra
   - Chemistry or Physics, with a laboratory component

Applicants enrolled in high school can complete these requirements through courses at the college preparatory or advanced level. High school modified grade level courses will not meet these admissions criteria nor will high school courses designated as "allied health."

Applicants not enrolled in high school may complete these requirements through courses completed at a college. Adult education courses do not meet these criteria. Satisfactory scores on the CLEP in intermediate algebra and chemistry or physics are acceptable in meeting these requirements.

Courses which must be completed to meet these requirements are:

**ALGEBRA:** The minimum high school level course to meet this requirement is Algebra II. The minimum college algebra course to meet this requirement is MAT*137

**CHEMISTRY or PHYSICS:** This high school course must be "general with laboratory." College courses with laboratory must be "introductory" or "general" level courses. The minimum course to meet this requirement is CHE*111 (Introduction to Chemistry) or PHY*121 (General Physics).

3. Complete no earlier than five (5) years prior to entering the PTA program the course Anatomy and Physiology I (4 cr.), which must be completed within the 5 years prior to entering the PTA program and with a minimum grade of "C." Students enrolled in Anatomy and Physiology I during the Fall Semester, and who have met all other admissions criteria, may be offered conditional acceptance to the program based on achieving a minimum grade of "C" at the end of the semester. Official transcripts or final grade(s) must be submitted as soon as they are available. The minimum course to meet this requirement is BIO*211 or equivalent.

4. Complete the required College Placement Tests. Remedial courses required as indicated by testing must be completed before October 15 of the year prior to the year in which the student wishes to enter the PTA Program.

5. Earn a GPA of 2.5 for all previous college work.

6. Submit all application materials, including official high school and college transcripts, and program application, by October 15 of the year prior to which the student seeks entrance to the PTA Program.

7. Students must be able to perform common physical therapy functions as defined in the program's Essential Requirements. Contact the program to receive a copy of this document.

8. In addition to tuition and fees, students in the PTA program must pay for books, appropriate attire for internships, and transportation. Students must complete and verify all required immunizations and provide certification by the American Heart Association in CPR for the Health Care Provider before the start of clinical activities.

The program is accredited by: The Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, Virginia, 22314.

**NOTE:** Clinical internship experiences are scheduled at affiliated clinics throughout the state. Students are not routinely placed out-of-state.

**HCC Liaison, Physical Therapist Assistant Program:**
Kathy Cercone, PT, PhD
(203) 332-9177
Room LH-B234
kcercone@hcc.commnet.edu.

**Director, Physical Therapist Assistant Program:**
Cindy Lacouture, PT, MA
Ekstrom Hall # 630
Naugatuck Valley Community College
750 Chase Parkway
Waterbury, CT 06708
(203) 596-2168
clacouture@nvcc.commnet.edu.

**continued next page**
PTA) Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

### Prerequisite
- **BIO* E211** Anatomy & Physiology I 4
- **PTA* E120** Introduction to Physical Therapy (taught at NVCC) 3
- **PTA* E125** Physical Therapy for Function (taught at NVCC) 4
- **BIO* E212** Anatomy & Physiology II 4
- **ENG* E101** Composition 3
- **PSY* E111** General Psychology I 3

### Summer I
- **PTA* E220** Introduction to Physical Therapy Clinic (taught at NVCC) 1

### Fall I
- **PTA* E230** Physical Agents in Physical Therapy (taught at NVCC) 4
- **PTA* E235** Kinesiology for Rehabilitation (taught at NVCC) 4
- **Communications** Elective 3
- **Mathematics** Elective 3 - 4
- **ENG* E102** Literature & Composition 3

### Spring II
- **PTA* E250** Therapeutic Exercise (taught at NVCC) 5
- **PTA* E253** Pathophysiology for Rehabilitation (taught at NVCC) 3
- **PTA* E258** PTA in the Healthcare Area (taught at NVCC) 2
- **Fine Arts/Humanities** Elective 3
- **Social Science** Elective 3

### Fall II
- **PTA* E260** Physical Therapy Seminar (taught at NVCC) 2
- **PTA* E262** PTA Internship II (taught at NVCC) 5
- **PTA* E265** PTA Internship III (taught at NVCC) 5

**Total Credits: 67 - 68**

1. **MAT*137** or higher acceptable
2. Course choices: **COM* E101, COM* E173**

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.

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## Theater Arts:

### Parent Program (EB61)

### Associate in Arts Degree

The objective of the Theater Arts Program at Housatonic Community College is to provide a strong foundation in the Theater Arts as a creative and practical enterprise, to prepare the students for transfer, internship or employment opportunities by ensuring a working knowledge of the responsibilities and requirements of these positions, and to serve as a means to empower the students to develop to their full potential through self-discovery, discipline, teamwork and creative thought inherent in the Theater Arts process.

### Outcomes:
- Attain an expanded awareness and critical understanding of theater methods, practices and responsibilities.
- Demonstrate competency in theater performance, production, and administrative techniques.
- Demonstrate a creative approach to interpretation and problem solving.
- Identify and construct a collaborative connection between a theater company and its community.
- Apply creative, cooperative and disciplined approach to career and personal challenges.
- Attain an expanded awareness and critical understanding of theater methods, practices and responsibilities.

### Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

#### Freshman Year
- **ENG* E101** Composition 3
- **Mathematics** Elective 3 - 4
- **Humanities** Elective 3
- **THR* E101** Theater History (Fall only) 3
- **THR* E112** Voice and Diction (Fall only) 3
- **ENG* E102** Literature & Composition 3
- **Open** Elective 3 - 4
- **Science** Elective 3 - 4
- **THR* E110** Acting I 3
- **THR* E120** Stagecraft 3

**Total Credits: 60 - 64**

1. **THR* E190** and **THR* E290** are strongly recommended.

**NOTE:** For degree completion the student must complete the Computer Literacy Requirement.

**NOTE:** For Humanities, Fine Arts, and/or Open electives, the Theater Program strongly suggests selecting from the following courses: **ART* E206, BMG* E226, BIO* E111, COM* E173, ENG* E214, and ENG* E233. 

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**Housatonic Community College 2011-2012**
Transfer Options @ HCC

In addition to the HCC programs that have been developed to provide a seamless transfer to a four-year institution, the College offers various ways to transfer to another college or university upon graduation from HCC. Such programs include:

- Articulation & Transfer Agreements with more than 15 four-year Colleges
- The UCONN Guaranteed Admission Program (GAP) *(Students must apply before they have accrued 16 transferable credits.)*
- UCONN Business and Technology Transfer Pathway Program
- Guaranteed Admissions Agreement with CT State Universities *(Students must apply before they have accrued 15 transferable credits.)*
- The Connecticut College of Technology

New students interested in transfer opportunities are encouraged to speak with their advisor, the Counseling Center in room LH-A108, or the Academic Advising Center in room LH-A11 as soon as possible to ensure that they are aware of the requirements for a particular transfer process. Please refer to page XXX for more information on transfer opportunities for Housatonic students.

Business Administration Transfer Option:
UCONN-Stamford/Waterbury Transfer Program
(EA67tr)

**Associate in Science Degree**

UCONN-Stamford/Waterbury Transfer Agreement

Students may have determined their intent to attend the University of Connecticut School of Business at Stamford. Graduates of HCC receiving the Associate in Science Degree in Business Administration may enter the UConn School of Business to pursue a Bachelor of Science degree in Business and Technology at the University of Connecticut Stamford. Students who have completed all requirements, earned an overall GPA of 3.0 (4.0 scale) and achieve a B (3.0) or higher in courses being used for 200-level major requirements are guaranteed admission to the School of Business in the Business and Technology major. Those students who have determined to seek admission to this program should follow these course requirements:

**Outcomes:**

- Demonstrate an understanding of basic theory and practice of business and business administration.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical, problem-solving, and decision-making skills applicable to business and business administration.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration.

**Suggested Sequence of Courses:**

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Freshman Year**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
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<tr>
<td>Mathematics</td>
<td>Elective</td>
<td>3 - 4</td>
</tr>
<tr>
<td>BBG* E101</td>
<td>Introduction to Business</td>
<td>3</td>
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<tr>
<td>ACC* E113</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ENG* E102</td>
<td>Literature &amp; Composition</td>
<td>3</td>
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<tr>
<td>CSA* E106</td>
<td>Introduction to Computer Applications</td>
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<tr>
<td>BMK* E201</td>
<td>Principles of Marketing</td>
<td>3</td>
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<tr>
<td>ACC* E117</td>
<td>Principles of Managerial Accounting</td>
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<td>PSY* E111</td>
<td>General Psychology</td>
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**Sophomore Year**

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<tr>
<td>Fine Arts</td>
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<tr>
<td>BFN* E201</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BBG* E231</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ECN* E102</td>
<td>Principles of Micro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>Science (with Lab)</td>
<td>Elective (with Lab)</td>
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<tr>
<td>BMG* E202</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BBG* E210</td>
<td>Business Communication</td>
<td>3</td>
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<tr>
<td>Business</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>ECN* E101</td>
<td>Principles of Macro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>PHL* E101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
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</tbody>
</table>

**Total Credits: 62 - 63**

1. MAT* E137 or higher.
2. Alternate may not be taken as a Business elective.
3. The science elective may be met with any lab course (4 credits) in Biology, Chemistry, or Physics.
4. Business electives should be selected in consultation with a Business advisor. Business electives may be chosen from Accounting, Business, Computer Science, alternate Economics course, and Business Office Technology.
Engineering Transfer Option:
**Engineering Science Pathway Program (Fairfield University)** (EB16pfu)

**Associate in Science Degree**

Transfer Program: The pre-engineering pathway is based upon a mathematics and science core that provides the nucleus for engineering education. In addition to the 64-hour core of courses listed below, the student must maintain a "B" or better average with no grade less than a "C" for continuation in the engineering program at the University of Connecticut.

**Outcomes:**
- Understand the basic principles of the physical sciences.
- Perform a scientific experiment and interpret results.
- Demonstrate an understanding of the major concepts of differential and integral calculus.
- Have the ability to write and document a computer program.
- Complete the general education courses in satisfaction of the associate academic requirements.

**Academic Alliance for Degree Completion at Fairfield University**

Housatonic Community College and the Fairfield University School of Engineering have established an articulation agreement that allows Housatonic graduates to transfer their courses to Fairfield University. By this arrangement, Housatonic students who have earned their A.S. in Engineering Science and wish to complete a four-year bachelor of science degree in engineering at Fairfield University can do so in minimal time and in a cost-effective manner. Students can enroll in the bachelor's degree program in electrical engineering or mechanical engineering. The articulation agreement allows the transfer of credits as shown below. Students interested in completing their degrees in either software engineering or computer engineering should contact Fairfield's School of Engineering directly by calling (203) 254-4147 or emailing Associate Dean Bill Taylor at httaylor@fairfield.edu.

At Fairfield University, class sizes are kept small so that students have the opportunity to work closely with their professors and classmates. The engineering faculty at Fairfield have outstanding academic credentials, as well as industrial experience. They assist in transforming their students into professional engineers. They employ hands-on teaching techniques, including in-class projects and computer simulations. Learning in the classroom is reinforced in state-of-the-art laboratories which are upgraded annually with sophisticated instrumentation. The six-credit capstone class, the Senior Design Project, provides a crucial learning experience for all engineering students.

Once at Fairfield, students can take advantage of a full spectrum of academic and career services, including out-of-class assistance by faculty-level tutors, and career counseling at the University’s Career Planning Center.

An important feature of the Fairfield University program is the placement of students in paid internships arranged by the School of Engineering. If you are interested in completing your engineering degree at Fairfield University, please contact the Alliance Coordinator, Prof. Robert Ryder Rryder@hcc.commnet.edu, (203) 332-5158, or in LH-B223 on the Housatonic campus.

<table>
<thead>
<tr>
<th>HOUSATONIC</th>
<th>CREDITS</th>
<th>FAIRFIELD</th>
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<tbody>
<tr>
<td>ART* E101 Art History</td>
<td>3 3</td>
<td>AH 10 Orig &amp; Trans in Western Art</td>
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<tr>
<td>CAD* E133 CAD</td>
<td>3 3</td>
<td>CD 211 Engineering Graphics I</td>
</tr>
<tr>
<td>CHE* E121 General Chemistry I</td>
<td>4 4</td>
<td>CH 11 General Inorganic Chemistry I</td>
</tr>
<tr>
<td>CHE* E122 General Chemistry II</td>
<td>4 4</td>
<td>CH 12 General Inorganic Chemistry II</td>
</tr>
<tr>
<td>CSC* E106 Structured Programming</td>
<td>3 3</td>
<td>CS 131 Computer Programming I</td>
</tr>
<tr>
<td>ECN* E102 Principles of Microeconomics</td>
<td>3 3</td>
<td>EC 11 Intro to Microeconomics</td>
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<tr>
<td>EGR* E211 Engineering Statics</td>
<td>3 3</td>
<td>ME 201 Engineering Statics</td>
</tr>
<tr>
<td>EGR* E212 Engineering Dynamics</td>
<td>3 3</td>
<td>ME 203 Kinematics &amp; Dynamics</td>
</tr>
<tr>
<td>ENG* E101 Composition</td>
<td>3 3</td>
<td>EN 11 Composition and Prose Literature</td>
</tr>
<tr>
<td>ENG* E102 Literature &amp; Composition</td>
<td>3 3</td>
<td>EN 12 Introduction to Literature and Writing</td>
</tr>
<tr>
<td>HIS* E101 Western Civilization</td>
<td>3 3</td>
<td>HI 30 Europe &amp; World in Transition</td>
</tr>
<tr>
<td>MAT* E254 Calculus I</td>
<td>4 3</td>
<td>MA 125 Calculus I (Eng/Physics majors)</td>
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<tr>
<td>MAT* E256 Calculus II</td>
<td>4 3</td>
<td>MA 126 Calculus II (Eng/Physics majors)</td>
</tr>
<tr>
<td>MAT* E268 Calculus III: Multivariable</td>
<td>4 3</td>
<td>MA 227 Calculus III: (Eng/Physics majors)</td>
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<tr>
<td>MAT* E285 Differential Equations</td>
<td>3 3</td>
<td>MA 228 Calculus IV: (Eng/Physics majors)</td>
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<tr>
<td>MFG* E102 Manufacturing Processes</td>
<td>3 3</td>
<td>MA 321 Ordinary Differential Equations</td>
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<td>PHL* E151 World Religions</td>
<td>3 3</td>
<td>EG 31 Fundamentals of Engineering I</td>
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<tr>
<td>PHY* E221 Calculus-based Physics I</td>
<td>4 4</td>
<td>RS 10 Intro to Religious Studies</td>
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<tr>
<td>PHY* E222 Calculus-based Physics II</td>
<td>4 4</td>
<td>PS 15 General Physics I (Eng/Physics majors)</td>
</tr>
</tbody>
</table>

**TOTAL TRANSFER** 64 64

1 Courses are offered at HCC through a video teleconferencing format in conjunction with Fairfield University at the Housatonic Community College tuition rate.

2 The three calculus courses given by HCC are equivalent to the four calculus courses, MA 125, MA 126, MA 227, and MA 228 given by Fairfield University.

3 This course is offered in the SUMMER SESSION ONLY at HCC. It may also be taken at another Community College.

Several additional core courses may be transferred, but the student should check with Fairfield University first.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.

NOTE: A minimum of 15 credits must be taken in 200-level courses.
Liberal Arts & Sciences: Psychology Transfer Concentration (EB45psy)

Associate in Arts Degree

The Psychology Transfer Concentration provides a recommended sequence for those considering transfer to a baccalaureate program in Psychology. This transfer program parallels the core requirements of the first two years of most four-year colleges. The experiences in this area of academic study provide the foundation for specialization as a psychology major at a four-year institution. Core courses and psychology electives prepare students to enter the upper level courses encountered upon transfer. Students are advised to review the requirements of the desired transfer institution prior to course selection.

Outcomes:

• Recognize and understand the relationship between individuals and their behavior.
• Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
• Explain the scientific methodology used for behavioral scientific research.
• Understand the basic research methods in psychology, including research design, data analysis, and interpretation.
• Demonstrate the ability to communicate orally and in written form.
• Students will respect and use critical and creative thinking and when possible the scientific method to solve problems related to behavior and mental processes.
• Identify and understand the responsibilities of ethical decision making.
• Recognize, understand, and respect diversity.
• Develop insight into their own and others behavior and mental processes.
• Students will receive a broad based liberal arts education.

Suggested Sequence of Courses:

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Freshman Year

ENG* E101 Composition 3
PSY* E111 General Psychology I 3
Foreign Language 1 Elective 3
Science (4-credit) 2 Elective 4
MAT* E167 Principles of Statistics 3
HIS* E101 Western Civilization I 3
or HIS* E102 Western Civilization II
ENG* E102 Literature & Composition 3
PSY* E112 General Psychology II 3
Foreign Language 1 Elective 3
Science (4-credit) 2 Elective 4

Sophomore Year

HIS* E201 U.S. History I 3
or HIS* E202 U.S. History II
Psychology 3 Elective 3
Psychology 3 Elective 3
Open Elective 3 - 4
SOC* E101 Principles of Sociology 3
Humanities Elective 3
Psychology 3 Elective 3
Psychology 3 Elective 3
Fine Arts Elective 3
Open Elective 3 - 4

Total Credits: 62 - 64

1 Foreign Language Elective: Two semesters of the same language.
2 The science elective has to be a full year of a laboratory science.
3 All psychology electives should be based on student's career objectives. It is recommended that selection of psychology electives be discussed with the program advisor, psychology faculty, or academic advisor prior to selection.

NOTE: For degree completion the student must complete the Computer Literacy Requirement.

For Students Planning to Transfer to the Teacher Preparation Program at SCSU

Pathway to Teaching Careers:

The goal of this program is to offer a course of study that provides students with a strong foundation in both the liberal arts and their chosen field of specialization. Students will be prepared to transfer to the teacher preparation program at Southern Connecticut State University where students will work toward a baccalaureate degree with secondary education certification in their area of specialization. Areas of specialization are those identified by the State Department of Education as experiencing current and projected teacher shortages. These areas are Biology, Chemistry, English, Foreign Language, Mathematics and Physics. This transfer program closely parallels the core requirements of the first two years of most four-year college teacher preparation programs in Connecticut. Students are advised to review the requirements of the transfer institution prior to course selection.

For more information see page 62 of this catalog.
### Business Certificate: Accounting for Small Business (EJ80) Certificate

A study of bookkeeping principles and procedures as they relate to the accounting system of a small business. Emphasis is placed on the recording process, general and subsidiary ledger and financial statements. Attention is also given to the preparation of bank reconciliations, payroll and payroll tax filings. Practice set projects are used to enhance student knowledge and proficiency in applying these principles and procedures. Credits can be applied toward an associate degree in Accounting for Small Business Management option.

NOTE: Scheduling conflicts, course availability and/or course difficulty (i.e. some students may not wish to take several courses in one semester) may preclude the completion of this program in three semesters.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC* E101</td>
<td>ACC* E102</td>
<td>ACC* E241</td>
</tr>
<tr>
<td>Accounting Procedures I</td>
<td>Accounting Procedures II</td>
<td>Federal Taxes I</td>
</tr>
<tr>
<td>CSA* E106</td>
<td>ACC* E123</td>
<td>ACC* E125</td>
</tr>
<tr>
<td>Introduction to Computer Applications</td>
<td>Accounting Software Applications</td>
<td>Accounting Computer Applications I</td>
</tr>
<tr>
<td></td>
<td>ACC* E117</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles of Managerial Accounting</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 22**

1 ACC* E101 and ACC* E102 are open to Accounting for Small Business Management degree and certificate students only.

### Business Certificate: Administrative Support Assistant (BOT) (EJ09) Certificate

This program allows students to specialize in areas of interest and obtain entry-level office positions. The role of the receptionist who must deal with the public will receive emphasis. Students who complete this program will find employment opportunities in professional offices and business firms. Course credits may be applied to an associate degree program in BOT.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>BOT* E112</td>
<td>ACC* E241</td>
</tr>
<tr>
<td>Composition</td>
<td>or BOT* E210</td>
<td>Federal Taxes I</td>
</tr>
<tr>
<td>ACC* E113</td>
<td>Business 1</td>
<td>ACC* E125</td>
</tr>
<tr>
<td>Principles of Financial Accounting</td>
<td>Elective</td>
<td>Accounting Computer Applications I</td>
</tr>
<tr>
<td>BOT* E111</td>
<td>BOT* E251</td>
<td></td>
</tr>
<tr>
<td>Keyboarding for Information Processing I</td>
<td>Administrative Procedures</td>
<td></td>
</tr>
<tr>
<td>or BOT* E112</td>
<td>BBG* E210 2</td>
<td></td>
</tr>
<tr>
<td>Keyboarding for Information Processing II</td>
<td>Business Communication</td>
<td></td>
</tr>
<tr>
<td>BOT* E137</td>
<td>BOT* E260</td>
<td></td>
</tr>
<tr>
<td>Word Processing Applications</td>
<td>Administrative Management</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits: 30**

1 Business electives must be approved by the BOT Academic Advisor. Business electives may be chosen from Accounting, Business, Computer Science, Economics, and Business Office Technology. BOT* E210 can be used as a business elective.

2 BBG* E210 requires permission of the instructor or permission of the Academic Advisor.
**Business Certificate: Customer Service/Marketing (EK03)**

**Certificate**

The objective of this Certificate program is to provide primary skills and knowledge to individuals seeking entry level positions in the area of customer service and marketing. In addition, the certificate will aid those seeking to improve their understanding of customer service and marketing, pursuant to transfer or promotion within their organizations. Credits may be applied toward an associate degree in Customer Service/Marketing.

**Outcomes:**

- Demonstrate an understanding of the basic theory, principles and practice of the business function of customer service and marketing.
- Demonstrate the ability to read, understand, and prepare types of communication related to customer service and marketing.
- Demonstrate analytical, problem-solving, and decision-making skills applicable to customer service and marketing.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in customer service and marketing.

**Suggested Sequence of Courses:**

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>BMK* E123</td>
<td>Principles of Customer Service</td>
<td>3</td>
</tr>
<tr>
<td>BMK* E201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMK* E205</td>
<td>Business to Business Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BMK* E207</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BBG* E210</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Spring and Summer only)</td>
<td></td>
</tr>
<tr>
<td>Restricted 2</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 21**

1 BBG* E210 requires permission of the instructor or permission of the Academic Advisor.

2 Three credits are restricted to BMK* E106, BMK* E214, BMK* E241. Choice should be made after consultation with the Program Advisor.

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**Business Certificate: Retail Banking (EK04)**

**Certificate**

The objective of this certificate program is to provide fundamental knowledge and skills to individuals seeking entry-level positions in Connecticut's retail banking industry – primarily in branch banking and direct customer service/sales. However, completion of the program would help a student obtain an administrative support role in this industry.

Upon successful completion of the Certificate program, students will be able to:

**Outcomes:**

- Explain the fundamental principles of economics, money and banking
- Demonstrate an understanding of the role of retail financial institutions in our society and personal lives.
- Clearly understand the basic retail banking products.
- Engage others in discussions of personal financial management – borrowing, saving, bill paying, etc.
- Evaluate competitive banking products.
- Demonstrate analytical, problem-solving, and decision-making skills applicable to customer service in a retail banking environment.

**Suggested Sequence of Courses:**

Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>BMK* E123</td>
<td>Principles of Customer Service</td>
<td>3</td>
</tr>
<tr>
<td>BMK* E214</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BFN* E125</td>
<td>Principles of Banking</td>
<td>3</td>
</tr>
<tr>
<td>BFN* E211</td>
<td>Money &amp; Banking (Fall only)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN* E101</td>
<td>Principles of Macro-Economics</td>
<td>3</td>
</tr>
<tr>
<td>BBG* E210</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Spring and Summer only)</td>
<td></td>
</tr>
<tr>
<td>BMK* E106</td>
<td>Principles of Selling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 21**

1 BBG* E210 requires permission of the instructor or permission of the Business Academic Advisor.

It is imperative that you see your Business Program Academic Advisor.
Business Certificate:
Small Business Management/Entrepreneurship (EK05)

Certificate
This program is designed to provide students with basic knowledge and skills to operate a small business. The following topics will be covered: market analysis, advertising strategy, and retail site selection, operations management, and financial considerations. Students will become familiar with an automated accounting package. Small business and entrepreneurial skills will encompass problem solving while utilizing analytical skills in decision making. The students will write a business plan for a start-up organization. Credits can be applied toward an associate degree in Small Business Management/Entrepreneurship.

The Small Business Management/Entrepreneurship certificate will provide the students with the following managerial skills needed for the positions within small business:

Outcomes:
• A proficiency to analyze marketing strategy emphasizing competitive advantage and the ability to provide recommendations.
• A proficiency in the selection of advertising methods, pricing strategy and site selection strategy.
• A proficiency in management operations regarding forms of organization, human resource management, and e-commerce.
• The ability to prepare financial statements.
• The ability to produce automated financial statements.
• The ability to write a business plan for a start-up organization.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

First Semester
ENG* E101 Composition 3
BES* E118 Small Business Management 3
ACC* E113 Principles of Financial Accounting 3
ACC* E125 Accounting Computer Applications I 3

Second Semester
BBG* E210 Business Communication 3
BOT* E112 Keyboarding for Information Processing II 3
BBG* E120 or BOT* E260 Administrative Procedures 3
BOT* E218 Database Management 3
BOT* E217 Desktop Publishing 3
or CSA* E220 Web Graphics 3
BBG* E210 Business Communication 3
(Spring and Summer only)

Total Credits: 21

1 BBG* E210 requires permission of the instructor or permission of the Academic Advisor.
2 Selection of restricted elective (BMK* E103 Principles of Retailing, BMG* E220 Human Resource Management, or BBG* E215 Global Business) should be made after consultation with the Program Advisor.

Business Certificate:
Word/Information Processor (BOT) (EJ60)

Certificate
The accurate entry and retrieval of data is essential in today's business environment. Many kinds of business organizations are seeking personnel with this training. A high degree of proficiency in language arts and word processing skills is required. Course credit may be applied toward an associate degree program in BOT.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

First Semester
ENG* E101 Composition 3
BOT* E111 Keyboarding for Information Processing I 3
BOT* E137 Word Processing Applications 3
BOT* E216 Spreadsheet Applications 3
Business 2 Elective 3

Second Semester
BOT* E111 Keyboarding for Information Processing II 3
BOT* E251 Administrative Procedures 3
or BOT* E260 Administrative Management 3
BOT* E218 Database Management 3
BOT* E217 Desktop Publishing 3
or CSA* E220 Web Graphics 3
BBG* E210 Business Communication 3
(Spring and Summer only)

Total Credits: 30

1 Students meeting requirements of BOT* E111 via departmental evaluation may select a Business elective ONLY with the approval of BOT program advisor.
2 Business electives must be selected from Accounting, Business, Computer Science, Economics or Business Office Technology and must be approved by the BOT advisor.
3 BBG* E210 requires permission of the instructor or permission of the Academic Advisor.
**Computer Information Certificate:**

**PC Applications (EJ01)**

Certificate

Designed to provide students with introductory skill knowledge in the areas of word processing, spreadsheet applications, and data base management. This program is aimed at those currently using PCs in business operations and wishing to improve their skills in the changing technology of PC software, and those wishing to gain entry-level skills for employment in businesses utilizing PCs.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>BOT* E111</td>
<td>Keyboarding for Information Processing I</td>
<td>3</td>
</tr>
<tr>
<td>CSA* E106</td>
<td>Introduction to Computer Applications</td>
<td>4</td>
</tr>
<tr>
<td>BOT* E137</td>
<td>Word Processing Applications</td>
<td>3</td>
</tr>
<tr>
<td>BOT* E215</td>
<td>Word Processing Applications II</td>
<td>3</td>
</tr>
<tr>
<td>CSA* E135</td>
<td>Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>CSA* E145</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>CSA* E220</td>
<td>Web Graphics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 25**

**Computer Information Certificate:**

**Personal Computer Repair Technology (EJ02)**

Certificate

Designed to prepare personal computer technicians by providing basic instruction in computer applications, microcomputer systems, basic electronics, digital/integrated circuits, trouble-shooting and the use of diagnostic techniques. Qualified individuals will find a variety of opportunities open to them as technicians, including career upgrading and retraining opportunities for those currently in, or seeking employment in, the personal computer field.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>CSA* E106</td>
<td>Introduction to Computer Applications</td>
<td>4</td>
</tr>
<tr>
<td>CST* E144</td>
<td>Introduction to Electronics</td>
<td>4</td>
</tr>
<tr>
<td>CST* E184</td>
<td>Network Administration I</td>
<td>3</td>
</tr>
<tr>
<td>or CST* E231</td>
<td>Data Communications &amp; Networks</td>
<td></td>
</tr>
<tr>
<td>CST* E145</td>
<td>Digital Circuits and Logic</td>
<td>4</td>
</tr>
<tr>
<td>CST* E141</td>
<td>Computer Hardware</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits: 22**

**Computer Information Certificate:**

**Web Design Technology (EK07)**

Certificate

This program is designed to provide the technical computer skills required to design business web sites. The program has as its learning outcomes the demonstrated proficiency in these skills, which are the following:

* The ability to create web sites by programming in HTML, the industry standard language for Internet presentation. Students will demonstrate this skill by using HTML programming to create functional web sites that employ the all of fundamental aspects of HTML, including HTML syntax, links, tables, images, frames, forms, and cascading style sheets.

* The ability to create 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.

* The ability to produce dynamic web sites that interact 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.

* The ability to produce web sites that serve as user interfaces to computer programs and databases. Students will demonstrate this ability by designing web sites that pass data to and from databases that reside on a web server.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>CST* E150</td>
<td>Web Design and Development I</td>
<td>3</td>
</tr>
<tr>
<td>CSA* E220</td>
<td>Web Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CST* E230</td>
<td>Web Design and Development II</td>
<td>3</td>
</tr>
<tr>
<td>CST* E258</td>
<td>Fundamentals of Internet Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits: 16**
Criminal Justice Certificate:
**Corrections (EJ62)**

Certificate

This program prepares students with the educational background needed for entry into the field of corrections or for advancement possibilities to those currently employed in the field. Credits may be applied to an associate degree program in Criminal Justice.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**First Semester**
- ENG* E101 Composition 3
- PSY* E111 General Psychology I 3
- SOC* E101 Principles of Sociology 3
- CJS* E101 Introduction to Criminal Justice 3

**Second Semester**
- CJS* E102 Introduction to Corrections 3
- COM* E173 Public Speaking 3
- Criminal Justice (3 courses) 9

**Total Credits: 27**

1 Electives must be chosen from CJS* E240, CJS* E244, PSY* E217, or HSE* E206.

---

Criminal Justice Certificate:
**Criminal Investigation (EJ61)**

Certificate

This program prepares students for advancement to investigative positions in their current employment or to enter employment as an investigator. Credits may be applied to an associate degree program in Criminal Justice.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**First Semester**
- ENG* E101 Composition 3
- PSY* E111 General Psychology I 3
- SOC* E101 Principles of Sociology 3
- CJS* E101 Introduction to Criminal Justice 3
- CJS* E105 Introduction to Law Enforcement 3
- CJS* E259 Writing and Research for Law Enforcement 3
- COM* E173 Public Speaking 3
- CJS* E250 Police Organization and Administration 3
- CJS* E251 Police Management Seminar 3

**Total Credits: 27**

1 Electives must be chosen from CJS* E139, CJS* E221, CJS* E222, CJS* E225, CJS* E237, CJS* E295, or PSY* E217.

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Criminal Justice Certificate:
**Police Management and Administration (EJ06)**

Certificate

The objective of this Certificate program is to provide specialty, in-depth training to students interested in pursuing a career in police management and/or administration. This program may also be used as a training opportunity for professional advancement for individuals already employed in law enforcement-related professions.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**First Semester**
- ENG* E101 Composition 3
- PSY* E111 General Psychology I 3
- SOC* E101 Principles of Sociology 3
- CJS* E101 Introduction to Criminal Justice 3
- CJS* E105 Introduction to Law Enforcement 3
- CJS* E259 Writing and Research for Law Enforcement 3
- COM* E173 Public Speaking 3
- CJS* E250 Police Organization and Administration 3
- CJS* E251 Police Management Seminar 3

**Total Credits: 27**
Early Childhood Education Certificate:
Early Childhood Education (EJ89)

Certificate
Designed for the student who is interested in, or presently employed in the field of early childhood education. Instruction is designed to provide for teaching methods in early care and education centers. Credits may be applied to an associate degree program in Early Childhood Education.

NOTE: Fingerprinting and a background criminal check are required for any job working with children.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

First Semester
- ENG* E101 Composition 3
- PSY* E111 General Psychology I 3
- ECE* E101 Introduction to Early Childhood Education 3
- ECE* E106 Music & Movement for Children 3

Second Semester
- ECE* E210 Observation, Participation and Seminar 3
- PSY* E202 Child Psychology & Development 3
- ECE* E190 ECE Behavior Management 3

Third Semester
- ECE* E231 Early Language and Literacy Development 3
- ECE* E222 Methods & Techniques in ECE 3
- ECE* E207 Natural Science and Safety for Children 3

Total Credits: 30

Early Childhood Education Preparation:
Child Development Associate Preparation (CDA) (EJ73)

Certificate
This option is for Head Start, Day Care, Nursery, or Family Day Care providers who wish to obtain a CDA through the National Credentialing Program. To prepare for a CDA, an individual must successfully complete:

NOTE: Fingerprinting and a background criminal check are required for any job working with children.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

CDA Credential
- ECE* E101 Introduction to Early Childhood Education 3
- Early Childhood Ed Elective 3
- ECE* E180 CDA Credential Preparation 3

Total Credits: 9

English as a Second Language Certificate:
Advanced English Proficiency (EJ03)

Certificate
The Advanced ESL Program is designed for students whose native language is not English. Each of the courses in the program will prepare students in the English language skills necessary for success in academic studies or in careers. After successfully completing the courses in the program with a grade of “C” or higher, students will receive a Competency Certificate in English as a Second Language.

NOTE: All but two courses in this sequence are applicable to associate degree programs. ESL* E150, ESL* E160, and ESL* E167 may be used as foreign language/humanities or open electives. ENG* E101 and ENG* E102 are required in all transfer programs. COM* E173 is required in various programs or may be used as an open elective in others.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

First Semester
- ENG* E101 Composition 3
- ESL* E150 Combined Skills V 6
- ESL* E160 Combined Skills VI 6
- ESL* E167 Oral Communications VI 3
- ENG* E043 Writing: Paragraph to Essay 3
- ENG* E101 Composition 3
- ENG* E102 Literature & Composition 3
- COM* E173 Public Speaking 3

Total Credits: 27

NOTE: A departmental replacement for one of the first four courses listed above may be approved for certain advanced students whose initial placement test scores or course performance indicates a high degree of language competence. Possible English-medium courses include: ENG* E222 or above, SOC* E101, POL* E111, HIS* E201, or HIS* E202.
Graphics Certificate:  
**Graphic Design (EJ91)**  
Certificate

This program is designed to provide the enrolled student with the basic skills of graphic design which include the development of visual arts abilities and graphic media presentations. It also provides students with basic skills to obtain entry-level jobs in the graphic design field or the necessary training to continue in an advanced program of study. Credits may be applied towards a degree program in Graphic Design.

**Suggested Sequence of Courses:**  
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

### First Semester
- **ENG* E101** Composition 3  
- **GRA* E111** Introduction to Computer Graphics 3  
- **ART* E121** Two-Dimensional Design 3  
- **ART* E111** Drawing I 3

### Second Semester
- **ART* E109** Color Theory 3  
- **ART* E112** Drawing II 3  
- **GRA* E230** Digital Imaging I 3  
- **GRA* E151** Graphic Design 3

### Third Semester
- **GRA* E221** Illustration I 3  
- **ART* E250** Digital Photography I 3  
- **ART* E103** Art History III 3  
- **GRA* E241** Digital Page Design 3

**Total Credits: 36**

Graphics Certificate:  
**Web Design Graphic Foundation (EK06)**  
Certificate

The objective of the proposed Certificate Program is to provide the essential skills necessary to individuals seeking a career in Web Design. The Web Design- Graphics Foundation Certificate provides students with the basic knowledge and skills required to create and maintain dynamic web pages. It combines the technical and creative aspects of web design into one comprehensive program. This includes developing clean sophisticated layouts, strong use of typography, proficiency with Photoshop, Illustrator, Dreamweaver, and Flash, and a working knowledge of X/HTML and CSS. Students are introduced to server-side programming techniques, developing web sites that interact with servers, managing user session, and storing and retrieving data from databases.

Program content is continuously updated to reflect the current state of the art in internet computing and web programming. Students completing the Web Design – Graphic Foundation Certificate may apply all but two courses to the Graphic Design: Associate Degree Parent Program and all but one course to the Associate Degree in Graphic Design: Computer Graphics Option.

**Suggested Sequence of Courses:**  
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

### Required Courses
- **ENG* E101** Composition 3  
- **ART* E121** Two-Dimensional Design 3  
- **GRA* E151** Graphic Design 3  
- **GRA* E111** Introduction to Computer Graphics 3  
- **GRA* E230** Digital Imaging I 3  
- **CST* E150** Web Design and Development I 3  
- **CST* E258** Fundamentals of Internet Programming 4  
- **GRA* E261** Web Design 3  
- **GRA* E271** Computer Animation 3

**Total Credits: 28**
Health Careers Certificate:
Health Careers Pathways (EK55) Certificate

This program is designed to assist the students to achieve success in health care programs. Students will be provided with the foundation necessary for health care professions. Credits from this program may be applied toward health care program requirements within Connecticut’s Community College System. However, completion of this program does not guarantee an automatic acceptance into any health care program. Students are responsible for verifying specific requirements for their program of interest.

Outcomes:
- Upon successful completion of all program requirements, the student should be able to:
  - Demonstrate competence in written and oral communication.
  - Demonstrate critical thinking, logical reasoning and problem solving skills.
  - Effectively utilize and interpret medical terminology.
  - Identify a variety of career opportunities and roles available in health care professions.
  - Meet most requirements for entrance into health care programs.
  - Demonstrate an understanding of the impact of psychological principles and how they relate to the health care field.
  - Use and apply scientific methods.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

Required Courses
- HLT* E103 Investigations in Allied Health 3
- ENG* E101 Composition 3
- MAT* E137 Intermediate Algebra 3
- BIO* E105 Introduction to Biology 4
  or BIO* E121 General Biology I 4
- CHE* E111 Concepts of Chemistry 4
- PSY* E111 General Psychology I 3
- BIO* E211 Anatomy & Physiology I 4
- BIO* E212 Anatomy & Physiology II 4

Total Credits: 28

Human Services Certificate:
Behavioral Healthcare Specialist Track I (EJ67) Certificate

This program will prepare individuals for employment in entry-level professional positions in public and private agencies serving mentally ill and substance abusing patients. Instruction is also provided to allow for the continuation of studies at two- and four-year programs in the areas of substance abuse and mental health.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

First Semester
- ENG* E101 Composition 3
- PSY* E111 General Psychology I 3
- HSE* E202 Introduction to Counseling/Interviewing 3
- HSE* E210 Group and Interpersonal Relations 3
- HSE* E141 Addiction and Mental Illness in Behavioral Health Care 3

Second Semester
- PSY* E140 Psychology of Addiction 3
- PSY* E245 Abnormal Psychology 3
- HSE* E147 Change Theory and Strategies in Behavioral Health Care 3
- HSE* E286 Practicum in Behavioral Health Care 3

Total Credits: 27

Human Services Certificate:
Behavioral Healthcare Specialist Track II (EJ68) Certificate

This program will prepare individuals with prior higher education and professional experience for career advancement and certification in public and private agencies serving mentally ill and substance abusing patients. Instruction is also provided to allow for the continuation of studies at two- and four-year programs in areas of substance abuse and mental health.

Suggested Sequence of Courses:
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

First Semester
- PSY* E140 Psychology of Addiction 3
- HSE* E141 Addiction and Mental Illness in Behavioral Health Care 3

Second Semester
- HSE* E147 Change Theory and Strategies in Behavioral Health Care 3
- HSE* E286 Practicum in Behavioral Health Care 3

Total Credits: 12

Housatonic Community College 2011-2012
Human Services Certificate:  
**Children & Youth Mental Health (EJ71)** Certificate

This program prepares individuals to work with children, youth and parent populations in a variety of mental health agencies and community based programs. It is also designed to enhance the skills of professionals currently working with children and families in governmental agencies such as the Department of Children and Families (DCF), Department of Social Services, Department of Health and others. Instruction is also provided to allow for continuation of studies at two- and four-year programs in the areas of human services, mental health, social work, and counseling psychology.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**First Semester**
- ENG* E101 Composition 3
- PSY* E111 General Psychology I 3
- HSE* E134 Introduction to Mental Health Systems 3
- HSE* E121 Strategies for Developing Capable Children and Youth 3

**Second Semester**
- PSY* E202 Child Psychology & Development 3
- PSY* E205 Adolescent Development 3
- HSE* E202 Introduction to Counseling/Interviewing 3
- HSE* E222 Emotional Disorders in Children and Youth 3
- HSE* E285 Practicum in Children and Youth Mental Health 3

**Total Credits: 27**

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Human Services Certificate:  
**Disabilities Specialist (EJ72)** Certificate

This program prepares individuals for work with citizens with disabilities in a variety of community treatment and supportive environments. It is designed to bridge the gap between a constantly increasing need of programming and community services for people with disabilities, and a well-trained cadre of professionals to meet that need. Further, it is designed to assist community agencies with their requirements for continuing, professional education of their current workforce in this field. Instruction also allows for continuation of studies at two- and four-year programs in the areas of disabilities, human services, mental health, social work, counseling, and psychology.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**First Semester**
- ENG* E101 Composition 3
- PSY* E111 General Psychology I 3
- HSE* E202 Introduction to Counseling/Interviewing 3
- HSE* E161 Disabilities Across the Lifespan 3

**Second Semester**
- HSE* E210 Group and Interpersonal Relations 3
- HSE* E261 Community Support Skills for Persons with Disabilities 3
- HSE* E262 Positive Behavioral Supports for Persons with Disabilities 3
- HSE* E266 Professional and Ethical Issues in Disability Services 3
- HSE* E280 Practicum in Disability Services 3

**Total Credits: 27**

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Math/Science Certificate:  
**Electrical (EN12)** Certificate

This program offers those who have completed the electrical training general education courses that will provide them with the knowledge and skills valuable at the work site and for promotional opportunities. The Directed Electrical courses are available through the Independent Electrical Contractors of Connecticut.

**Suggested Sequence of Courses:**
Prerequisite or parallel courses may be required. Please check individual course descriptions for details.

**First Semester**
- MAT* E137 Intermediate Algebra 3
- PHY* E121 General Physics I 4
- Computer Science Elective 3 - 4
- Directed Electrical 3
- Directed Electrical 3

**Second Semester**
- ENG* E101 Composition 3
- CHE* E111 Concepts of Chemistry 4
- Directed Electrical 3
- Directed Electrical 3

**Total Credits: 29 - 30**
Course Elective Codes

All degree and certificate programs require various courses that must be completed to meet graduation requirements. Many programs include elective courses in addition to specific courses. The following codes are used to help you and your advisor determine which elective the course will satisfy. In addition to the codes indicated, all courses with course numbers at the 100 and 200 level (HSE* E101, as example) qualify as open electives. You are advised to pay special attention to program footnotes when selecting your electives.

Elective Codes:
- B Business elective
- BS Behavioral Science elective
- C Computer Literacy (satisfies requirement)
- CS Computer Science Elective
- F Fine Arts elective
- H Humanities elective
- M Mathematics elective
- S Science elective
- SS Social Science elective

Open Elective - All courses numbered 100 or higher

Please note that all courses are not offered every semester. It is recommended that students consult with their advisor when choosing courses.

What is a prerequisite or parallel?

**Prerequisite Course** - a course that must be successfully completed before a student can enroll in the next course. Often a grade of "C" or higher is required.

**Parallel Course** - a course that must be taken either before another course or during the same semester.
Accounting (ACC)  

**ACC* E101  Accounting Procedures I**  3 C.H.  
A study of bookkeeping principles and procedures for the small business. Emphasis is placed on the use of journals, general and subsidiary ledgers and financial statement preparation as related to service and merchandising entities. Practice set projects are used to enhance student knowledge and proficiency in applying these principles and procedures. Course is open to Accounting for Small Business Management Associate Degree and Certificate students only.

**ACC* E102  Accounting Procedures II**  3 C.H.  
Prerequisite: ACC* E101  
Continues the study of bookkeeping principles, procedures and responsibilities for the small business begun in Accounting Applications I. Emphasis is placed on bank reconciliations, payroll computations and payroll tax computations and reporting requirements. Attention is also given to bookkeeping issues for specific assets and the partnership and corporate forms of business. Practice set projects are used to enhance student knowledge and proficiency in applying these principles and procedures. Course is open to Accounting for Small Business Management Associate Degree and Certificate students only.

**ACC* E113  Principles of Financial Accounting**  3 C.H.  
Previously: AC 101  
Prerequisite or Parallel: ENG* E043  
Elective Code: B  
A study of the basic principles and procedures of the accounting process as they relate to the recording, measurement, and communication of the business entity's financial data. Emphasis is placed on the recording process, income determination and the development of financial statements. Substantial lab time will be required in the computer lab.

**ACC* E117  Principles of Managerial Accounting**  3 C.H.  
Previously: AC 102  
Prerequisites: ACC* E113 or ACC* E101 and ENG* E043, each with a grade of "C" or higher  
Elective Code: B  
A basic study of Managerial Accounting concepts as they relate to the planning, implementation, control and evaluation of the entity's financial performance. Emphasis is placed on cost behavior and control and the preparation and use of budgets as a management tool. Substantial lab time will be required in the computer lab.

**ACC* E123  Accounting Software Applications**  3 C.H.  
Prerequisite or Parallel: ACC* E117  
Elective Code: B  
This course demonstrates the use of accounting information utilizing spreadsheet software. The following applications and techniques will be covered: spreadsheet basics, what-if analysis, financial statement analysis, inventory, payroll, fixed assets, amortization, and managerial accounting topics.

**ACC* E125  Accounting Computer Applications I**  3 C.H.  
Previously: AC 104  
Prerequisite: ACC* E113 or ACC* E101  
Elective Code: B  
Use of a pre-written computer program to simulate actual accounting applications on microprocessors; programs include general ledger, accounts receivable, accounts payable, and payroll. Additional projects may be prepared using spreadsheet programs. No previous computer knowledge is required. Substantial lab time will be required in the computer lab.

**ACC* E170  Forensic Accounting & Fraud Examination**  3 C.H.  
Prerequisite: ACC* E113  
This course is a study of the basic principles and skills of Fraud Examination and Forensic Accounting. Emphasis is placed on financial forensic, prevention, deterrence, and detection of fraud.

**ACC* E231  Cost Accounting I**  3 C.H.  
Previously: AC 203  
Elective Code: B  
Prerequisite: ACC* E117  
Develops the principles of cost accounting introduced in ACC* E117. The student will relate the position of cost accounting to the overall financial structure. Various types of cost accounting systems and their applications in industry are also covered.

**ACC* E241  Federal Taxes I**  3 C.H.  
Previously: AC 204  
Elective Code: B  
Prerequisite: ENG* E101  
An examination of the theory and problems of federal income tax regulations for individuals. Includes the preparation of tax returns for individuals.

**ACC* E271  Principles of Intermediate Accounting I**  3 C.H.  
(Fall only)  
Previously: AC 210, ACC 275  
Elective Code: B  
Prerequisite: ACC* E117  
Detailed examination of financial accounting principles relative to the valuation and disclosure procedures of assets as reported in the typical balance sheet. Substantial lab time will be required in the computer lab.

**ACC* E272  Principles of Intermediate Accounting II**  3 C.H.  
(Spring only)  
Previously: AC 211, ACC 276  
Elective Code: B  
Prerequisite: ACC* E117  
Continues the detailed examination of financial accounting principles in ACC* E271 with emphasis on valuation and disclosure practices pertaining to non-current assets, liabilities and stockholders equity. ACC* E272 can be taken before ACC* E271. Substantial lab time will be required in the computer lab.

Anthropology (ANT)  

**ANT* E101  Introduction to Anthropology**  3 C.H.  
Previously: AN 101  
Elective Code: BS  
Prerequisite or Parallel: ENG* E101  
An introduction to the discipline of anthropology. Emphasis is upon the evolution and diversity of humans (physical anthropology) and upon the environments and cultures of various peoples (ethnology). Archaeology and linguistics are covered briefly.

**ANT* E105  Introduction to Cultural Anthropology**  3 C.H.  
Previously: AN 201  
Elective Code: BS  
Prerequisite: ANT* E101 and ENG* E101 or permission of the instructor  
A study of anthropological techniques, cultures, archaeological evidence from early cultures, the evolution of people from primitive technological cultures, the study of the ethnological, environmental, economic factors as they influence culture, and the effects of family structure, kinship systems, religion, magic and art with the culture.
### Art/Graphics/Digital Arts (ART, GRA, DGA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Parallel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART* E101</td>
<td>Art History I</td>
<td>3 C.H.</td>
<td>Previously: AR 121</td>
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<td>Elective Code: F</td>
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<td>Prerequisite or Parallel: ENG* E101</td>
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<td></td>
<td>An examination of the visual arts from Paleolithic cave paintings through the art of Europe in the sixteenth century. The course covers historical examples of image making and architecture across a wide range of ancient civilizations. A field trip to a major New York museum can be expected.</td>
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<tr>
<td>ART* E102</td>
<td>Art History II</td>
<td>3 C.H.</td>
<td>Previously: AR 122</td>
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<td>Elective Code: F</td>
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<td>Prerequisite or Parallel: ENG* E101</td>
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<td>A survey of the visual arts from fourteenth century Florence to Paris in the first half of the nineteenth century. Beginning with the innovations of Renaissance humanism, the course will follow the succession of styles that ultimately led to the eclectic revivals of neo-classic art. A field trip to a major New York museum can be expected.</td>
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<tr>
<td>ART* E103</td>
<td>Art History III</td>
<td>3 C.H.</td>
<td>Previously: AR 123</td>
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<td>Elective Code: F</td>
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<td>Prerequisite or Parallel: ENG* E101</td>
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<td></td>
<td>A survey of the visual arts from the origins of modernism through the art of our own time. In the past 150 years, artists in Europe and America have come up with stylistic innovations at an ever-accelerating pace. This course traces the actions and reactions among artists, critics, and the public as these movements competed for recognition. A field trip to a major New York museum can be expected.</td>
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<tr>
<td>ART* E107</td>
<td>Introduction to Studio Art</td>
<td>3 C.H.</td>
<td>Previously: AR 100</td>
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<td></td>
<td>Introduces a wide range of art experiences using numerous drawing and painting techniques including pastels, paint, printmaking, mixed-media, and collage. Experiences in visual thinking will help students solve problems in other academic areas. Intended for the non-art majors who wish to gain confidence in their ability to work with art materials.</td>
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<td>ART* E109</td>
<td>Color Theory</td>
<td>3 C.H.</td>
<td>Previously: AR 104</td>
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<td>An examination of color theory and terminology. Studio projects will allow students to develop a sensitivity to color interactions. Advanced projects will combine theory and practical problem solving.</td>
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<tr>
<td>ART* E111</td>
<td>Drawing I</td>
<td>3 C.H.</td>
<td>Previously: AR 105</td>
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<td></td>
<td>An examination of the fundamentals of drawing. Students will work on the skillful use of line, value distribution, composition, and perspective systems. Drawing as a tool for visual thinking will also be introduced.</td>
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<tr>
<td>ART* E112</td>
<td>Drawing II</td>
<td>3 C.H.</td>
<td>Previously: AR 106</td>
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<td></td>
<td>Approaches the study of drawing and the improvement of drawing skills with increased opportunities for personal expression in drawings that consider the content of a picture as well as the form.</td>
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<tr>
<td>ART* E113</td>
<td>Figure Drawing I</td>
<td>3 C.H.</td>
<td>Previously: AR 245</td>
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<td>Elective Code: F</td>
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<td>A drawing course that takes the human figure as its primary theme. Students will analyze the figure for its aesthetic and expressive potential. Additional assignments will expand on themes and techniques introduced in Drawing I and II.</td>
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<tr>
<td>ART* E121</td>
<td>Two-Dimensional Design</td>
<td>3 C.H.</td>
<td>Previously: AR 103</td>
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<td>Elective Code: F</td>
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<td></td>
<td>An exploration of the concepts underlying visual organization in fine art and graphic design. Students will undertake a series of studio projects aimed at uncovering basic design elements, properties, and principles. Experiences in visual thinking will enable students to improve their thinking skill in productive problem solving.</td>
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<td>ART* E131</td>
<td>Sculpture I</td>
<td>3 C.H.</td>
<td>Prerequisite: ART* 131 or permission of the instructor</td>
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<td>Elective Code: F</td>
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<td>Students will be introduced to basic sculptural principle employing traditional and contemporary materials and techniques for working three dimensionally. Emphasis will be placed on the creative process and interpretation.</td>
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<tr>
<td>ART* E132</td>
<td>Sculpture II</td>
<td>3 C.H.</td>
<td>Prerequisite: ART* 131 or permission of the instructor</td>
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<td>Elective Code: F</td>
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<td>A course that builds upon the experience gained in Sculpture I. Students will have more freedom to develop their own style of creating sculpture and explore content in their work. In this course students will further explore the process of making sculpture by adding more complex design, techniques, procedures, and conceptual challenges. A primary goal is to continue to advance the students’ awareness and personal knowledge of contemporary sculpture, its prototypes, various functions, and role in a culturally diverse global market.</td>
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<tr>
<td>ART* E141</td>
<td>Photography I</td>
<td>3 C.H.</td>
<td>Prerequisite: ENG* 101 or permission of the instructor</td>
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<td>Elective Code: F</td>
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<td>The fundamentals of camera operations and dark room procedures. Study of photography as a fine art and as a means of communication. Students must provide their own 35mm manually adjustable camera, film, paper, and developing supplies. Some work will be done in the Darkroom.</td>
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<tr>
<td>ART* E152</td>
<td>Painting II</td>
<td>3 C.H.</td>
<td>Prerequisites: ART* 157 Acrylic Painting I or ART* 253 Oil Painting I</td>
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<td>Elective Code: F</td>
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<td>A course that builds on knowledge and techniques acquired in Painting I. Students will have more freedom to further develop their personal style of painting and explore content in their work. This course emphasizes the principles of composition through the exploration of both traditional and contemporary subjects with the goal of development of individual artistic expression.</td>
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<td>ART* E155</td>
<td>Watercolor I</td>
<td>3 C.H.</td>
<td>Previously: AR 252</td>
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<td>This course develops skills in the challenging medium of watercolor employing fast-drying transparent paints. A full range of watercolor techniques will be explored from traditional procedures to contemporary experiments.</td>
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</table>

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ART* E157  Acrylic Painting I  3 C.H.
Previously: AR 250  Elective Code: F
Prerequisite or Parallel: ENG* E101
An exploration of the particular attributes of acrylics. A full range of acrylic techniques will be explored from traditional procedures to contemporary experiments.

ART* E163  Ceramic Handbuilding  3 C.H.
Previously: AR 248  Elective Code: F
An examination of the physical properties of clay with an emphasis on the development of personal imagery. Students will work with traditional pottery techniques beginning with the coil and slab and extending these experiences to include combinations of media.

ART* E167  Printmaking I  3 C.H.
Previously: AR 114  Elective Code: F
A survey of printmaking techniques including various forms of relief, intaglio, and experimental processes. Students will create editions of their original work using a mechanical press as well as individualized hand printing.

ART* E184  Teaching Children Art  3 C.H.
Previously: AR 115  Elective Code: F
An Art workshop course designed for those who will be teaching or working with children in schools, day care centers, hospitals, community centers, etc. Students will examine various methods of teaching art while working with a wide variety of materials.

ART* E200  History of American Art  3 C.H.
Previously: AR 240  Elective Code: F
Prerequisite or Parallel: ENG* E101
An exploration of the unique character of American art ranging from the Colonial past through the present day. The course will emphasize the emergence of New York City as a major art center. Works from the Housatonic Museum of Art will be studied and a field trip to New York galleries can be expected.

ART* E203  Introduction to African Art  3 C.H.
Previously: AR 241  Elective Code: F
Prerequisite: ENG* E101
An introduction to the art of Africa. The course is intended to develop an understanding of African art on its own terms: its sources and meanings; its cultural and intellectual perspectives; its connections with the larger society and modernism. The course will conclude with a preview of contemporary African art and translations of African art in the visual traditions of blacks in the Diaspora (the Americas and the Caribbean).

ART* E206  Film Study  3 C.H.
Previously: AR 242  Elective Code: F
An exploration of the art of the cinema through analysis of representative dramatic, documentary and experimental films. Among the topics covered are: comparisons between films and other artistic expressions; the major aspects of film style; the nature and importance of film genres; film functions (as art, entertainment, social and political statement, propaganda, education, and experiment).

ART* E250  Digital Photography I  3 C.H.
Previously: AR 210  Elective Code: F
Prerequisite: ENG* E101 or permission of the instructor
Fundamentals of digital camera operation and digital darkroom procedures. This course will study digital photography as a fine art and as a means of communication. Students will supply their own digital cameras, photo quality paper, and other supplies. The camera must be a manually adjustable digital camera.

ART* E253  Oil Painting I  3 C.H.
Previously: AR 251  Elective Code: F
A course to develop skills in oil painting through a variety of studio projects. The various techniques of oils from transparent applications to impasto effects are included, and a study of the masters will be compared with contemporary developments.

ART* E280  Advanced Digital Photography  3 C.H.
Prerequisites: ART* E250, ENG* E101, or permission of the instructor
Advanced study of photographic aesthetics, capture and printing techniques, and the history of photography. Students will utilize the latest image editing software including Adobe Photoshop, Bridge, Aperture and Lightroom to create a portfolio of sophisticated digital images that reflect their personal creativity and vision. Students are required to provide their own digital cameras (SLR preferred), printing substrate as specified, and other photographic equipment and materials, a complete list is available from the instructor. A manually adjustable digital camera is a requirement for this course.

ART* E290  Portfolio Preparation I  1 C.H.
Previously: AR 261
Prerequisite: Matriculation in one of the following programs: Fine Arts - Art, Graphic Design, Graphic Design (Multimedia Option), Graphic Design Certificate; permission of the art coordinator.
Under the supervision of an Art faculty advisor or the art program coordinator, students will prepare a portfolio that represents their cumulative achievement in their particular art program. The contents of the portfolio will vary according to the needs of the students, for example, transfer to a four-year art program or preparation for an employment interview.

ART* E292  Cooperative Education  3 C.H.
Prerequisites: To be eligible for the internship course a student must be in the final term of his/her art degree program having completed 15 credits in her/her field and have a GPA of 3.0 or greater. Permission to take this course must be granted by the program coordinator by the end of the Fall or Spring term prior to registration. Said permission will be granted only upon completion of documents including a signed contract of employment.
The Cooperative Education Internship affords students the opportunity to build on their classroom studies in an environment that focuses on professional development. Students select an internship host company that offers the opportunity to develop skills in a field related to their study in studio art/graphic design, including corporate in house design, publishing, freelance design, newspapers and design agencies as well as related positions in other industries. Students will attend a preparatory class for the first week of the term and take part in an on-line class one hour each week. Students are required to work a total of 120 hours during the term at a host company.
ART* E299  Independent Study in Art  3 C.H.
Previously: AR 260  Elective Code: F
A limited number of students will have an opportunity to pursue with
greater depth studio or research projects of particular individual
interest. All independent projects must be arranged in the semester
prior to registration, with advance departmental approval and with the
supervision of one of the full-time Art faculty members.

DGA* E283  Digital Video Editing  3 C.H.
Prerequisite or Parallel: ENG* E101, Satisfaction of the Computer
Literacy Requirement
An introduction to the fundamentals of digital video editing. This
course will prepare students for planning and capturing digital video
footage. Students will be assembling and editing their footage into short
movies using Apple Final Cut Pro. Topics will include editing and
trimming, audio mixing, timeline, QuickTime movies, output to tape,
and using filters and effects.

GRA* E111  Introduction to Computer Graphics  3 C.H.
Previously: AR 225  Elective Code: C
Prerequisite or Parallel: ENG* E101
An introduction to computer graphics using Macintosh computers and
professional software. Students learn the basic skills necessary to use the
computer as a problem solving tool in the graphics environment. They
acquire essential computer skills such as organizing digital files, proper
scanning techniques and an overview of the Mac Operating System.
This course introduces them to software programs that include
Photoshop, Illustrator, and InDesign. Students will utilize the tools
necessary for creating images ranging from abstract compositions to
complex layouts that integrate color, images and text.

GRA* E151  Graphic Design  3 C.H.
Previously: AR 237
Prerequisite or Parallel: ENG* E101, Satisfaction of the Computer
Literacy Requirement
A study of graphic design and typography. Students will take an idea
from rough layout to tight composition. Typography problems will
emphasize the use of letter forms as elements of visual design and
expressive potential.

GRA* E221  Illustration I  3 C.H.
Previously: AR 238
Prerequisite: GRA* E111
A course intended primarily for graphic design students to introduce
the techniques currently used by commercial artists to render quick
illustrations and layouts. The course will emphasize the use of a variety
of markers while also introducing pen and colored pencil techniques.
Students will learn to produce mock-ups or finished illustrations that
have a variety of commercial art applications such as advertisement,
product rendering, fashion design, and storyboards.

GRA* E230  Digital Imaging I  3 C.H.
Previously: AR 229  Elective Code: C
Prerequisite: GRA* E111
An exploration of two applications: Adobe Photoshop and Illustrator.
These programs enable designers to create and manipulate digital
images and incorporate them into publications quickly and easily.
Students explore in depth the capabilities of the programs through
demonstrations and assignments. Adobe Photoshop allows designers
to perform extremely sophisticated digital manipulation of scanned
photographic images. Using Photoshop, graphic artists can retouch,
modify, clone, and paint scanned photographs. With Adobe Illustrator,
students learn the skills needed to create illustrations electronically, to
manipulate images with ease, and to combine digital images with text.

GRA* E241  Digital Page Design  3 C.H.
Previously: AR 226  Elective Code: C
Prerequisites: GRA* E111 and ART* E121 or permission of instructor
An exploration of desktop publishing and page layout programs that
enable designers to execute fine control over type and graphic
placement. InDesign has become an industry standard among design
professionals for desktop publishing. In this course students will
acquire the knowledge and practical experience necessary to use this
program effectively in a production environment. Projects may include
brochures, business cards, letterheads, and the layout and design of the
school newspaper.

GRA* E261  Web Design  3 C.H.
Previously: AR 234  Elective Code: C
Prerequisite or Parallel: ENG* E101, Satisfaction of the Computer
Literacy Requirement
An introduction to the concepts of professional web site design using
Dreamweaver and Flash. Utilizing sophisticated web page creation
software, tables and frames can be added to web pages along with PDFs,
QuickTime and Shockwave files, creating dynamic web sites. Students
will create a web site by combining skills acquired in previous
computer graphics courses and with this software and simple
HTML. Other software programs may be used during this course.

GRA* E271  Computer Animation  3 C.H.
Previously: AR 235
Prerequisite or Parallel: ENG* E101, Satisfaction of the Computer
Literacy Requirement
An introduction to creating animation presentations as they apply to the
digital environment as well as traditional skills such as storyboarding
and script preparation. The software used is Flash, which is the most
widely used animation tool for interactive media and has become an
essential tool for web designers. Other software programs that may be
used during this course are Director and Photoshop.

Biology (BIO)

BIO* E105  Introduction to Biology  4 C.H.
Previously: BI 107  Elective Code: S
Prerequisite: Satisfactory score on placement exam or a grade of "C" or
higher in ENG* E043
A study of the characteristics of life, the processes living organisms use to
sustain life and the way in which they pass information to future generations.
The adaptations of humans are explored and compared with those of other
organisms. Classification is presented to gain an appreciation of the unity
and diversity of life. 3 hours lecture and 3 hours laboratory.

BIO* E111  Introduction to Nutrition  3 C.H.
Previously: HE 101  Elective Code: S
An introduction to the fundamental principles of the new nutrition.
The major and minor nutrients are discussed in relationship to energy,
growth, and metabolism. The dietary requirements of children,
adolescents, adults, and the elderly, as well as those of athletes and
vegetarians, will be considered.
**BIO* E117 Biological Basis of Health and Disease** 4 C.H.

**Prerequisite:** BIO* E105 or BIO* E121

**Elective Code:** S

A survey of the biochemical, cellular and systemic abnormalities that result in diseases of man. The normal and abnormal structure, function and interrelationship between the various organ systems will be explored via extensive use of case studies and independent research.

**BIO* E121 General Biology I** 4 C.H.

**Previously:** BI 121

**Elective Code:** S

**Prerequisite or Parallel:** ENG* E101

An introduction to the principles and processes operating in living organisms. The course is designed to serve as the basis for further study in biology: it explores the chemical basis of life, including molecular biology, respiration and photosynthesis; the structure and function of cells; the genetic basis of inheritance; and the evolution of life. Similarities and differences among organisms are also discussed. 3 hours lecture and 3 hours laboratory.

**BIO* E122 General Biology II** 4 C.H.

**Previously:** BI 122

**Elective Code:** S

**Prerequisite:** BIO* E121

An introduction to the principles and processes operating in living organisms. The course is designed to serve as the basis for further study in biology. This section of the two-semester sequence explores the anatomy and physiology of organisms in the Kingdoms Monera, Plantae, Fungi, and Animala. Interactions between organisms and their environments will be discussed. 3 hours lecture and 3 hours laboratory.

**BIO* E175 Introduction to Marine Science** 3 C.H.

**Elective Code:** S

**Prerequisite:** ENG* E101 and MAT* E075 or placement beyond MAT* E075

This course is an introduction to marine science. Topics to be explored include general marine biology, intertidal ecology, plankton biology, marine communities and the geomorphology of the New England coast. Some field work will be included.

**BIO* E211 Anatomy & Physiology I** 4 C.H.

**Previously:** BI 212

**Elective Code:** S

**Prerequisite:** ENG* E101, CHE* E111, and BIO* E105, each with a grade of "C" or higher

The first semester of a two semester course. Lecture and laboratory will stress the molecular and cellular theories of body homeostasis. Topics include the structure of cells and tissues and the integumentary, skeletal, muscular and nervous systems with an underlying stress on their chemical functioning. Lab deals with chemical analysis, histology, bone and muscle identification, articulations, and nervous system anatomy. 3 hours lecture and 3 hours laboratory.

**BIO* E212 Anatomy & Physiology II** 4 C.H.

**Previously:** BI 213

**Elective Code:** S

**Prerequisite:** ENG* E101 with a grade of "C" or higher and BIO* E211

Continuation of Anatomy and Physiology I. Lecture and laboratory will stress the structure and functional aspects of the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Metabolism, fluid & electrolyte balance, and development/inheritance are also included. Lab deals with dissection, blood work, urinalysis and metabolism. 3 hours lecture and 3 hours laboratory.

**BIO* E235 Microbiology** 4 C.H.

**Previously:** BI 203

**Elective Code:** S

**Prerequisite:** ENG* E101, CHE* E111, and BIO* E105, each with a grade of "C" or higher

The history of microbiology and a survey of microbial life. The bacteria are studied as characteristic prototypes of all microorganisms. These and other microorganisms are discussed, stressing their environment, growth, reproduction, metabolism, and relationship to humans. 3 hours lecture and 3 hours laboratory.

**BIO* E260 Principles of Genetics** 3 C.H.

**Prerequisite:** BIO* E121 or equivalent

**Elective Code:** S

An introductory course in genetics. Covers the basic principles of genetics from Mendel to recombinant DNA, with focus on human inheritance. Topics of emphasis include cancer, diseases with a genetic component, functional genomics, and modern methods of molecular genetics. 3 hours lecture per week.

**BIO* E290 Research Methods for Health Sciences** 3 C.H.

**Prerequisite:** MAT* E167 or equivalent

**Elective Code:** S

An introduction to both qualitative and quantitative research methodology. A variety of processes, evaluation techniques and data resources are used to examine the purpose of research, identify and critique scholarly writing, and apply critical thinking and research findings to the health science field. 3 hours lecture per week.

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**Business Office Technology (BOT)**

**BOT* E111 Keyboarding for Information Processing I** 3 C.H.

**Previously:** BOT 102

**Elective Code:** B, C

**Prerequisite:** ENG* E043

A beginning course in touch keyboarding, emphasizing mastery of the keyboard, and correct alphabetic, numeric, and numeric keypad fingering techniques; centering, memorandums, personal business letters, business letters, tabulations, business reports, and manuscripts. This course is open to all students and is designed for both personal use as well as the first course for the BOT student. Un-arranged problem applications and production-timed activities receive major emphasis. This is a touch-typing course at the beginning level of skill designed to familiarize the student with the keyboard and correct keyboarding techniques. Substantial lab time will be required in the computer lab.

**BOT* E112 Keyboarding for Information Processing II** 3 C.H.

**Previously:** BOT 103

**Elective Code:** B

**Prerequisite or Parallel:** ENG* E101, Prerequisite: BOT* E111 with a grade of "C" or higher

Continued emphasis on keyboarding skills with drills for improvement in technique, speed, and accuracy. Increased emphasis is given on more difficult letters, manuscripts and reports, tables, and legal and medical documents. Unarranged problem applications and production-timed activities receive major emphasis. Open to BOT students. Substantial lab time is required in the computer lab.

**BOT* E137 Word Processing Applications** 3 C.H.

**Previously:** BOT 120

**Elective Code:** B, C

**Prerequisite:** ENG* E101 and a grade of "C" or higher in BOT* E111 or permission of the Instructor

**Parallel:** BOT* E112
An introduction to computer literacy, computer applications, concepts, and operations. A software package provides hands-on experience in various models of letters, reports, special forms, and rough drafts. The student will be able to create, edit, manipulate, and print documents leading to entry level skills in Windows-based computer software package. Substantial laboratory time is required in the computer lab.

**BOT* E215  Word Processing Applications II**  3 C.H.
Previously: BOT 218  Elective Code: B, C
Prerequisite: ENG* E101 and BOT* E112 and BOT* E137 or permission of the instructor

A course designed to equip students with the problem-solving and decision-making skills necessary to operate a word processing system. This course covers more complex operations performed on a word processor. Concepts will be stressed. Familiarity with the technical and functional operations of the word processor and several specialized types of operations such as merge, graphics, and proofreading and communications as they relate to the efficient operation of a word-processing system will be essential. Pagination will be utilized. Substantial laboratory time is required each week.

**BOT* E216  Spreadsheet Applications**  3 C.H.
Previously: CS 203 (CSA* E135)  Elective Code: B
Prerequisite: CSA* E106 or BOT* E210 or permission of the instructor. Basic computer touch-typing skills required

Provides students with the hands-on experience necessary to create, print, modify, and enhance electronic spreadsheets. This course also covers creating and printing charts; using formulas with absolute addresses and function formulas; Goal Seek; Solver, using and filtering Data Lists; creating Pivot Charts, using Outlines, Subtotals, and Lookup functions, and preparing what-if alternatives. Substantial lab time is required in the computer lab.

**BOT* E217  Desktop Publishing**  3 C.H.
Previously: BOT 220  Elective Code: B
Prerequisite: BOT* E112 and BOT* E137 or BOT* E215 or permission of the instructor

A course designed for students who desire some familiarity with desktop publishing processes through a hands-on approach. Students will be introduced to a desktop publishing software package such as PageMaker or others used in producing newsletters, reports, graphics, style sheets and master pages, special effects and scanned images. Substantial laboratory time is required each week. *Non-degree/non-matriculating students require permission of the instructor.

**BOT* E218  Database Management**  3 C.H.
Previously: CS 205 or CSA* E145  Elective Code: B
Prerequisite: CSA* E106 or BOT* E210 or permission of the instructor. Basic computer touch-typing skills required

Provides students with hands-on experience entering and editing data, working with and customizing forms, creating and using queries, creating and customizing printing reports and mailing labels, and creating and relating tables using database software. Substantial lab time will be required in the computer lab.

**BOT* E251  Administrative Procedures**  3 C.H.
Previously: BOT 212  Elective Code: B
Prerequisite: ENG* E101 and BOT* E112 or permission of the instructor

An investigation into office automation designed to give a perspective to the role of the college-trained administrative assistant. Development of office skills and problem-solving techniques are explored. Included are human relations skills, time-management techniques, interpersonal communications skills, timings, resumes, cover letters, and listening skills as well as decision-making competencies. Techniques used in applying for a job and a review of the employment process utilize role-model processes. Other models may be included as technology changes. Substantial laboratory time is required each week.

**BOT* E260  Administrative Management**  3 C.H.
Previously: BOT 205  Elective Code: B
Prerequisite or Parallel: ENG* E101

An introductory course that will address the broad areas of administrative office management. It is designed to assist the student in forming a basic philosophy of the administrative office manager and to assist in developing skills in managerial decision making, and to create a desire to choose administrative office management as a career.

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**Business: Entrepreneurship (BES)**

**BES* E118  Small Business Management**  3 C.H.
Previously: BU 103  Elective Code: B
Prerequisite or Parallel: ENG* E043 or permission of the instructor

A study of the principles, competitive advantages and challenges of operating a small business including choosing a location, capital, marketing, management, and cash flow analysis. Emphasis will be placed on the development of individual feasibility studies. Use of computer applications is required. Business Department majors CANNOT use both BES* E118 and BBG* E101 as the business elective to satisfy graduation requirements.

**BES* E218  Entrepreneurship**  3 C.H.
Previously: BU 216  Elective Code: B
Prerequisite: ENG* E101 and BES* E118 or permission of the instructor

An exploration of the entrepreneurial and franchising process, addressing the skills, concepts, mental attitudes, and knowledge relevant for creating, building, and operating new business ventures. Attention will be given to examining new venture opportunities, strategies, entrepreneurial profiles, resource recognition, allocation and development, capital acquisition, and post start-up strategies. Major emphasis will be placed on creative development of individual business plans incorporating computer applications.

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**Business: Finance (BFN)**

**BFN* E125  Principles of Banking**  3 C.H.
Previously: BU 125  Elective Code: B
Prerequisite: ENG* E101 or permission of the instructor

An overview of the banking industry. Topics include the language and documents of banking, check processing, teller functions, deposit functions and the role of the bank in the community.

**BFN* E201  Principles of Finance**  3 C.H.
Previously: BU 215  Elective Code: B
Prerequisite: ENG* E101 and ACC* E113 with a grade of “C” or higher, or permission of the instructor

A study of the fundamental principles and concepts of finance. Topics
include the basic concepts of financial statement analysis, time value of money, risk and return, valuation of corporate bonds and common stock, cost of capital, capital budgeting, short-term financing, cash budgeting and a brief introduction to financial markets. Substantial lab time will be required in the computer lab.

**BBG* E203 Investment Principles (Spring only)**

Previously: BU 223  
Elective Code: B  
Prerequisite: BBG* E201 with a grade of "C" or higher or permission of instructor

A study of the fundamental principles and concepts of analysis and an evaluation of a variety of financial investments with emphasis on common stocks and bonds. The working of capital markets and the determination of interest rates will also be covered.

**BBF* E211 Money & Banking (Fall only)**

Previously: BU 227, ECN* E250  
Elective Code: B  
Prerequisite: BBF* E201 or ECN* E101, either course with a grade of "C" or higher

A study of the key concepts, theories and interrelationships that link money and banking to the U.S. economy. The topics covered will include the principles of money and credit, basic banking regulations, determination of interest rates and foreign exchange rates, monetary policy, and the mission and tools of the Federal Reserve System. The structure and characteristics of financial markets are also covered.

**BBG* E235 International Finance**

Previously: BU 242  
Elective Code: B  
Prerequisite or Parallel: BBG* E201

The international dimensions of finance. Topics include the international monetary system, foreign exchange markets, management of foreign exchange exposure and political risk, the financing of international trade, international financial markets, and capital budgeting techniques. This course builds upon the valuation methods developed in the prerequisite course in Finance.

### Business: General (BBG)

**BBG* E101 Introduction to Business**

Previously: BU 110  
Elective Code: B  
Prerequisite or Parallel: ENG* E043 or permission of the instructor

A general survey of business dealing with concepts, principles and practices in economics, accounting, marketing, management, finance, and information technology. Business department majors CANNOT use both BBG* E101 and BES* E118 as the business elective in order to satisfy graduation requirements. Substantial lab time will be required in the computer lab.

**BBG* E102 Personal Financial Wealth**

Previously: BU 101 or ECN* E130  
Elective Code: B

An introduction to personal financial planning. The course includes setting financial goals, implementing plans to achieve those goals, and measuring financial health. The course will also include the personal financial planning process, time value of money, tax planning and strategies, asset management, insurances, investments, retirement planning, and estate planning. This course is valuable to all students and is not limited to business students. Outside expert practitioners will be invited to cover their particular area of expertise.

**BBG* E210 Business Communication (Spring and Summer only)**

Previously: BU 211  
Elective Code: B  
Prerequisite: ENG* E102 and sophomore standing

A study of the basic concepts and applications of the communication process, especially as they relate to business situations and behavior. Emphasis is on strengthening abilities in listening, thinking, speaking, writing, and communicating non-verbally. Substantial lab time will be required in the computer lab.

**BBG* E215 Global Business (Fall only)**

Previously: BU 140  
Elective Code: B  
Prerequisite: ENG* E101 or permission of the instructor

A survey course designed to analyze international trade data and identify major trading groups, their predominant trading partners, their economic status, categories of products traded, and to describe the importance of social, cultural, economic, political, religious, and legal environments in international trade. The course will focus on the importance of globalization within the scope of worldwide trade, including both trade agreements and trade issues among various trading blocks/countries. Substantial lab time will be required in the computer lab.

**BBG* E231 Business Law I**

Previously: BU 221  
Elective Code: B  
Prerequisite or Parallel: ENG* E102

An examination of fundamental legal principles and their application to business transactions. A brief survey of the sources, functions and objectives of our law, together with a capsule presentation of the Federal and Connecticut court systems and procedure. Criminal law and torts precede a detailed study of the law of contracts and sales including the relevant sections of the Uniform Commercial Code.

**BBG* E232 Business Law II**

Previously: BU 222  
Elective Code: B  
Prerequisite: BBG* E231 or permission of the instructor

A continuation of BBG* E231, emphasizing the law of agency, partnership and corporations, followed by an analysis of personal property, real property and security law.

**BBG* E240 Business Ethics (Fall only)**

Previously: BU 206  
Elective Code: B  
Prerequisite: ENG* E101 or permission of the instructor

A study of business from a personal and social perspective. The course concentrates on assessing how business affects our individual lives, and what role business and its values play in our society as a whole. Ethical issues in business theory and practice will be analyzed including such topics as morality, quality of life, codes of ethics, obligations to stakeholders, rewards and responsibilities, whistle-blowing, company loyalty, attitudes toward work, the values of capitalism, and attitudes toward people living and working around us in society.

**BBG* E270 Import/Export Procedures**

Elective Code: B  
Prerequisites: ENG* E101 & BBG* E215 or permission of the instructor

Import/Export: How to Take Your Business Across Borders - this course will be for managers of firms, students, and entrepreneurs who see opportunity in the expanding global marketplace. Therefore, international trade cannot be a static process, and businesses that make products and attempt to sell them across borders must constantly...
adjust. It provides the transaction mechanism of importing and exporting and helps learners gain an appreciation of the total process and how it fits into import/export regulations and documentation.

**BBG* E281 Writing and Research in Business and Industry** 3 C.H.

**Prerequisites:** BBG* E101 and ENG* E101, each with a grade of "C" or higher

This course emphasizes the aspects of research gathering, structured writing, and organizing written reports and oral presentations applicable to business and industry. Students will demonstrate the processes and procedures required for the business technical writing in the fields of science, technology, and business.

**BBG* E295 CO-OP Work Experience I** 3 C.H.

Previously: BU 231

**Elective Code:** B

Consists of paid employment with a cooperating business concern previously approved of by the College. Employment will be limited to a minimum of fifteen hours and a maximum of twenty hours per week. The student's employment will be in the area of his/her business major. Note: Students intending to register for this course must have the prior approval of the Chairperson of the Business Department.

**BBG* E299 Independent Study in Business** 3 C.H.

Previously: BU 225

**Elective Code:** B

Students will have an opportunity to pursue with greater depth a subject area of particular individual interest. All independent projects must be arranged in the semester prior to registration with advanced departmental approval and with the supervision of one of the full-time Business faculty.

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**Business: Management (BMG)**

**BMG* E202 Principles of Management** 3 C.H.

Previously: BU 209

**Prerequisite:** ENG* E101 or permission of the instructor

An introductory course in management concepts, principles, theories, and practices. Management is viewed as a discipline and as a process. The scope of the course includes ethics, decision-making, communication, planning, organizing, leading and controlling. Basic management concepts will be applied in solving problems in organizations. Self-assessment and management principles are also explored. Substantial lab time will be required in the computer lab.

**BMG* E203 Leadership** 3 C.H.

Previously: BU 207

**Prerequisite:** ENG* E101 or permission of the instructor

An in-depth examination of the nature and importance of leadership concepts and principles as applied to organizational effectiveness. Competent leadership is required to meet organizational challenges in a rapidly changing, globally competitive world. Leadership research findings, practice, and skills are emphasized in light of modern theories and applications. Cases and skill development exercises will be used extensively.

**BMG* E210 Organizational Behavior** 3 C.H.

**Prerequisite:** BBG* E101 and BMG* E202

The study of people and groups in organizations. Includes the study of team effectiveness, learning styles, communications, motivation, conflict, the evaluation of behavior. Extensive student participation. Orientation is toward development of personal effectiveness in dealing with others.

**BMG* E220 Human Resources Management** 3 C.H.

Previously: BU 208

**Elective Code:** B

**Prerequisite:** ENG* E101 or permission of the instructor

An objective analysis of functions involved in the administration of human relations in organizations. Topics include principles of organization, processes, systems and methods used in the selection, training and recruitment of the workforce; motivation and communications; compensation and fringe benefits and approaches used in maintaining good industrial relations.

**BMG* E226 Negotiation** 3 C.H.

Previously: BU 226

**Elective Code:** B

**Prerequisite:** ENG* E101 or permission of the instructor

An in-depth examination of the nature and importance of negotiation concepts and principles as applied to organizational effectiveness. Competent negotiation skills are required to meet organizational challenges in a rapidly changing, globally competitive world. Negotiation fundamentals, sub-processes, contexts, and remedies are emphasized in light of modern theories and applications. Cases and skill development exercises will be used extensively.

**Business: Marketing (BMK)**

**BMK* E103 Principles of Retailing** 3 C.H.

Previously: BU 113

**Elective Code:** B

**Prerequisite:** ENG* E043 or permission of the instructor

A review of retailing practices and procedures. Retail management methods are studied, along with retail store location and layout, equipment, display, advertising, personnel policies, maintenance, inventory, and cost control.

**BMK* E106 Principles of Selling** 3 C.H.

Previously: BU 104

**Elective Code:** B

An examination of various philosophies of selling. Topics include communication and persuasion, selling strategies and techniques, self-management skills, planning, behavioral styles, and market-client analysis. Students develop and role-play sales presentations as a major part of the course work.

**BMK* E123 Principles of Customer Service** 3 C.H.

Previously: BU 114

**Elective Code:** B

**Prerequisite:** ENG* E043 or permission of the instructor

An in-depth examination of the role of customer service in creating and recreating satisfied customers. Concepts and principles are examined as applied to organizational challenges encountered in a rapidly changing, globally competitive world. Topics covered include strategy, communications, challenging customers, leadership, customer retention and excellence in customer service. Practical applications and skills are emphasized in light of modern theories and applications. Cases and skill development exercises will be used.
BMK* E201 Principles of Marketing 3 C.H.
Previously: BU 111  
Elective Code: B
Prerequisite or Parallel: ENG* E043 or permission of the instructor
A study of the scope and significance of marketing in contemporary American business with emphasis on marketing consumer goods and developing the essential elements of the marketing mix (product, price, distribution, and promotion). Substantial lab time will be required in the computer lab.

BMK* E205 Business to Business Marketing 3 C.H.
Previously: BU 239  
Elective Code: B
Prerequisite: ENG* E101 or permission of the instructor
Exploration of marketing concepts as they relate to the field of business to business marketing. Major topics include marketing environmental analysis, the organizational buying process, assessing business marketing opportunities, formulation of business marketing strategies, business marketing mix development, implementation, and evaluation. Student teams develop and present a business to business marketing plan.

BMK* E207 Consumer Behavior 3 C.H.
Previously: BU 238  
Elective Code: B
Prerequisite: ENG* E101 or permission of the instructor
An examination of consumer behavior as a function of the overall marketing plan. Concepts from the social and behavioral sciences are applied to describing and understanding consumer decision processes. Topics include psychological core foundations, decision making processes, consumer's culture, and consumer behavior outcomes.

BMK* E214 International Marketing 3 C.H.
Previously: BU 240  
Elective Code: B
Prerequisite: BMK* E201
Exploration of marketing concepts as they relate to the field of international marketing. Major topics include international environmental analysis (culture, law, governments), formulation of international marketing strategies, marketing mix development and implementation. Student teams develop and present an international marketing plan.

BMK* E216 Internet Marketing 3 C.H.
Prerequisite: ENG* E043
This course introduces the student to the world of e-marketing, including websites, blogs, newsletters, email and more. Using a combination of structured course content, in-class web experiences and outside exercises, the class will focus on adopting and optimizing internet marketing tools. Drawing from business research and best-in-class examples of successful e-marketing, the course will give students a practical perspective on how industries and businesses can take advantage of e-marketing, as well as the real, results-driven aspects of e-business. A goal of the course is to keep pace with the latest strategies and developments in this field.

BMK* E241 Principles of Advertising 3 C.H.
Previously: BU 120  
Elective Code: B
Prerequisite: ENG* E043 or permission of the instructor
An exploration of the principles and applications of advertising. Topics include advertising, research, planning, ad creation, media planning and campaign implementation. Student teams conceive, produce and integrate all the components necessary for an advertising campaign as a major part of the coursework.

Business: Real Estate (BRE)

BRE* E101 Introduction to Property Management of Supportive and Affordable Housing 3 C.H.
Prerequisite: ENG* E043 or College Ready for ENG* E101  
Composition (ENG* E101 is required for Certificate)
This survey course is the first of the required courses in the Property Management Certificate Program. It provides an overview of the different types of multi-family affordable and supportive housing, including housing linked with social services. This course profiles the different populations living in affordable and supportive housing and describes the role of supportive service personnel in aiding at-risk tenants. This course explores the different housing programs that pay for construction, rehabilitation and operating subsidies at the federal, state, and local levels. It covers applicable legal concerns such as the Fair Housing Law. While property managers must obey laws regarding their fiduciary obligations to their clients and customers, ethical standards often go beyond the letter of the law and reflect social and cultural concerns. Specific vocabulary, case studies, and writing assignments are an integral part of the course.

BRE* E102 Tenant Services and Communication 3 C.H.
Prerequisite: ENG*E101 and Introduction to Property Management of Supportive and Affordable Housing BRE*E101
This course is designed to provide an overview and practice of the interpersonal skills needed for a clerical position in a supportive/affordable housing setting. It provides ways to understand as well as to interacting effectively with the different population living in supportive housing. It surveys the front desk activities; such as professional politeness in person and on the telephone; problem identification; problem solving; as well as common procedures for oral and written communications and complaints. We will explore common procedures for referring tenants to social services. Specific vocabulary, case studies, and writing assignment are an integral part of the course.

BRE* E105 Desk Clerk Operations 4 C.H.
Prerequisites: ENG*E101 and BRE*E101 Introduction to Property Management of Supportive and Affordable Housing
This course provides an overview of desk clerk operations, procedures, crisis and conflict, and security. It explores the role of the front desk and the responsibilities of the position in affordable and supportive housing. It covers the areas of the front desk policies, safety and security, interaction with external agencies and authorities, interaction with tenants and non-tenants, confidentiality issues, and maintenance. Utilizing the property management software (Tenant Pro or similar software would be a plus). Forms, case studies, and writing assignments are part of the course.

BRE* E199 Property Management Clerk Internship 3 C.H.
Prerequisite: ENG* E101, BRE* E101, BRE* E103, and BRE* E105
This course is the final requirement for the Property Management Clerk Certificate. It is designed to enable students to combine classroom training with practical property management clerk work experience through on-the-job training in a supportive or affordable housing project setting. This course will cover legal, ethical, and performance concerns, as well as interviewing and job placement skills. Seminars are held to discuss experiences, concerns, and topical questions. Students are required to keep a Journal and prepare a portfolio which will include a resume and cover letter, letters of recommendations, and other pertinent documents required for job placement in supportive and affordable housing. A minimum number of hours of on-site time is required for this course. Internship placement must be approved by

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the Department Chair. Writing assignments (journal and other writing assignments) are an integral part of this course.

**Computer Aided Drafting (CAD)**

See Manufacturing Technology Courses (CAD, MFG), page 105

**Chemistry (CHE)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHE* E111</td>
<td>Concepts of Chemistry</td>
<td>4 C.H.</td>
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<tr>
<td></td>
<td>Previously: CH 110</td>
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<tr>
<td></td>
<td>Prerequisite: MAT* E137 and ENG* E101, both with a grade of &quot;C&quot; or higher</td>
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<td></td>
<td>Introduction to the fundamental principles and concepts of chemistry. Atomic structure, periodic relationships, bonding, kinetics and equilibria are examined in sufficient depth to permit their use in understanding chemical reactions though in less detail than in CHE* E121 and CHE* E122. The laboratory program stresses the acquisition of skills in data gathering and the manipulation of apparatus and materials. 3 hours lecture and 3 hours laboratory.</td>
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</tr>
<tr>
<td>CHE* E121</td>
<td>General Chemistry I</td>
<td>4 C.H.</td>
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<tr>
<td></td>
<td>Previously: CH 121</td>
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<tr>
<td></td>
<td>Prerequisite: MAT* E137 or equivalent; Prerequisite or Parallel: ENG* E101</td>
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<tr>
<td></td>
<td>A study of the fundamental principles, theories, and laws of chemistry. Topics include atomic theory and the structure of the atom, the aggregated states of matter, kinetic-molecular theory, chemical bonding, stoichiometry and periodicity, solutions and colloids. 3 hours lecture and 3 hours laboratory.</td>
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<tr>
<td>CHE* E122</td>
<td>General Chemistry II</td>
<td>4 C.H.</td>
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<tr>
<td></td>
<td>Previously: CH 122</td>
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<tr>
<td></td>
<td>Prerequisite: CHE* E121</td>
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<tr>
<td></td>
<td>A continuation of CHE* E121. Topics covered include thermochemistry, kinetics, chemical equilibrium, oxidation-reduction and electrochemistry, introduction to organic and nuclear chemistry and the chemistry of the elements and their compounds. The laboratory will include an introduction to semi-micro qualitative analysis. 3 hours lecture and 3 hours laboratory.</td>
<td></td>
</tr>
<tr>
<td>CHE* E211</td>
<td>Organic Chemistry I</td>
<td>4 C.H.</td>
</tr>
<tr>
<td></td>
<td>Previously: CH 201</td>
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<tr>
<td></td>
<td>Prerequisite: CHE* E112 or CHE* E122</td>
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<tr>
<td></td>
<td>An introduction to the organic chemistry of carbon. Primarily for students planning careers in the life and allied health sciences or a major in chemistry. The lectures will present an integrated analysis of the theoretical concepts and mechanisms of modern organic chemistry, organic reactions, synthetic methods, and instrumentation. Preparation properties and reactions of most of the major classes of aliphatic, aromatic, and heterocyclic compounds will be discussed along with the more important living and non-living systems in which they function. The laboratory work will develop competence in the modern aspects of preparative and qualitative organic technique. 3 hours lecture and 4 hours laboratory.</td>
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</tr>
</tbody>
</table>

**Communications (COM)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM* E101</td>
<td>Introduction to Mass Communications</td>
<td>3 C.H.</td>
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<tr>
<td></td>
<td>Previously: CM 101</td>
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<tr>
<td></td>
<td>Prerequisite or Parallel: ENG* E101</td>
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<tr>
<td></td>
<td>Introduction to the main aspects of communications and how the mass media - newspapers, films, television, magazines, radio, and advertising - operate in our society. Material covered includes basic theories of mass communications, psychology of communications, development of mass media, and the interrelationships between the mass media and society, business, and government in defining issues and molding public opinion and attitudes.</td>
<td></td>
</tr>
<tr>
<td>COM* E116</td>
<td>Publications Workshop I</td>
<td>3 C.H.</td>
</tr>
<tr>
<td></td>
<td>Previously: CM 116</td>
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<tr>
<td></td>
<td>Prerequisite or Parallel: ENG* E101</td>
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<td>Practical experience in all aspects of writing, editing, managing, and designing through assignments on a variety of student-sponsored publications. Included will be work on the school newspaper, yearbook and literary magazine. This course uses computer word processing programs for the completion of assignments and production of publications.</td>
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</tr>
<tr>
<td>COM* E173</td>
<td>Public Speaking</td>
<td>3 C.H.</td>
</tr>
<tr>
<td></td>
<td>Previously: CM 201</td>
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<tr>
<td></td>
<td>Prerequisite: ENG* E101</td>
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<td></td>
<td>Methods to improve effective speaking through study of pronunciation, diction, voice usage, and vocabulary. Through extemporaneous and other talks, efforts will be made to improve confidence, organization of ideas, and effective delivery. Topics might include listening skills, control of nervousness, and the speaker's self-consciousness.</td>
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<tr>
<td>COM* E201</td>
<td>Introduction to Public Relations</td>
<td>3 C.H.</td>
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<tr>
<td></td>
<td>Previously: CM 202</td>
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<td></td>
<td>Prerequisite: ENG* E101</td>
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<td></td>
<td>An overview of writing for public relations. Students will gain experience producing public relations materials such as news releases for print and broadcast media, newsletters, brochures, and materials for special events. The role of public relations planning and strategy will be discussed.</td>
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</tr>
<tr>
<td>COM* E216</td>
<td>Publications Workshop II</td>
<td>3 C.H.</td>
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<tr>
<td></td>
<td>Previously: CM 217</td>
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<tr>
<td></td>
<td>Prerequisite: COM* E116 or permission of the instructor</td>
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<tr>
<td></td>
<td>Designed to provide the student with broader publication experience and responsibility. These publications may include a school newspaper, a literary magazine, a yearbook, or other needed school publications. Students will learn such publication skills as feature writing, editorial writing, composition, layout, and sales. This course uses computer word processing programs for the completion of assignments and production of publications.</td>
<td></td>
</tr>
</tbody>
</table>
COM* E222 Basic News Writing 3 C.H.
Previously: CM 206 Elective Code: C
Prerequisite: ENG* E101

Instruction and practice in developing news articles, including defining news, gathering information from credible sources, recognizing and writing in basic news story structure and styles, and making ethical choices as a reporter. Assignments are completed using computers. This course satisfies the computer literacy requirement of the College, but it may not be used to satisfy the English requirement.

COM* E223 Feature and Magazine Writing 3 C.H.
Previously: CM 207
Prerequisite: COM* E222 or permission of the instructor

Review of basic information gathering, interviewing, and news writing techniques. Instruction and practice in feature reporting and writing, including in-depth and investigative features, opinion pieces, reviews, creative non-fiction, and writings for the online media. Assignments are completed using computers. This course satisfies the computer literacy requirement of the College, but it may not be used to satisfy the English requirement.

Computers: Applications (CSA)

CSA* E106 Introduction to Computer Applications 4 C.H.
Previously: CS 105 Elective Code: B, C
Prerequisite or Parallel: ENG* E043. Basic computer touch-typing skills required

An introduction to using the microcomputer as a productivity tool. Students will use application software for word processing, spreadsheets and databases. A comprehensive introduction to Windows will be presented along with the essentials of file management. Substantial lab time is required in the computer lab.

CSA* E135 Spreadsheet Applications

Please see BOT* E216.

CSA* E145 Database Management

Please see BOT* E218.

CSA* E220 Web Graphics 3 C.H.
Previously: CS 118 Elective Code: B

A comprehensive introduction to the principles of computer science that form the basis of Internet graphics and multimedia. Topics include bitmap graphics, vector graphics, graphical file formats, compression techniques, interactive graphics, multimedia, and animation. The course requires substantial hands-on use of computer software packages such as Macromedia Fireworks and Macromedia Flash in the computer lab to illustrate these topics.

Computers: Programming (CSC)

CSC *E105 Programming Logic 3 C.H.
Elective Code: B, CS
Prerequisite: The ability to perform basic file management and word processing tasks using Microsoft Windows

An introductory course in computer programming designed to provide beginning programming students with an understanding of the fundamental logic principles used in the writing of computer programs. Topics include input/output, variables, data types, assignment statements, conditional structures, loops, arrays, and functions. The course requires substantial hands-on programming of computers in a computerized classroom environment.

CSC* E106 Structured Programming 3 C.H.
Previously: CS 107 Elective Code: CS
Prerequisite: MAT* E137 or satisfactory score on placement test.
Prerequisite or Parallel: ENG* E101

An introductory course in computer programming language*. This course is intended for computer science majors. Problem-solving techniques and algorithm development are emphasized. Students are taught how to design, code, debug, and document programs in good style. Topics include: overview of computer organization; conditional statements; loops; top-down design and stepwise refinement; functions; arrays and simple sorting techniques. A minimum of 3 hours per week of lab is required. *The C Programming Language will be used.

CSC* E107 Structured Programming II 3 C.H.
Previously: CS 108 Elective Code: CS
Prerequisite or Parallel: CSC* E106 or CSC* E210

Continues the development of programming skills taught in Programming I to the study of advanced programming applications.* Topics include: character data and enumerated data types, arrays and their applications to searching and sorting, pointers and dynamic programming, strings, files, recursion and an introduction to object-oriented programming. A minimum of 3 hours per week of lab is required. *The C Programming Language will be used.

CSC* E205 Visual Basic I 3 C.H.
Previously: CS 111 Elective Code: B, CS
Prerequisite: CSC* E105 with a grade of “C” or better
Prerequisite or Parallel: ENG* E043

Introduces the fundamentals of programming using the BASIC language on microcomputer systems. Topics include input/output, looping, arrays, sorting, and data files, with an emphasis on problem definition, program design, coding, testing, and debugging. Substantial lab work is required.

CSC* E208 Advanced Visual Basic 4 C.H.
Previously: CS 218 Elective Code: B, CS
Prerequisite: CSC* E205 or permission of the instructor

A continuation of CSC* E205 Introduction to Visual Basic. Topics include more complex programming tasks involving advanced language elements, graphics, object-oriented programming, database connectivity, and interaction with the Windows environment. The course requires substantial hands-on use of computers in a computerized classroom environment.

CSC* E210 C Programming 3 C.H.
Previously: CS 213 Elective Code: B, CS
Prerequisite: Any previous computer programming course; satisfactory score on the mathematics placement test

Provides a theoretical and practical study of the Linux operating system. Topics covered include installation and configuration, using the desktop, understanding how user accounts and the filesystem work, using the command line, software management and system security. Substantial hands-on work will be required in the computer lab.
CSC* E223 JAVA Programming I 4 C.H.
Previously: CS 216  Elective Code: B, CS
Prerequisite: One of the following courses: CSC* E105, CSC* E205, CSC* E210, or permission of the instructor. Mathematics placement above MAT* E095.
A comprehensive study of the fundamentals of object-oriented programming using the Java programming language. Topics include classes, objects, data structures, inheritance, polymorphism, graphics, event handling, components, graphical user interfaces, exception handling, threads, I/O streams, multimedia, and the Java API. The course requires substantial hands-on use of computers in a computerized classroom environment.

CSC* E231 Database Design I 3 C.H.
Prerequisite: The ability to perform basic file management and word processing tasks using Microsoft Windows.
A study of the core concepts of relational database design using Structured Query Language (SQL). Topics include the creation, organization, normalization, and maintenance of relational databases and the in-depth use of SQL for querying and manipulating data. The course requires substantial hands-on work with a modern relational database management system, such as MySQL, in a computerized classroom environment.

CSC* E240 Data Structures 3 C.H.
Previously: CS 200  Elective Code: B, CS
Prerequisite: CSC* E107 or CSC* E210
Continues to develop discipline in program design and style especially as they relate to more complex problems. Topics include: simple data structures: arrays, linked lists, queues, stacks, and trees; string processing; and introduction to recursion. Substantial lab work is required.

CST* E141 Computer Hardware 4 C.H.
Previously: CS 135  Elective Code: B, CS
Prerequisite or Parallel: CSA* E106 or higher; MAT* E095 or placement higher than MAT* E095
An introduction to the personal computer (PC) as a system with emphasis on understanding the roles both of the hardware and the elements that interface the hardware to the user's program. Common PC elements (mother board, disk drives, modems and displays) are examined and their operation under various operating systems explained. Students will study troubleshooting techniques and the isolation of problems into software or hardware faults, incompatibilities, or viruses.

CST* E144 Introduction to Electronics 4 C.H.
Previously: CS 110  Elective Code: B, CS
Prerequisite: MAT* E095 or permission of the instructor
An introduction beginning with the explanation of electrical energy, voltage, current and power concepts, and proceeding to fundamental DC, AC, analog, and digital circuits. Practical applications are stressed, and the lab exercises are run as though they are industry job assignments. Field practices are discussed and safety is stressed as a basic objective. Includes integrated lab exercises with the use of electronic test equipment and written lab reports.

CST* E145 Digital Circuits and Logic 4 C.H.
Previously: CS 130  Elective Code: B, CS
Prerequisite: MAT* E095 or placement beyond MAT* E095.
A study of the elements of digital logic design, digital circuits, and the fundamentals of a modern digital system. It begins with an explanation of binary number systems, progresses through logical design and into PC systems. Laboratory experiments are used to provide practical experience.

CST* E150 Web Design and Development I 3 C.H.
Previously: CS 109  Elective Code: B, CS
Prerequisite: The ability to perform basic file management and word processing tasks using Microsoft Windows.
An introduction to the development of Internet web sites with an emphasis on HTML and the related technologies that form the basis of web development. Students learn how to use HTML and related technologies to create multi-page web sites that include links, tables, frames, forms, graphics, image maps, multimedia, and style sheets. Course content is continually updated to reflect the current state of the art in Internet computing. The course requires substantial hands-on use of computers in a computerized classroom environment.

CST* E184 Network Administration I 3 C.H.
Previously: CS 240  Elective Code: B, CS
Prerequisite: CST* E210 or any programming course
An introduction to a workstation operating system. Topics covered include installation, configuration, administration, and support. The course will introduce administrative tools used to manage the system, and the protocols and services that ship with it, including the Domain Name System (DNS). Substantial work in the computer lab is required. This course will help students prepare for relevant industry tests.

CST* E185 Network Administration II 3 C.H.
Previously: CS 241  Elective Code: B, CS
Prerequisite: CST* E184
Students will learn how to plan the infrastructure of a network. Topics covered will include installation, file systems and disk management functions, administration of the operating system and directory services, network protocols, routing and remote access, monitoring and optimization. Substantial work in the computer lab is required. This course will help students prepare for relevant industry tests.

CST* E210 Operating Systems 3 C.H.
Elective Code: B, CS
Prerequisite: Any previous programming course
Provides a theoretical and practical study of today's operating systems. This course will analyze what operating systems are, what they do, how they do it, and how they compare with each other. Topics such as memory management, process management and user interfaces will be explored.

CST* E231 Data Communications & Networks 3 C.H.
Previously: CS 206  Elective Code: B, CS
Prerequisite: ENG* E101 or permission of the instructor
A comprehensive introduction to the concepts of data communications channels between computers. This course covers data transmission codes and protocols, LANS, WANS, file transfer protocols, communications software, planning and designing networks.
CJS* E101  Introduction to Criminal Justice 3 C.H.

Previously: CJ 111  Elective Code: SS
Prerequisite or Parallel: ENG* E043
A comprehensive overview of the American criminal justice process. The course will examine the history, development, and current practices of law enforcement, the courts and the correctional system on the local, state, and Federal levels.

CJS* E102  Introduction to Corrections 3 C.H.

Previously: CJ 106  Prerequisite: CJS* E101
An overview of the correctional system and its processes including history, sentencing, facilities, inmate populations, inmate rights, correctional programming, alternatives to incarceration and special populations.

CJS* E105  Introduction to Law Enforcement 3 C.H.

Previously: CJ 101  Prerequisite: CJS* E101
A study of the role of police in American society. The course will examine the history and development of policing, hiring and training practices, administrative functions and other issues impacting on law enforcement.

CJS* E106  Introduction to Homeland Security 3 C.H.

Prerequisite: CJS* E101
This overview course will address the history of homeland security, emergency preparedness and terrorist threats. Students will learn about problems and prospects of establishing aggressive intelligence and counterintelligence, and focus on specific issues relating to emergency management. The principles and practices of emergency planning and management will be emphasized in this course, along with an examination of current government reorganization and restructuring initiatives. The future of homeland security will also be discussed within the context of evolving technology, communications and modern security hazards.

CJS* E120  Police and the Community 3 C.H.

Previously: CJ 203
Prerequisite: CJS* E101 and PSY* E111, and SOC* E101
An analysis of the problems of police as they relate to the community and the procedures used by departments to meet those problems. Students will be given the opportunity to study the police role in relation to the sociological and psychological dynamics of the community. The student will become knowledgeable in the practices which foster positive community relations and police-citizen communication.

CJS* E139  Interviewing and Interrogation 3 C.H.

Previously: CJ 211
Prerequisite: PSY* E111 and CJS* E101
A comprehensive overview of the processes of interviewing and interrogation. Students will be introduced to a variety of interview and interrogation techniques and strategies. The legal considerations will also be discussed.

CJS* E201  Criminology 3 C.H.

Previously: CJ 105
Prerequisite: CJS* E101 and PSY* E111 and SOC* E101
A study of crime and society’s treatment of crime and the criminal. The various causes of crime and delinquency, the philosophy of criminal and correctional law, custody and treatment of offenders will be studied.

CJS* E203  Juvenile Justice 3 C.H.

Previously: CJ 110
Prerequisite: CJS* E101 or permission of the instructor
A close examination of how the juvenile justice process has evolved and expanded as society has sought to understand, control, and influence change in the delinquent behavior of children and youth below the age of majority.

CJS* E211  Criminal Law I 3 C.H.

Previously: CJ 201
Prerequisite: CJS* E101
An exploration of the scope and classification of criminal law as it relates to various types of offenses. The areas of criminal liability, inchoate offenses and intent will be discussed as well as the U.S. Constitution’s relationship to criminal laws and how laws are made and enforced.

CJS* E213  Evidence and Criminal Procedure 3 C.H.

Previously: CJ 215
Prerequisite: CJS* E101 and POL* E111
A study of the U.S. Constitution, particularly the Bill of Rights and the Fourteenth Amendment, as they relate to the functioning of the criminal justice system. Emphasis on individual rights, due process and civil liberties.
CJS* E220  Criminal Investigation  3 C.H.
Previously: CJ 103
Prerequisite: CJS* E101
An introduction to the procedures and techniques of criminal investigation. Topics discussed will include the interview, interrogation, crime scene search, collection and preservation of evidence, and case preparation.

CJS* E221  Arson Investigation  3 C.H.
Previously: CJ 218
Prerequisite: CJS* E101
An introduction to the problems and effects of arson; analysis of the chemistry of the fire scene; use of investigative and detection aids, photographs, measurements and diagrams, collection and preservation of evidence; methods of interviewing and interrogation; legal aspects of arson investigation.

CJS* E222  Computer Investigation Techniques  3 C.H.
Previously: CJ 226
Prerequisite: CJS* E101 and permission of the instructor
A comprehensive introduction to computer operations and computer system components with an emphasis on storage and retrieval of information for investigative purposes. Topics covered include basic operating systems, hardware, software, encryption, identification of evidentiary information, Internet servers and web sites, freeware, bulletin boards, file types and manipulations, spreadsheets and databases. Students will develop the ability to assemble evidence for a criminal investigation process. Substantial lab work is required.

CJS* E225  Forensic Science  3 C.H.
Previously: CJ 108
Prerequisite: CJS* E220
A study of the relationship of physical evidence to a specific crime or criminal. Discussion will include various methods of scientific development of physical evidence at crime scenes and under laboratory conditions. Emphasis will be placed on identification of suspects through physical, chemical or biological evidence.

CJS* E237  Crime Scene Processing and Investigation  3 C.H.
Prerequisite: CJS* E220 or instructor approval
This course will apply basic criminal investigation skills to practical crime scene scenarios. Students will visit mock crime scenes, and process these scenes in their entirety. Hands-on instruction will concentrate on teaching students to effectively secure the scene and document the scene with sketches and digital photography. Students will learn proper crime scene note-taking and diagramming techniques. Students will also actively engage in searching for evidence, collecting evidence and creating chain-of-custody logs. Preparation for effective courtroom testimony will also be covered in this class.

CJS* E240  Correctional Administration  3 C.H.
Previously: CJ 107
Prerequisite: CJS* E102
An examination of the correctional organization, the administrative process, and supervision and management in the correctional setting. Topics addressed will include values and ethics, policies and procedures, legal issues for employees, human resources, leadership, and power and influence.

CJS* E244  Community-Based Corrections  3 C.H.
Previously: CJ 112
Prerequisite: CJS* E102
An examination of the relationship between institutional confinement and community-based correctional programs. The organization and administration of probation and parole programs are examined. Special attention is given to the study of rehabilitative and community reintegration programs and activities.

CJS* E250  Police Organization and Administration  3 C.H.
Previously: CJ 205
Prerequisite: CJS* E101
A detailed analysis of police organization and administration. A study of administrative problems within a police organization and the equating of sound principles of human relations and supervision to effective police performance.

CJS* E251  Police Management Seminar  3 C.H.
Previously: CJ 216
Prerequisite: CJS* E250
A practical application of previously studied theories and methods in police management. Students will use group work, case studies and projects to theoretically interpret and apply data in management situations.

CJS* E259  Writing and Research for Law Enforcement  3 C.H.
Prerequisite: ENG* E101 and CJS* E101
This course emphasizes the practical aspects of gathering, organizing and preparing written reports and other documents applicable to law enforcement. Students will practice the processes and procedures for creating and completing successful writing in the criminal justice field, use of the technologies commonly used for research and writing in law enforcement, and learn the conventions of evidence, format, usage and documentation in the field.

CJS* E280  Victimology  3 C.H.
Previously: CJ 224
Prerequisite: CJS* E101 or permission of the instructor
A comprehensive course designed to acquaint the student with the many issues faced by the victims of crime. Topics covered will include victimization and other issues central to crime victim assistance. Students will also gain an understanding of how to address the needs of crime victims and act as advocates for victim issues.

CJS* E290  Practicum in Criminal Justice  3 C.H.
Previously: CJ 220
Prerequisite: CJS* E101 and CJS* E201 and CJS* E211 and CJS* E213, and permission of the instructor
Supervised placement with a criminal justice agency to allow the student to actively participate in the profession while gaining actual job experience in the criminal justice field. Students will be required to attend a bi-weekly meeting with the practicum advisor.
### CJS* E294 Contemporary Issues in Criminal Justice 3 C.H.

**Previously:** CJ 223

**Prerequisite:** CJS* E101 or permission of the instructor

A series of seminars covering topics of current interest in the criminal justice field. The criminal justice field changes very rapidly and this course will focus on areas of change such as ethics, use of force, Supreme Court decisions which affect criminal justice, prison issues, the drug problem and other issues which impact on the criminal justice system.

### CJS* E295 Contemporary Issues in Forensic Science 3 C.H.

**Previously:** CJ 214

**Prerequisite:** CJS* E220 and CJS* E225 and CJS* E101 or permission of the instructor

A series of seminars covering topics pertaining to investigative techniques and the evaluation of evidence in criminal and civil cases.

### Developmental Studies (DS, ENG, MAT)

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DS E099</td>
<td>Academic Skills Development</td>
<td>3 C.H.</td>
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</tbody>
</table>

This course helps students to develop the academic skills necessary to succeed in academic coursework and in college life, including managing assignments, reading textbooks, finding information, test-taking, and planning for the semester and for graduation. This course will help students to develop a learning plan that addresses educational and career goals. This course must be taken within the first 12 credit hours and this course does not satisfy graduation requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG* E003</td>
<td>Foundations of Reading</td>
<td>3 C.H.</td>
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</tbody>
</table>

**Previously:** DS 010

**Prerequisite:** Placement test score

Provides students with essential reading skills such as decoding skills, phonetic and structural analysis skills, vocabulary development and reading comprehension in order to provide students with a basic reading foundation. **This course will not satisfy graduation requirements.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG* E013</td>
<td>Writing Foundations of English</td>
<td>3 C.H.</td>
</tr>
</tbody>
</table>

**Previously:** DS 050

**Prerequisite:** Placement test score

A practical application of grammar by intensive practice in writing short passages to achieve competence in writing grammatically sound sentences and paragraphs. This course also is an introduction to the writing process by practical application of pre-writing, drafting, and revising techniques to writing short passages. **This course will not satisfy graduation requirements.**

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG* E043</td>
<td>Writing: Paragraph to Essay</td>
<td>3 C.H.</td>
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</tbody>
</table>

**Previously:** EN 100R

**Prerequisite:** Placement test score or "C" in ENG* E013. **Prerequisite or parallel:** DS E099

A comprehensive study of the paragraph as a unit of composition, emphasizing organization of ideas, specific methods of development, and elements of style. The subject matter will include the grammar and syntax of sentence patterns, punctuation, and the mechanics of formal college writing. Frequent writing assignments both in and out of class will be conducted in a workshop manner. **This course will not satisfy graduation requirements.**

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG* E073</td>
<td>Academic Reading</td>
<td>3 C.H.</td>
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</tbody>
</table>

**Previously:** DS 011

**Prerequisite:** Placement test score or "C" in ENG* E003. **Prerequisite or parallel:** DS E099

Provides students with advanced work in reading skills (literal meaning, inference, critical thinking, and interpretation and evaluation) along with vocabulary development (dictionary and library skills) in preparation for general college studies. Prepares students for college-level reading in a variety of subjects. **This course will not satisfy graduation requirements.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT* E095</td>
<td>Elementary Algebra Foundations</td>
<td>3 C.H.</td>
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</tbody>
</table>

**Previously:** DS 095

**Prerequisite:** Placement test score or "C" in MAT* E075

Beginning algebra including signed numbers, algebraic expressions, laws of exponents, order of operations, linear equations and inequalities, word problems, formulas, polynomials, factoring, and graphing. **This course will not satisfy graduation requirements.**

### Digital Arts (DGA)

See Art Courses page 81

### Early Childhood Education (ECE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE* E101</td>
<td>Introduction to Early Childhood Education</td>
<td>3 C.H.</td>
</tr>
</tbody>
</table>

**Previously:** ECE 101

**Prerequisite or Parallel:** ENG* E043

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECE* E103</td>
<td>Creative Experiences</td>
<td>3 C.H.</td>
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</tbody>
</table>

**Prerequisite or Parallel:** ECE* E101

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
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</thead>
<tbody>
<tr>
<td>ECE* E106</td>
<td>Music &amp; Movement for Children</td>
<td>3 C.H.</td>
<td>Previously: ECE 106</td>
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<tr>
<td></td>
<td>An investigation into the role of music and basic movement in early childhood development. Students will receive a basis in music skills. Included is preparation for assessing the health and physical well-being of the child. Students will demonstrate teaching techniques and prepare themselves for teaching through construction of teaching materials and accumulation of resource materials.</td>
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<tr>
<td>ECE* E141</td>
<td>Infant/Toddler Growth &amp; Development</td>
<td>3 C.H.</td>
<td>Previously: ECE 110</td>
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<td></td>
<td>Designed to prepare students in the care and teaching of infants and toddlers. Emphasizes the interrelationship of social, emotional, cognitive, physical, and language development patterns. Age-appropriate curriculum strategies based on developmental theories to create a quality program within an interesting, explorable environment will be discussed. Ten hours of field visits required.</td>
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<tr>
<td>ECE* E176</td>
<td>Health, Safety, and Nutrition</td>
<td>3 C.H.</td>
<td>Previously: ECE 130</td>
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<tr>
<td></td>
<td>The relationship between health, safety, and nutrition and child development will be examined. Emphasis will be on the strategies needed to implement a safe, healthy, and nutritionally sound program for young children. Community agencies and resources that benefit children and families will be explored.</td>
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<tr>
<td>ECE* E180</td>
<td>CDA Credential Preparation</td>
<td>3 C.H.</td>
<td>Previously: ECE 130</td>
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<tr>
<td></td>
<td>Designed for early childhood education teachers and child care providers seeking their Child Development Associate Credential. Students will be assisted in developing an understanding of CDA functional areas along with a CDA resource file. Theories and philosophies within early childhood education will be correlated to CDA competencies.</td>
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<tr>
<td>ECE* E190</td>
<td>ECE Behavior Management</td>
<td>3 C.H.</td>
<td>Previously: ECE 190</td>
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<td>This course is designed for early childhood education teachers, child care providers and directors. It will review the many behavior management and discipline strategies that are available to be used with young children. Discipline approaches that go beyond rules and punishment will be examined. Students will study and create an environment that leads to respect and self-discipline. Participants learn to analyze teaching/management styles so as to be able to incorporate the best techniques to help lead children to self-control.</td>
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<tr>
<td>ECE* E206</td>
<td>Administration and Supervision of Early Childhood Programs</td>
<td>3 C.H.</td>
<td>Previously: ECE 210</td>
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<tr>
<td></td>
<td>Prerequisite or Parallel: ENG* E101 and ECE *E101, BOTH with a grade of &quot;C&quot; or better</td>
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<td>This course examines the roles, responsibilities and skills involved in management and supervision of preschool programs. Emphasis is placed on the duties and responsibilities of an administrator, the selection, supervision and evaluation of staff members, program development, the budgeting process and fiscal management, food and health services, laws and regulations concerning state child care licensing, and parent involvement.</td>
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<tr>
<td>ECE* E207</td>
<td>Natural Science and Safety for Children</td>
<td>3 C.H.</td>
<td>Previously: ECE 207</td>
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<td>Designed to enable the teacher to provide children with an appreciation of the world in which they live. It will encompass themes in mathematical concepts, natural science, physics, physical science, biology, chemistry, nutrition, and health and safety education. Emphasis will be placed upon children's natural curiosity. The method of teaching by discovery will be stressed.</td>
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<tr>
<td>ECE* E210</td>
<td>Observation, Participation and Seminar</td>
<td>3 C.H.</td>
<td>Previously: ECE 103, ECE 104</td>
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<td>Prerequisites: ECE * E101 and ENG* E101</td>
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<td>Provides current and prospective teachers of young children with an in-depth appreciation of the need to observe and record children's behavior. The primary outcome of this class will be to further the student's ability to observe objectively and to increase their ability to understand and interpret behavior. Observation and participation placements are required in approved early childhood settings. The student will observe and participate for sixty hours. Experiences are extended in weekly seminars.</td>
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<tr>
<td>ECE* E212</td>
<td>Administrative Leadership in Early Childhood Programs</td>
<td>3 C.H.</td>
<td>Previously: ECE 212</td>
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<td>Prerequisites: ECE* E206 with a grade of &quot;C&quot; or better</td>
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<td>This course is designed to examine the multi-dimensional roles of the early childhood program administrator. Emphasis will be on effective leadership and the impact of communication and interpersonal skills, decision making and participatory management tools, how to conduct effective meetings, formation of partnerships with families, child welfare advocacy, and strategic approaches to initiating and implementing change.</td>
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<tr>
<td>ECE* E215</td>
<td>The Exceptional Learner</td>
<td>3 C.H.</td>
<td>Previously: ECE 105</td>
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<td>An introduction to the field, problems and trends in special education in America. Emphasis on the history, concepts, practices and terminology used by professionals in the field of special education. Sessions will include both general and specific information which will assist students in defining their role with Special Education students as well as their possible future careers in this area. Field observations included.</td>
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<tr>
<td>ECE* E216</td>
<td>Methods &amp; Techniques in Special Education</td>
<td>3 C.H.</td>
<td>Previously: ECE 200</td>
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<td>Prerequisite: ECE*E215</td>
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<td>An overview of many methodologies used in special education settings. Students will be exposed to behavior modification, classroom environments, testing materials and other special education practices.</td>
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<tr>
<td>ECE* E222</td>
<td>Methods &amp; Techniques in ECE</td>
<td>3 C.H.</td>
<td>Previously: ECE 201</td>
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<td>Prerequisite: ECE* E210</td>
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<td>The study of the knowledge and skills needed to plan, implement, and evaluate a developmentally appropriate curriculum. Experiences will focus on the design of the learning environment, the interaction between teacher, child, and family, and the fostering of opportunities to enhance the development of the whole child. Field work is required.</td>
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ECE* E231 Early Language and Literacy Development 3 C.H.
Previously: ECE 208
Prerequisites: ECE* E101 and ENG* E101
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 cultural background and experiences on emerging literacy development will be explored. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experience will be included.

ECE* E241 Methods and Techniques for Infants and Toddlers 3 C.H.
Previously: ECE 241
Prerequisite: ECE* E141
An introduction to various curriculum models for infants and toddlers. Strategies to interact and stimulate children under three will be explored. Cognitive learning games, language activities, music, movement and dramatic play will be studied. Developmentally appropriate toys and books will be reviewed.

ECE* E275 Child, Family, and School Relations 3 C.H.
Previously: ECE 275
This course will review the socialization process; the development of children as social beings who acquire knowledge, skills, and character traits that enable them to participate as effective members of their family, school, and society through human relationships.

ECE* E295 Student Teaching Practicum 6 C.H.
Previously: ECE 205, ECE 206
Prerequisites: All Early Childhood courses unless approved by ECE advisor
Guided observation, participation and supervised student teaching in NAEYC accredited centers or kindergartens are 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 teacher will extend the individual's learning experience.

**Economics (ECN)**

ECN* E101 Principles of Macro-Economics 3 C.H.
Previously: EC 204
Elective Code: B, SS
Prerequisite: ENG* E101 or permission of the instructor
A study of the economic system as a whole, concentrating on the U.S. including the general structure of business in the U.S.; the creation and control of the money supply; the components of aggregate demand; recessions and inflation; the interrelated roles of government and business; and international trade and exchange are covered.

ECN* E102 Principles of Micro-Economics 3 C.H.
Previously: EC 203
Elective Code: B, SS
Prerequisite: ENG* E101 or permission of the instructor
A study of market directed and mixed economies, emphasizing the American experience. The theory and facts of economic growth are covered. Emphasis is on market models and factor pricing. Alternative economic systems and current problems are surveyed. Students are expected to have a working knowledge of line graphs.

ECN* E170 Economic Geography 3 C.H.
Previously: EC 100
Elective Code: B, SS
Prerequisite or Parallel: ENG* E101 or permission of the instructor
An examination of natural and cultural factors affecting production and consumption of goods and services and spatial distribution of economic activities. Location theories are stressed. The systematic approach is emphasized primarily, but consideration is given to the regional approach. People-land relationships are considered in terms of physical and socio-economic patterns.

ECN* E180 History of Economic Thought 3 C.H.
Previously: EC 101
Elective Code: B, SS
Prerequisite or Parallel: ENG* E101 or permission of the instructor
A survey of the great ideas on which economics is based using the historical approach. The student is introduced to the concepts and tools of economics and to the relationships between economics and society. Not open as a credit elective for Business majors.

**Engineering Science (EGR)**

EGR* E211 Engineering Statics 3 C.H.
Elective Code: S
Prerequisite or Parallel: MAT* E256, Calculus II
A study of engineering mechanics via vector approach to static forces and their resolution. 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.

EGR* E212 Engineering Dynamics 3 C.H.
Prerequisite: EGR* E211
Elective Code: S
A study of Newtonian mechanics to dynamic forces, translational motion, work, impulse and momentum will be taught. Topics included: kinematics, kinetics of particles and rigid bodies, vibrations, energy and momentum conservation.
COURSE DESCRIPTIONS

**English (ENG)**

For Developmental courses see Developmental Studies listing.

**ENG* E101 Composition**  3 C.H.

*Previously: EN 101  
*Prerequisite: Satisfactory scores on placement exam or a grade of “C” or higher in ENG* E043*

The study of skills necessary for effective written communication. The course includes analyses of outstanding prose works. The principles of rhetoric and logic are also applied in frequent writing assignments.

**ENG* E102 Literature & Composition**  3 C.H.

*Previously: EN 102  
*Prerequisite: A grade of “C” or higher in ENG* E101*

A continuation of ENG* E101, including analyses of works of fiction, poetry, and drama to introduce techniques such as irony, satire, point of view, and figurative uses of language. Assignments encourage analytical reading and writing. The course also focuses on research techniques to be applied to a documented paper.

**ENG* E214 Drama**  3 C.H.

*Prerequisite: ENG* E102  
*Elective Code: H*

This course is an exploration of the genre of drama as a literary form. Each dramatic piece, both tragedies and comedies, will be read and analyzed structurally, thematically, historically, and artistically. Works by classic playwrights as well as major figures from the great ages of drama are included.

**ENG* E221 American Literature I**  3 C.H.

*Previously: EN 205  
*Elective Code: H*

Close reading of selected major works of American Literature from colonial times to the close of the nineteenth century. Emphasis will be placed upon the social and cultural implications of the works as well as upon their relevance to our own time. Major concentration will be on such writers as Poe, Hawthorne, Emerson, Thoreau, Melville, Whitman, Crane, James, Twain, and Dickinson.

**ENG* E222 American Literature II**  3 C.H.

*Previously: EN 206  
*Elective Code: H*

A study of the major works of American Literature from the close of the nineteenth century to the present. Particular attention is given to the social and cultural implications of the works of such writers as Frost, Fitzgerald, Eliot, Hemingway, Faulkner, O’Neill, Steinbeck, Williams, and Ellison.

**ENG* E231 British Literature I**  3 C.H.

*Previously: EN 201  
*Prerequisite: ENG* E102*

A chronological survey of the major works of English literature from the Anglo-Saxon period through the 18th century. Works may include those of the Beowulf poet, Chaucer, Shakespeare, Donne, Milton, Pope, and Swift. Works will be related to their historical and cultural settings.

**ENG* E232 British Literature II**  3 C.H.

*Previously: EN 202  
*Elective Code: H  
*Prerequisite: ENG* E102*

A chronological survey of the major works of English literature during the 19th and the 20th centuries, including those of Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Hopkins, Yeats, and Eliot. Works will be related to their historical and cultural settings.

**ENG* E233 Shakespeare**  3 C.H.

*Previously: EN 217  
*Elective Code: H  
*Prerequisite: ENG* E102*

A detailed study of the major works of Shakespeare, such as sonnets, histories, comedies, romances, and tragedies from both a literary and theatrical perspective. Works will be related to their historical and cultural settings.

**ENG* E241 World Literature I**  3 C.H.

*Previously: EN 207  
*Elective Code: H  
*Prerequisite: ENG* E102*

A study of the major literary works of the western world from the beginnings to the Renaissance, including the Hebrew Scriptures (Old Testament), Greek mythology, the Iliad, Greek dramas, Roman mythology, the Aeneid, the New Testament, and the Divine Comedy.

**ENG* E242 World Literature II**  3 C.H.

*Previously: EN 208  
*Elective Code: H  
*Prerequisite: ENG* E102*

A detailed study of the major literary works of the Western world from the Renaissance to recent times. Works may include philosophical works of Descartes and Pascal, comedies of Molière, tragedies of Racine, Voltaire’s Candide, Goethe’s Faust, and works of Flaubert, Dostoyevsky, Gorki, Mann, Sartre, and others.

**ENG* E251 African American Literature**  3 C.H.

*Previously: EN 217  
*Elective Code: H  
*Prerequisite: ENG* E102*

This course is an introduction to the literature of the African American diaspora with significant emphasis on the cultural and historical perspectives emerging from the literature. Short stories, poetry, drama, novels, and essays are covered.

**ENG* E262 Women in Literature**  3 C.H.

*Previously: EN 217  
*Elective Code: H  
*Prerequisite: ENG* E102*

This course involves a study of the images of women in literature written by both female and male authors. The creation of these images and subsequent stereotyping are examined. The emphasis is on modern literature, but a few of the older classics are included as well. Fiction, drama, and poetry are all included.

**ENG* E271 Film and Literature**  3 C.H.

*Previously: EN 217  
*Elective Code: H  
*Prerequisite: ENG* E102*

A chronological survey of the major works of English literature from the 19th and the 20th centuries, including those of Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Hopkins, Yeats, and Eliot. Works will be related to their historical and cultural settings.
A study of representative 20th century writers from various geographic areas of the globe who reflect philosophies, movements, and styles that influence present-day attitudes. The selections are primarily, but not restricted to, non-American and non-British writers except those whose writing extends to other parts of the world.

A study and application in a seminar atmosphere of creative writing techniques, including, but not necessarily limited to, fiction and poetry. Intensive study of fiction by the world's great writers to discover and understand the techniques used will serve as a starting point for individual work by students. Examination and practice of the techniques of poetry writing will also be offered. Work produced will be discussed and critically evaluated by the class. When possible, meetings and discussions with established writers will be arranged. This course cannot be used as a Humanities elective.

An opportunity to explore a variety of literary types in a less conventional setting than in the period courses. Topics will be varied by semester and by instructor's specialty. Among the special topics alternating by semesters are: Women in Literature; Mythology; Masterpieces of the Drama; Irish Literature; Hispanic Literature; Black Literature; Enduring Themes in Literature; Fiction & Film; Jewish Writing of the 20th Century; and the Holocaust.

This course does not satisfy graduation requirements.

A high beginner-level language course for non-native students who need to develop confidence and fluency in speaking and writing practical English for everyday use. Includes listening comprehension and speaking skills, general vocabulary, basic grammar, and simple reading and writing practice. Two hours of laboratory/tutorial practice required per week. Does not satisfy graduation requirements.

An academically-oriented language course for non-native students who have a simple knowledge of spoken and written English. Emphasizes intensive general academic vocabulary development, extensive reading and listening comprehension, major aspects of sentence structure and grammar, and speaking and writing improvement using linguistically controlled materials. Two hours of laboratory/tutorial practice required per week. Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

An intensive language course for non-native students who want to develop competency in the use of intermediate grammatical structures in practical and academic contexts. The course provides students the opportunity to learn these structures through daily reading and language analysis exercises, speaking and writing practice. Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.
Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

**ESL* E150 Combined Skills V**  
Previously: ESL 121  
Elective Code: H  
Prerequisite: ESL placement test or ESL* E140

An advanced language course for non-native students who have developed basic fluency in written and spoken English and who wish to further improve their language skills for academic or career purposes. Emphasizes intensive academic vocabulary development, extensive reading practice using short and long selections of general interest from academic subjects and literary works, individual pronunciation and oral presentations. Elements of effective writing, including problems in advanced syntax and sentence structure, are applied in short essays and longer writings such as autobiographies and book reports. Two hours of laboratory/tutorial practice required per week. Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

**ESL* E155 Grammar V**  
Previously: ESL 155  
Elective Code: H  
Prerequisite: Completion of ESL* E140 with a grade of "C" or higher, or placement at ESL* E150

An intensive language course for non-native students who want to develop competency in the use of advanced grammatical structures in academic contexts. The course provides students the opportunity to master these structures through daily reading and language analysis exercises, group discussion and essay writing. Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

**ESL* E160 Combined Skills VI**  
Previously: ESL 122  
Elective Code: H  
Prerequisite: ESL placement test or ESL* E150

Helps advanced ESL students expand and refine their reading, listening, speaking and writing skills for more effective communications in college and career settings. Students read non-fiction and fiction relating to North American culture and other subjects. Discuss readings in small groups, then respond to readings by writing essays, summaries and reports. Students will study taped lectures, dialogues and narratives from radio and television and present oral reports and debates on selected topics. Activities focus on developing fluency, clarity and correctness of expression, principally in the written form.

**ESL* E167 Oral Communications VI**  
Previously: ESL 125  
Elective Code: H  
Prerequisite: ESL* E150 or permission of the instructor

A speech improvement course to help advanced-level non-native speakers of English communicate more effectively in academic and professional settings. Focus is on accent reduction and developing communication strategies through listening discrimination and pronunciation exercises, self-analysis practice, peer observation and interaction, and oral presentations. One hour laboratory/tutorial practice required per week. Intermediate and Advanced ESL courses carry foreign language credit. A maximum of 12 credits of ESL courses may be applied as open-elective credits in the General Studies degree program.

**ESL* E193 Advanced ESL Writing**  
Previously: ESL placement test or ESL* E140  
Elective Code: H  
Prerequisite: Recommendation of ESL* E150 instructor and approval of ESL Department Coordinator

This course develops students' abilities to write effective essays and to reason critically in final preparation for ENG* E101. The course includes a very basic review of grammar and syntax, as needed. The goals of unity, coherence, research skills, MLA knowledge and logical development are pursued through analysis of professional and student essays, and through practice in prewriting, writing, and revision techniques. Students learn various organizational patterns. Students will write and revise several essays. This course helps advanced ESL students expand and refine, chiefly, their reading and writing skills for more effective written communication in college or career settings. Students read fiction and non-fiction, and then respond to readings by writing essays, summaries, and reports. During weekly meetings, students listen to lectures, engage in dialogues, and occasionally present oral reports and debates on selected topics. Activities focus on developing fluency, clarity, and correctness of expression, principally in the written form.

**French (FRE)**

**FRE* E101 Elementary French I**  
Previously: FR 101  
Elective Code: H  
Prerequisite: FRE* E101 or permission of the instructor

A continuation of FRE* E101. Laboratory time is required weekly.

**FRE* E102 Elementary French II**  
Previously: FR 102  
Elective Code: H  
Prerequisite: FRE* E101 or permission of the instructor

Designed for those students who wish to obtain credit in a selected topic in French. Students should have a high academic standing in French language.

**Geography (GEO)**

**GEO* E111 World Regional Geography**  
Previously: GH 101  
Elective Code: SS  
Prerequisite or Parallel: ENG* E101

A study of the physical and human elements of global geography. Regional, cultural and population influences will be explored to give the student a better understanding of different geographical situations found in the world. The differences and inter-relationships of the developed and developing nations are probed in the depth necessary to understand present societies. Group discussions and audio-visual presentations are used as methods to give the student better insight into the influence of geography.
Graphic Design (GRA)

See Art courses page 81

Health (HLT)

HLT* E103 Investigations in Allied Health 3 C.H.
This course is designed to assist traditional and non-traditional first-year college students to meet the expectations of a curriculum and a career in health-related fields. The student will become familiar with the rigors of higher education and the specific skills needed to maximize the student's opportunity for academic and clinical success. The course will include a comprehensive overview of the duties and responsibilities associated with clinical competency. Interdisciplinary learning strategies, correlating clinical and didactic education, life management skills, work ethics, and critical thinking skills necessary for all health providers will be emphasized.

History (HIS)

HIS* E101 Western Civilization I 3 C.H.
Previously: HI 103
Elective Code: SS
Prerequisite or Parallel: ENG* E101
This course covers the development of Western civilization from the ancient world through the middle ages to early modern times. Particular emphasis is placed upon the classical legacy, feudalism, the growth of monarchical power, the Renaissance, the age of exploration, and the Reformation.

HIS* E102 Western Civilization II 3 C.H.
Previously: HI 104
Elective Code: SS
Prerequisite or Parallel: ENG* E101
This course examines major developments in Western civilization from the advent of the modern world to the present. Particular emphasis is placed upon the post-Reformation emergence of the nation-state, Louis XIV, the enlightenment, the French Revolution, the industrial revolution, modern imperialism, the growth of rivalry between the powers, and the development of new political philosophies which have helped to produce the existing international situation.

HIS* E201 U.S. History I 3 C.H.
Previously: HI 201
Elective Code: SS
Prerequisite: ENG* E101
This course covers the political, economic and social development of the United States to 1877, from the earliest Native American habitation of the United States to the Civil War. Topics covered include Native American societies and Columbian contact, the role of economics and religion in colonial America, the institution of slavery, the struggle for independence, formation of a national government, Jacksonian democracy, westward expansion, the Civil War, and Reconstruction.

HIS* E202 U.S. History II 3 C.H.
Previously: HI 202
Elective Code: SS
Prerequisite: ENG* E101
This course deals with U.S. History from the end of the Civil War to relatively modern times. Topics to be covered include reconstruction, the West and Native American resistance to European rule, immigration, urbanization and industrialization, populism and progressivism, the emergence of the United States as a world power, Woodrow Wilson, World War I and Versailles, the Twenties, the Great Depression, World War II, and the Cold War.

HIS* E211 History of Connecticut 3 C.H.
Previously: HI 210
Elective Code: SS
Prerequisite: ENG* E101
A survey of the history of Connecticut from pre-Colonial times to the present. The course will emphasize Connecticut's rich multicultural history. Topics will include Native American, European, African-American, and Caribbean influences, immigration, and industrialization and deindustrialization.

HIS* E215 History of Women in the U.S. 3 C.H.
Prerequisite: ENG* E101
Elective Code: SS
This course examines the history of American Women from 1787 to the present. It explores the social, political, economic, religious, intellectual and familial experiences of women, with particular attention to how race, class, and ethnicity influenced their lives. Topics of focus will include women's work, marriage, divorce, legal status, education, African Americans, immigrants, the suffrage movement and participation in major wars. This course also examines the changing social definition and presentation of feminine ideals.

HIS* E216 African American History I 3 C.H.
Prerequisite: ENG* E101
Elective Code: SS
This course examines the significant role that African-Americans have played in American history. This course explores the period of history from the earliest beginnings to 1877. It investigates African empires and civilizations through the development of the Atlantic slave trade and continuing to the new world to deal with the American Colonial period, The Revolutionary War, the Civil War, and finishing with the end of Reconstruction in 1877.

HIS* E217 African American History II 3 C.H.
Prerequisite: ENG* E101
Elective Code: SS
This course examines African American experiences from the end of Reconstruction through modern times. It illustrates some of the many success stories of African-Americans and identifies the obstacles to the enjoyment of full civil rights that were placed in their way. This course covers the contributions of African-Americans to education, literature, the military, and the science. It also investigates the Civil Rights movement and protest movement of the 1960s and beyond in the United States up to the present day.

HIS* E226 The U.S. Civil War 3 C.H.
Prerequisite: ENG* E101
Elective Code: SS
This course will emphasize the origins of the Civil War, its revolutionary nature, and its immediate and long-term consequences for the South and the nation. Although the military events of the war will occupy a portion of class studies, we will also focus on the key social, political, and economic questions of the era, with particular attention on the more activist role of government at that time, as well as on the significance of slavery and emancipation both during and after the war.

HIS* E258 The History of Western Sciences 3 C.H.
Prerequisite: ENG* E101
Elective Code: SS
Western civilization has been impacted by science as deeply as by
philosophical, military, or political movements. This course seeks to examine that influence through the lens of history. This approach will enable students to understand the dynamic interaction between science and other areas of intellectual endeavor such as economics, religion, art, and politics. The course will begin with a brief background section on science in European history, but will concentrate on the figures, theories, and developments in the Renaissance, Enlightenment, Industrial Revolution, and the current age, which is so heavily reliant on technology and science.

**HIS* E298 Special Topics in History** 3 C.H.
*Prerequisite: ENG* E101
A faculty-developed seminar course dealing with a specific period, region, theme and/or interpretive thread in history which will be approved by the instructor and chairperson.

**HIS* E299 Independent Study in History** 1 C.H.
*Prerequisite: ENG E101 and Permission of the Instructor
Individual study of a special area, topic, theme or problem in History by agreement with the instructor.

**Honors (HON)**

**HN E200** Honors Seminar (Fall only) 3 C.H.
*Prerequisite: ENG* E102 and permission of the Honors Advisor; recommended: courses in literature, philosophy, psychology or sociology, history, and laboratory science
An interdisciplinary course that examines a topic from the differing perspectives of the major academic disciplines - humanities, natural and physical sciences, and social sciences. The instructors and topic/content vary from year to year. Offered in the Fall semester only. Open only to students registered in the Honors Program. Satisfies an open elective requirement.

**HN E225 Independent Honors Project** 3 C.H.
*Prerequisite: HN E200, permission of the Honors Advisor, and approved Honors contract
An original student project completed under the guidance of a faculty mentor that demonstrates a student's ability to apply knowledge and skills in a creative and scholarly manner. The student must receive approval in the semester preceding the term during which the project is done. Open only to students registered in the Honors Program. Satisfies an open elective requirement.

**Human Services (HSE)**

**HSE* E101 Introduction to Human Services** 3 C.H.
*Previously: HS 101
An interdisciplinary orientation to major Human Service agencies and institutions in this region including education, law enforcement, child care, mental health, recreation, geriatrics, etc. Participants will study the roles and functions of professionals in these types of Human Services careers. Instruction will include team-teaching, guest speakers, and field visitations.

**HSE* E114 Advocacy in Human Services** 3 C.H.
*Previously: HS 107
*Prerequisite: ENG* E101
A comprehensive survey of effective advocacy for and with human service agencies. Students will learn about power bases and influence in human service systems. The course will introduce students to advocacy theory and practice, providing lectures, practical hands-on assignments, and participatory learning.

**HSE* E121 Strategies for Developing Capable Children and Youth** 3 C.H.
*Previously: HS 151
*Prerequisite or Parallel: ENG* E101
An overview of specific skills and practical strategies for developing responsible, capable children and youth and for strengthening families. Practical techniques are explained and applied in dealing with and preventing problems in families. Teaching methods include interactive group experiences and discussion, exercises, reading, and practice assignments. Skills acquired are applicable to broader settings, including childcare programs and schools.

**HSE* E132 Peer Training for Behavioral/Mental Health** 3 C.H.
A hands on course for people aiming to work in the behavioral/mental health field. The course teaches peer support skills and provides students with skills and competencies that help to move persons with behavioral/mental health problems forward in their recovery. Topics include learning about and developing effective peer support competencies related to communication skills, pathways of recovery, elements of peer support, empowering interpersonal interactions, understanding substance abuse, trauma, mental illness and mental health.

**HSE* E134 Introduction to Mental Health Systems** 3 C.H.
*Previously: HS 104
A survey of systems and services for children, youth, and adults with serious mental illnesses as well as individuals with mental illnesses and addictions. Topics include treatment, rehabilitation and recovery, managed care, community support services, public awareness, consumer empowerment, and career opportunities.

**HSE* E139 Topics in Mental Health** 3 C.H.
*Previously: HS 210
Focus on particular topics in mental health services that are especially relevant to working in community settings. Emphasis on conceptual knowledge about hands-on skills in clinical management and specific administrative tasks in working with clients. Topics include assessment, psychiatric medications, dual diagnosis, relapse prevention, crisis management, violence prevention, goal planning, entitlements, and burnout.

**HSE* E141 Addiction and Mental Illness in Behavioral Health Care** 3 C.H.
*Previously: HS 105
*Prerequisite: ENG* E101 or permission of the instructor
An overview of the policy and treatment issues in behavioral healthcare. 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 health movement.
HSE* E147  Change Theory and Strategies in Behavioral Health Care  3 C.H.

Previously: HS 213
Prerequisite: PSY* E111 and ENG* E101 or permission of the instructor

An overview of the theories of human behavior, addiction, mental health and change in all these areas of practice. This course will cover the cycle of change and Motivational Enhancement Therapy (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.

HSE* E161  Disabilities Across the Lifespan  3 C.H.

Previously: HS 161
Prerequisite: PSY* E111

An overview of the field of developmental disabilities as it applies to people across the lifespan from birth to old age. Topics include mental retardation, cognitive disabilities, acquired brain injury, physical disabilities, sensory impairment and others. The course examines these topics from a variety of perspectives including prevalence, psychological aspects, age-related, adaptive problems and habilitative services in the continuum of care.

HSE* E170  Introduction to Gerontology  3 C.H.

Previously: HS 103

An interdisciplinary introduction to the major concepts and issues related to the study of the aging process. The course is designed for students considering a career in gerontology or in a field where understanding the psychological, physical, social, and environmental issues of the elderly is of critical importance.

HSE* E198  Special Problems in the Human Services  3 C.H.

Previously: HS 225
Prerequisite: Permission of the Human Services faculty

A research project-oriented course under the personal supervision of a faculty member in the Human Services Program. It is designed to provide an opportunity to explore particular problem and subject areas within the area of Human Services. Subjects may be in urban studies, law enforcement, mental health, early childhood education, public administration, gerontology, etc. Assignments and hours will be individually tailored with the student.

HSE* E202  Introduction to Counseling/Interviewing  3 C.H.

Previously: HS 111

A developmentally-based, experiential course designed to introduce pre-professionals and professionals to the basic concepts, theories and skills used in human service counseling. Practical application of skills and role-playing will be emphasized.

HSE* E206  Correctional Counseling  3 C.H.

Previously: HS 208
Prerequisite or Parallel: PSY* E111

A study of casework, counseling, philosophy and methods, and treatment techniques used in correctional settings.

HSE* E210  Group and Interpersonal Relations  3 C.H.

Previously: HS 201

A cross-disciplinary seminar introducing participants to the development and dynamics of small-group relationships and communications. Emphasis on theories and specific techniques designed to lead to self and interpersonal understanding among group members, research regarding the nature of behavioral understanding among group members, research regarding the nature of behavioral change, and supervised experience in participation groups. Seminar will include a variety of techniques, including lecture, observation, role-playing, simulation, and video-tape analysis.

HSE* E222  Emotional Disorders in Children and Youth  3 C.H.

Previously: HS 251
Prerequisite: PSY* E111

An examination of current treatment methods for children and youth with emotional disorders. Particular areas of focus include assessment and diagnosis, treatment approaches, intervention skills, effective service delivery models and systems issues from birth to three, preschool, latency, and adolescence.

HSE* E235  Professional & Ethical Issues in Human Services  3 C.H.

Previously: HS 206

Addresses the specific areas of interest and academic concern for Human Service majors as they prepare for employment and/or transfer in the mental health and social service fields. Trends in the field, career planning and specialized target problems will be handled by professionals in the region and developed in class discussion.

HSE* E243  Human Services Skills and Methods  3 C.H.

Previously: HS 203

A comprehensive study of the skills required of human service 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* E244  Managing Human Services  3 C.H.

Previously: HS 202

An introduction and overview to the emerging field of human services management and administration. New developments and knowledge in this area will be assessed with specific examples of how this information can be used in practical, day-to-day situations. Designed for any professional or student preparing for a leadership position in the human services.

HSE* E261  Community Support Skills for Persons with Disabilities  3 C.H.

Previously: HS 261
Prerequisite: HSE* E161

An examination of the functional themes of human service work with the disabled including participant empowerment, assessment, facilitation of services, community living supports, crisis intervention, and others. Based on National Standards of Training, this course incorporates validated, state-of-the-art practices associated with direct care of the disabled population.

HSE* E262  Positive Behavioral Supports for Persons with Disabilities  3 C.H.

Previously: HS 262
Prerequisite: HSE* E161

An examination of the behavioral analysis principles and strategies
which provide the foundation for developing and implementing a successful and comprehensive positive behavior modification program for individuals with disabilities in a community setting. This course explores methods of treating maladaptive behaviors with strategies emphasizing positive, appropriate and effective means of communications in the target population. Topics of focus include reinforcement principles, structure, incidental teaching, functional analysis, goal setting, and others.

**HSE* E266  Professional and Ethical Issues in Disability Services**  
3 C.H.  
Previously: HS 263  
Prerequisite: HSE* E161  
A seminar exploring the many important ethical and professional issues facing the complex field of disability services in institutional and community settings. Topics of exploration include the most recent standards of care in the profession, appropriate ethical behavior in difficult situations, laws associated with disability treatment, future trends and opportunities in the field of disabilities. Guest speakers and presentations are used to highlight current issues and challenges in the field.

**HSE* E285  Practicum in Children and Youth Mental Health**  
3 C.H.  
Previously: HS 252  
Prerequisite: Permission of the instructor  
Practicum and field placement under the guidance and supervision of selected children and youth mental health, education, and youth services agencies in the region. The Practicum is a process of experiential learning which integrates the knowledge, skills, and attitudes concurrently being taught in the classroom. Open only to students enrolled in the Disabilities Specialist certificate program.

**HSE* E286  Practicum in Behavioral Health Care**  
3 C.H.  
Previously: HS 214  
Prerequisite: Permission of the instructor  
Practicum and field placement under the guidance and supervision of selected behavioral healthcare agencies in the region. A process of experiential learning which integrates the knowledge, skills, and attitudes concurrently being taught in the classroom. Open only to students enrolled in the Behavioral Healthcare Specialist certificate programs.

**HSE* E287  Practicum in Mental Health**  
3 C.H.  
Previously: HS 212  
Prerequisite: Permission of the instructor  
Practicum and field placement under the guidance and supervision of selected mental health agencies in the region. The practicum is a process of experiential learning that integrates the knowledge, skills, and attitudes concurrently being taught in the classroom. Open only to students enrolled in the Mental Health certificate program.

**HSE* E291  Human Services Internship I**  
3 C.H.  
Previously: HS 204  
Internship under the supervision and guidance of selected mental health and social service agencies in the region. A process of experiential learning which integrates the knowledge, skills, and attitudes concurrently being taught in the classroom. Open only to Human Services program majors.

**HSE* E292  Human Services Internship II**  
3 C.H.  
Previously: HS 205  
Internship under the supervision and guidance of selected mental health and social services agencies in the region. A process of experiential learning which integrates the knowledge, skills and attitudes concurrently being taught in the classroom. Only open to Human Services program majors.

**HSE* E299  Independent Study in Human Services**  
1 C.H.  
Prerequisite: ENG E101 and Permission of the Instructor  
Individual study of a special area, topic, theme or problem in Human Services by agreement with the instructor.

**Humanities (HUM)**

**HUM* E119  Short Term Study Abroad**  
3 C.H.  
Prerequisite: ENG* E101  
This course will give students the opportunity to experience diverse languages, customs and cultures, expanding their frame of reference and providing them with a new perspective on the world. By participating in the ‘living classroom’ students will experience a maximum cultural and educational exposure to a culture different from their own. *Student is responsible for all additional fees associated with travel costs. Financial aid may cover the cost of tuition of this course. Any expenses for travel, lodging, meals and incidentals are not covered by financial and must be borne by the student.

**HUM* E299  Independent Study in Humanities**  
3 C.H.  
Previously: HU 225  
Elective Code: H  
Prerequisite: Permission of the instructor  
Individual study of a special area, topic, theme or problem in the humanities by agreement with the instructor.

**Independent Study Courses (All Subjects)**

Students may, with permission of a department chairperson and the Academic Dean, apply to complete an independent study under the supervision of a full-time faculty member. (See page 23.)

**ART* E299  Independent Study in Art**  
3 C.H.  
Elective Code: F  
A limited number of students will have an opportunity to pursue with greater depth studio or research projects of particular individual interest. All independent projects must be arranged in the semester prior to registration, with advance departmental approval and with the supervision of one of the full-time Art faculty members.
BBG* E299 Independent Study in Business 3 C.H. 
Elective Code: B
Students will have an opportunity to pursue with greater depth a subject area of particular individual interest. All independent projects must be arranged in the semester prior to registration with advanced departmental approval and with the supervision of one of the full-time Business faculty.

FRE* E299 Independent Study in French 3 C.H. 
Elective Code: H
Prerequisite: Permission of the Foreign Language faculty
Designed for those students who wish to obtain credit in a selected topic in French. Students should have a high academic standing in French language.

HIS* E299 Independent Study in History 1 C.H. 
Elective Code: SS
Prerequisite: ENG E101 and Permission of the Instructor
Individual study of a special area, topic, theme or problem in History by agreement with the instructor.

HSE* E299 Independent Study in Human Service 1 C.H. 
Elective Code: H
Prerequisite: ENG E101 and Permission of the Instructor
Individual study of a special area, topic, theme or problem in Human Services by agreement with the instructor.

HUM* E299 Independent Study in Humanities 3 C.H. 
Elective Code: H
Prerequisite: Permission of the instructor
Individual study of a special area, topic, theme or problem in the humanities by agreement with the instructor.

ITA* E299 Independent Study in Italian 3 C.H. 
Elective Code: H
Prerequisite: Permission of the Foreign Language faculty
Designed for those students who wish to obtain credit in a selected topic in Italian. Students should have a high academic standing in Italian language.

PSY* E299 Independent Study in Psychology 1 C.H. 
Elective Code: BS
Prerequisite: ENG E101, PSY E111 and Permission of the Instructor
Individual study of a special area, topic, theme or problem in the Psychology by agreement with the instructor.

SPA* E299 Independent Study in Spanish 3 C.H. 
Elective Code: H
Prerequisite: Permission of the Foreign Language faculty
Designed for those students who wish to obtain credit in a selected topic in Spanish. Students should have a high academic standing in Spanish language. Also taught in Spanish.

Irish (IRE)

IRE* E101 Elementary Irish I 3 C.H. 
Elective Code: H
This course presents the phonetic system of the language, basic vocabulary and fundamental grammatical principles emphasizing communicative competency. All linguistic skill areas will be included: listening comprehension, reading, speaking and writing. Orientation to the geography, history and culture of Ireland and Irish-Americans will be included.

IRE* E102 Elementary Irish II 3 C.H. 
Elective Code: H
Prerequisite: IRE* E101
This course is a continuation of IRE 101 and will further develop topical vocabulary and fundamental grammatical principles emphasizing communicative competency. All linguistic skill areas will be included: listening comprehension, reading, speaking and writing. Continued exploration of the geography, history and culture of Ireland and Irish-Americans will be examined.

Italian (ITA)

ITA* E101 Elementary Italian I 3 C.H. 
Previously: IT 101 Elective Code: H
Stresses pronunciation, aural comprehension and conversation as well as the principles of grammar in order to reach facility in reading, writing, and speaking the language. Laboratory time is required weekly.

ITA* E102 Elementary Italian II 3 C.H. 
Previously: IT 102 Elective Code: H
Prerequisite: ITA* E101 or permission of the instructor
A continuation of ITA* E101. Laboratory time is required weekly.

ITA* E299 Independent Study in Italian 3 C.H. 
Previously: IT 225 Elective Code: H
Prerequisite: Permission of the Foreign Language faculty
Designed for those students who wish to obtain credit in a selected topic in Italian. Students should have a high academic standing in Italian language.

Latin (LAT)

LAT* E101 Elementary Latin I (Distance Learning) 3 C.H. 
Previously: LT 101 Elective Code: H
This is the first of a series of courses designed to develop the ability to speak, hear, read, and write Classical Latin. The course includes an introduction to the history of the Latin language, pronunciation, the first three noun declensions, the demonstrative pronouns hic, ille, and iste, the four verb conjugations in the present, future and imperfect tenses, the irregular verbs sum and possum in addition to word order, agreement of adjectives, apposition, and various sentence structures. This is distance learning course requiring a computer and internet connection.
LAT* E102  Elementary Latin II (Distance Learning)  3 C.H.

Prerequisite: LAT* E101
Elective Code: H

The second in a series of courses designed to develop the ability to speak, read, and write Classical Latin. The course includes a quick review of LAT* E101 and the study of the personal, demonstrative, reflexive, intensive, possessive, relative and interrogative pronouns; the perfect active system of all verbs; the passive voice; the i-stem and fourth declension nouns, numerals; and various genitives. This is distance learning course requiring a computer and internet connection.

Manufacturing Technology (CAD, MFG)

CAD* E133  CAD Mechanical AutoCad  3 C.H.

Previously: MFT* E105
Prerequisite: satisfactory score on placement exam or a grade of C or higher in MAT* E095

This course emphasizes the use of Computer Aided Drafting (CAD) for geometric construction; 3D modeling, orthographic projection; sectional and auxiliary views; and dimensioning and tolerancing. Assignments are completed using AutoCAD software. Traditional equipment is used to reinforce pictorial sketching and drawing techniques. Students taking this course are expected to have a background in blueprint reading.

MFG* E102  Manufacturing Processes  3 C.H.

Previously: MFT* E110
Prerequisite: CAD* E133

This course is designed to be the foundational course in the Industrial Technology Program. The course provides theoretical concepts as well as the development of the knowledge and skills required in the manufacturing process. The laboratory portion emphasizes practical application of machine tools and associated precision measuring tools and instruments. Labs will involve set-ups and procedures for milling machines, lathes, grinders and drill presses.

MFG* E120  Metrology  3 C.H.

Previously: MFT* E210
Prerequisite: MAT* E137

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.

MFG* E209  Engineering Processes  3 C.H.

Previously: MFT* E240
Prerequisite: MFG* E102

This course provides an introduction to the structures and properties of industrial materials. The student will learn the properties of different materials and how the modification of microstructure can alter the properties of materials. The course will also focus on evaluating strengthening mechanisms and comparing different material property principles.
Mathematics (MAT)

For Developmental courses see Developmental Studies listing.

Statway™ I and II

Statway™ Sequence - The Statway™ sequence is a unique, one-year course recommended for students enrolled in degree programs that require no mathematics beyond freshman-level statistics. Students will use mathematical and statistical tools to explore real life data in a participatory learning environment. Statway™ I is offered in the Fall and Statway™ II in the Spring. Both courses must be taken in the same academic year to receive credit for college level statistics.

MAT* E092 Statway™ I (Part 1 of a 2-Part, Full-Year Course, offered only in Fall semester) 4 C.H.
Prerequisite: B or better in MAT*075 or qualifying score on placement test Parallel: ENG*073 or qualifying score on placement test or permission of the Chair of Math/Science Department
Statway™ I is the first course in the two-semester Statway™ course sequence. Statway™ I topics include an introduction to data analysis, statistical studies, sampling, experimental design, descriptive statistics techniques, scatterplots, correlation and regression, modeling data with functions, linear and exponential functions, and probability. This course requires the use of statistical technology.

MAT* E122 Statway™ II (Part 2 of a 2-Part, Full-Year Course, offered only in Spring semester) 4 C.H.
Prerequisite: Statway™ I in the preceding Fall semester
Parallels: ENG*073 or qualifying score on placement test or permission of the Chair of Math/Science Department
Statway™ II is the second course in the two-semester Statway™ course sequence. Statway™ II topics include modeling data with functions, quadratic functions, discrete and continuous probability distributions, Central Limit Theorem, sampling distributions, confidence intervals, one-sample and two-sample hypothesis tests, Chi-Square Tests, and ANOVA. This course requires the use of statistical technology.

MAT* E103 Mathematics of Finance 3 C.H.
Previously: MA 103 Elective Code: M
Prerequisite: MAT*075 or satisfactory score on mathematics placement test Introduction to Mathematics
An elementary course covering a wide range of mathematics commonly used in business and personal finance. Topics include: simple and compound interest, present value, wages, taxes, insurance, and marketing and retailing mathematics.

MAT* E137 Intermediate Algebra 3 C.H.
Previously: MA 115 Elective Code: M
Prerequisite: SAT score of 500 or MAT* E095 with a grade of "C" or higher
The study of the algebraic techniques used to solve equations and inequalities and to perform basic operations with polynomials and rational expressions. This includes an introduction to the mathematical concept of functions and their graphs; a review of factoring and its applications to equation-solving and rational expressions; and an introduction to roots, radicals, and logarithms.

MAT* E167 Principles of Statistics 3 C.H.
Previously: MA 104 Elective Code: M
Prerequisite: Satisfactory score on mathematics placement examination or MAT* E137, Intermediate Algebra. Prerequisite or Parallel: ENG* E101
An elementary course in descriptive and inferential statistical procedures. Topics include: mean, median, mode, variability, standard deviation, standard scores, grouping data, histograms and frequency distributions, elementary probability theory and binomial probabilities, the normal distribution, hypothesis testing, estimation, and the Chi-Square test.

MAT* E186 Precalculus 4 C.H.
Previously: MA 130 Elective Code: M
Prerequisite: Satisfactory score on math placement exam or MAT* E137 with a grade of "C" or higher
A study of the concepts from algebra and trigonometry that will be used in calculus. Topics include: equations and inequalities, functions, graphs, exponential and logarithmic functions, trigonometric functions, polynomial and rational functions.

MAT* E254 Calculus I 4 C.H.
Previously: MA 201 Elective Code: M
Prerequisite: Satisfactory score on mathematics placement exam or MAT* E186 or the equivalent
A study of differential calculus, the definition of limits, limit theorems, the tangent and velocity problems, the definition of derivatives, differentiation formulæ, implicit differentiation, applications of the derivatives, differentials, maxima and minima problems, concavity, antiderivatives, The Fundamental Theorem of Calculus.

MAT* E256 Calculus II 4 C.H.
Previously: MA 202 Elective Code: M
Prerequisite: MAT* E254
A continuation of MAT* E254. Topics include The Fundamental Theorem of Calculus, finding areas, volume, and curve length using integrals; integration and differentiation of logarithmic, exponential and trigonometric functions as well as techniques of integration and improper integrals, infinite sequences and series.

MAT* E268 Calculus III: Multivariable 4 C.H.
Previously: MA 203 Elective Code: M
Prerequisite: MAT* E256
A continuation of MAT* E256. Topics include vectors and geometry of space, vector-valued functions, functions of several variables, multiple integrals and vector analysis.

MAT* E285 Differential Equations 3 C.H.
Previously: MA 204 Elective Code: M
Prerequisite: Grade of C or better in MAT* 256
A course in techniques for solving various types of differential equations. Topics include: ordinary differential equations of the first and higher order, operators, successive approximations, interpolation and numerical integration, infinite series, and Laplace transforms.
MAT* E298 Special Topics in Mathematics 3 C.H.
Previously: MA 225  Elective Code: M
Prerequisite: Sophomore standing and departmental approval
An independent study course for those students who wish to obtain credit in a specific course which the College does not generally offer.

Music (MUS)

MUS* E101 Music History and Appreciation I 3 C.H.
Previously: MU 101  Elective Code: F
A chronological study of Western music from the Middle Ages to the present. Various genres will be placed in their historical context and students will become familiar with basic musical terminology and its application. The course will also cover general trends in music composition and the major composers.

MUS* E115 Music Theory I 3 C.H.
Previously: MU 107  Elective Code: F
A survey of the elementary materials of music. Introduction to the concepts of rhythm, tonality, melody, texture, architectural form and timbre upon which musical organization is based. This course will include analysis, ear training, and written exercises.

MUS* E116 Music Theory II 3 C.H.
Prerequisite: MUS* E115 or permission of the instructor
A continuation of the elementary materials of music learned in MUS* E115. Further development in the concepts of rhythm, tonality, melody, texture, architectural form and timbre upon which musical organization is based. This course will include analysis, ear training, and written exercises.

MUS* E137 History & Appreciation of Jazz 3 C.H.
Previously: MU 105  Elective Code: F
African-European heritage of jazz; chronological development from early New Orleans through present trends. Presentation and discussion of important soloists, combos, and large ensembles. Included as part of the course will be attendance at live jazz concerts, lectures, and live performances during class time; use of recordings and films to illustrate characteristics of jazz.

MUS* E139 Latin and Caribbean Music 3 C.H.
Previously: MU 120  Elective Code: F
An introduction to the variety of music from diverse ethnic groups of the Caribbean and Latin America. The influences of Spain, Africa, Portugal, and other countries on the music of the region will be examined. In addition, the course will explore how the music of the Caribbean and Latin America has made strong impact abroad. The study will also include how the elements of popular culture, dance, and folk music of the region are interrelated.

Occupational Therapy Assistant (OTA)

OTA* E111 Foundations of Occupational Therapy 3 C.H.
Previously: OTA 110
Prerequisite: Permission of the instructor
An introduction to the profession of occupational therapy including its history and philosophical base. Students will develop basic vocabulary, professional skills and attitudes essential to the profession.

OTA* E113 Task Analysis 1 C.H.
Previously: OTA 107
Prerequisite or Parallel: OTA* E111
A basic laboratory course in task analysis as it applied to understanding human occupation. Students will explore performance components, environmental adaptations and modifications according to individual needs. All prerequisites must be completed with a grade of C or higher.

OTA* E115 Occupational Therapy Assistant I 4 C.H.
Previously: OTA 101
Prerequisite or Parallel: OTA* E111
An overview of the disabilities and diseases that affect children and the study of occupational therapy theory and practice as it relates to these conditions. 3 hours lecture and 3 hours laboratory. All prerequisites must be completed with a grade of C or higher.

OTA* E121 Kinesiology 4 C.H.
Previously: OTA 216
Prerequisite: BIO* E117 with a grade of B or higher and OTA* E111
The study of activity analysis in human movement as it relates to functional biomechanics, muscle physiology, joint structure and function, and coordinated muscular function. Students will develop skills in goniometry, manual muscle testing, and activity analysis. Analysis of biomechanical forces on upper extremity function will be stressed using clinical examples related to the practice of Occupational Therapy.

OTA* E123 Occupational Therapy Assistant II 4 C.H.
Previously: OTA 102
Prerequisite: OTA* E111, OTA* E113, and OTA* E115
Prerequisite or Parallel: OTA* E121
An overview of the disabilities and diseases that affect adults and the study of occupational therapy theory and practice as it pertains to these conditions. 3 hours lecture and 3 hours laboratory. All prerequisites must be completed with a grade of C or higher.

OTA* E125 Group Dynamics in Occupational Therapy 3 C.H.
Previously: OTA 109
Prerequisite: PSY* E111, OTA* E111
A theoretical basis and practical application of group treatment within the context of theories commonly used in occupational therapy treatment. The emphasis is on application of skills in mental health settings. All prerequisites must be completed with a grade of C or higher.
OTA* E127  Occupation in Treatments  1 C.H.
Previously: OTA 215
Prerequisite: OTA* E111 and E113
A laboratory-based course in which students study the social, cultural, and personal meanings inherent in activities used in occupation-based treatment. All prerequisites must be completed with a grade of C or higher.

OTA* E213  Occupational Therapy Assistant III  4 C.H.
Previously: OTA 201
Prerequisite: OTA* E123, E125, E127
An overview of the disabilities and diseases that affect elderly adults and the study of occupational therapy theory and practice as it pertains to the treatment of these conditions. 3 hours lecture and 3 hours laboratory. All prerequisites must be completed with a grade of C or higher.

OTA* E217  Case Studies in Occupational Therapy  4 C.H.
Previously: OTA 202
Prerequisite or Parallel: OTA* E213
A study of specific treatment principles, techniques and applications presented in a case study format. 3 hours lecture and 3 hours laboratory. All prerequisites must be completed with a grade of C or higher.

OTA* E219  Occupational Therapy Assistant Seminar  2 C.H.
Previously: OTA 211
Prerequisite: OTA* E123, OTA* E125, OTA* E127
Co-requisites: OTA* E213, OTA* E217
A study of the agencies (private, state and federal), the laws, and the people influencing the practice of occupational therapy and the role of the COTA. This course will also place emphasis on the ability to read, understand, and apply professional literature and recognize its implications for practice and the provision of occupational therapy services. All prerequisites must be completed with a grade of C or higher.

OTA* E221  Professional Preparation  1 C.H.
Previously: OTA 217
Prerequisite: OTA* E213, E217, E219
This course will provide an overview of the current job market and strategies for completing the certification exam and successfully entering the workforce. Students will develop necessary skills to becoming a professional. All prerequisites must be completed with a grade of C or higher.

OTA* E231  Clinical Practicum - Level IIA  5 C.H.
Previously: OTA 212
Prerequisite: Permission of the instructor
Two hundred and forty hours of full-time performance displaying entry-level OTA skills in an Occupational Therapy department working under the supervision of a Registered/Licensed Occupational Therapist. All prerequisites must be completed with a grade of C or higher. Course will be graded pass/fail as determined by the Occupational Therapy Assistant Fieldwork Evaluation form. This is an AOTA required document and is completed by the Fieldwork Supervisor at the Clinical site. Minimum Passing grade for Level II Clinical Practicum is 70 points.

OTA* E233  Clinical Practicum - Level IIB  5 C.H.
Previously: OTA 214
Prerequisite: Permission of the instructor
Eight weeks of full-time performance displaying entry-level OTA skills in an Occupational Therapy department working under the supervision of a Registered/Licensed Occupational Therapist or a Certified Occupational Therapist. All prerequisites must be completed with a grade of C or higher. Course will be graded pass/fail as determined by the Occupational Therapy Assistant Fieldwork Evaluation form. This is an AOTA required document and is completed by the Fieldwork Supervisor at the Clinical site. Minimum Passing grade for Level II Clinical Practicum is 70 points.

### Philosophy (PHL)

PHL* E101  Introduction to Philosophy  3 C.H.
Previously: HU 200
Elective Code: H
Prerequisite: Grade "C" or higher in ENG* E101
Introduces the student to the major branches of philosophy. Readings include works from the philosophy of ethics, politics, religion, ontology, knowledge, and aesthetics.

PHL* E151  World Religions  3 C.H.
Elective Code: H
Prerequisite: Grade "C" or higher in ENG* E101
A general survey of the origins, beliefs, and contemporary practices of Hinduism, Islam, Taoism, Zen Buddhism, Judaism, Christianity, and Confucianism. Attention is given to the interaction of specific religions and the cultures in which they are practiced.

### Physical Therapy Assistant (PTA)

#### PTA Courses General Information

All PTA courses are restricted to PTA majors (Special admission required). All PTA courses are taught at Naugatuck Valley Community College (NVCC).

PTA* E120  Introduction to Physical Therapy  3 C.H.
(taught at NVCC)
Prerequisite: Admission to the PTA Program
Learning opportunities in this course assist the student to recognize the roles of physical therapy within various practice settings. Students differentiate functions of physical therapists and physical therapist assistants as members of the health care team through the study of documentation principles, ethics, laws and organizations important to the provision of services. Learning also includes development of knowledge and abilities within the domains of conduct, communication, and sensitivity to individual and cultural differences.

PTA* E125  Physical Therapy for Function  4 C.H.
(taught at NVCC)
Previously: PT 101
Prerequisite: Admission to the PTA Program
This course provides the student with introductory concepts and techniques for effective patient teaching and physical therapy intervention for function and mobility. Emphasis is placed on competence in problem-solving and the physical therapist assistant’s role in modification of physical therapy interventions. 3 hours lecture and 3 hours laboratory.
PTA* E220 Introduction to Physical Therapy Clinic
(taught at NVCC) 1 C.H.
Previously: PT 210
Prerequisite: PTA* E120 and PTA* E125 with a grade of "C" or higher
This course provides an orientation to the physical therapy clinic and to the provision of physical therapy interventions. Students develop communication, intervention, and problem-solving techniques within physical therapy clinic.

PTA* E230 Physical Agents in Physical Therapy
(taught at NVCC) 4 C.H.
Previously: PT 102
Prerequisite: PTA* E120 and PTA* E125 with a grade of "C" or higher, PTA* E220 with a grade of "P"
This course develops the student's competence with problem solving and application of physical therapy interventions using physical agents including applications of heat, cold, water, electricity, light, and mechanical forces or devices. 3 hours lecture and 3 hours laboratory.

PTA* E235 Kinesiology for Rehabilitation
(taught at NVCC) 4 C.H.
Previously: PT 202
Prerequisite: PTA* E120 and PTA* E125 with a grade of "C" or higher, PTA* E220 with a grade of "P"
This course fosters learning of the anatomical and biomechanical principles of human movement through the study of musculoskeletal and nervous systems. Competencies attained include posture and gait analysis including the effects of biomechanical forces on the human body.

PTA* E250 Therapeutic Exercise (taught at NVCC) 5 C.H.
Previously: PT 203
Prerequisite: PTA* E230 and PTA* E235 with a grade of "C" or higher
Learning includes the theory and techniques to safely and effectively implement therapeutic exercise interventions based on a plan of care established by a physical therapist. Students also develop competence to measure a patient's response to interventions and respond accordingly and to provide effective instruction to patients and caregivers. 3 hours lecture and 3 hours laboratory.

PTA* E253 Pathophysiology for Rehabilitation
(taught at NVCC) 3 C.H.
Previously: PT 204
Prerequisite: PTA* E230 and PTA* E235 with a grade of "C" or higher
This course develops comprehension about abnormalities and the physical, physiological, and psychological changes that occur throughout the human lifespan. The student learns the effects of pathology on the rehabilitation of patients with orthopedic, neurological, and general medical conditions.

PTA* E258 PTA in the Healthcare Area (taught at NVCC) 2 C.H.
Prerequisite: PTA* E230 and PTA* E235 with a grade of "C" or higher
This course develops the student's ability to apply physical therapy interventions and data collection techniques within the clinic environment and advances the student's abilities with communication, conduct and problem-solving within the structure of the health care system.

PTA* E260 Physical Therapy Seminar (taught at NVCC) 2 C.H.
Previously: PT 211
Prerequisite: PTA* E250, PTA* E253, and PTA* E258 with a grade of "C" or higher
In this course, students demonstrate the ability to apply principles of problem solving to selected professional issues, industry trends, and special populations may be encountered as a physical therapist assistant. Learning opportunities assist the student in transition from student to clinician and in the identification of interest areas for lifelong learning.

PTA* E262 PTA Internship II (taught at NVCC) 5 C.H.
Previously: PT 212
Prerequisite: PTA* E250, PTA* E253, and PTA* E258 with a grade of "C" or higher
Within this clinic-based course students learn to integrate and apply physical therapy concepts and effectively perform physical therapy interventions as a physical therapist assistant. Students develop their abilities for daily organization and management of a patient caseload and effectively contribute to the health care team.

PTA* E265 PTA Internship III (taught at NVCC) 5 C.H.
Previously: PT 214
Prerequisite: PTA* E250, PTA* E253, and PTA* E258 with a grade of "C" or higher
Previously: PT 214
Prerequisite: PTA* E250, PTA* E253, and PTA* E258 with a grade of "C" or higher
Within this clinic-based course students learn to problem-solve and competently function in the clinic environment as a physical therapist assistant. Students develop competence with time management, clinical prioritization, and the entry-level abilities of the physical therapist assistant prior to course completion.

Physics (PHY)

PHY* E121 General Physics I 4 C.H.
Previously: PH 101
Elective Code: S
Prerequisite: MAT* E137 with a grade of "C" or higher
Begins with a review of essential arithmetic operations, dimensional analysis, and systems of measurements. Then basic concepts in mechanics, energy, rotation, properties of matter, and heat are developed. Specific topics covered include: motion, Newton's three laws, vectors, uniformly accelerated motion, forces, motion due to gravity, work and energy, momentum, angular motion, rotation, mechanical properties of matter, and temperature and heat transfer. 3 hours lecture and 3 hours laboratory.

PHY* E122 General Physics II 4 C.H.
Previously: PH 102
Elective Code: S
Prerequisite: MAT* E137 with a grade of "C" or higher
Discussion of basic concepts in sound, wave motion, electricity, magnetism and light. Specific topics covered include: vibratory motion, wave motion, sound, electrostatics, circuit elements, direct-current circuits, magnetism, electromechanical devices, properties of light, reflection and refraction of light, lenses, mirrors, and other optical devices, interference and diffraction of light. 3 hours lecture and 3 hours laboratory. Note: PHY*122 may be taken before PHY*121 if a student has a strong background; permission of instructor is required.
PHY* E221 Calculus-Based Physics I 4 C.H.
Previously: PH 205 Elective Code: S
Prerequisite or Corequisite: MAT* E254
Provides a solid foundation for engineering majors in physical quantities, vectors, equilibrium, motion, Newton's Law, motion in a plane, work and energy, impulse and momentum, moments, and rotation. 3 hours lecture and 3 hours laboratory.

PHY* E222 Calculus-Based Physics II 4 C.H.
Previously: PH 206 Elective Code: S
Prerequisite or Corequisite: MAT* E256
A solid foundation for engineering majors in periodic motion, hydrostatics, hydrodynamics, temperature, heat, Coulomb's Law, electric field, Ohm's Law, DC circuits, light, reflection, refraction, interference and the diffraction of light, lenses, and mirror. 3 hours lecture and 3 hours laboratory.

Polish (PLH)

PLH* E101 Elementary Polish I 3 C.H.
Elective Code: H
This course presents the pronunciation and phonetic system of the language, basic vocabulary, and fundamental grammatical principles. The course involves all language skill areas: listening comprehension, speaking, reading comprehension, and writing. The course introduces fundamental information regarding the geography, history and culture of Poland and Polish-Americans.

PLH* E102 Elementary Polish II 3 C.H.
Elective Code: H
Prerequisite: PLH* E101 or permission of instructor
Continuation of PLH* E101.

Political Science (POL)

POL* E101 Introduction to Political Science 3 C.H.
Previously: GO 116 Elective Code: SS
Prerequisite or Parallel: ENG* E101
A study of political ideology and power in the modern world. This course presents a broad introduction to political theory and concepts. The history and development of basic political themes, such as justice, law, equality, democracy, and nationalism will be discussed in a comparative context.

POL* E102 Introduction to Comparative Politics 3 C.H.
Previously: GO 115 Elective Code: SS
Prerequisite or Parallel: ENG* E101
A comparative survey of the structures and functions of the national governments of selected industrialized and third world nations. Topics to be discussed will include key institutions, political attitudes, patterns of interaction, and contemporary issues facing each nation.

POL* E111 Introduction to American Government 3 C.H.
Previously: GO 101 Elective Code: SS
Prerequisite or Parallel: ENG* E101
A study of the Constitution, federalism, and other basic concepts of American government will be emphasized. Topics to be discussed are: executive, legislative, and judicial branches of government; national policy making, both domestic and foreign; political parties; interest groups and elections; civil rights; and suffrage.

POL* E191 Rules of Order: Parliamentary Procedure I 1 C.H.
Previously: GO 111 Elective Code: SS
Prerequisite: Election or appointment to the Student Senate
A study of the creation, organization and work of a political group using democratic principles. The strength and weaknesses of the democratic form of government will be studied. The foundation of the course is parliamentary procedures and Student Senate meetings will be the laboratory in which these skills will be practiced. Leadership and managerial roles will be studied and the opportunities for the practical application of these many roles will be furnished. As a study of human interrelationships in the democratic political environment, the course will provide the opportunity for the student to develop the skills necessary for effective participation in community organizations.

POL* E192 Rules of Order: Parliamentary Procedure II 1 C.H.
Previously: GO 112 Elective Code: SS
Prerequisite: POL* E191

Previously: GO 113 Elective Code: SS
Prerequisite: POL* E192
A continuation of POL* E192: Rules of Order: Parliamentary Procedure II.

POL* E194 Rules of Order: Parliamentary Procedure IV 1 C.H.
Previously: GO 114 Elective Code: SS
Prerequisite: POL* E193

POL* E295 Political Science Internship 6 C.H.
Previously: CO 203 and CO 204 Permission of Instructor/Advisor Required
An opportunity to work closely in a political setting, either with a local legislator or in an office in the legislature. Written permission of the instructor or advisor is required.

Psychology (PSY)

PSY* E111 General Psychology I 3 C.H.
Previously: PY 101 Elective Code: BS
Prerequisite or Parallel: ENG* E101
An introduction to the basic principles, findings and methods of study relating to human behavior. Topics include: History/research methodology, biological basis of behavior, sensation and perception, learning, memory, states of consciousness, and developmental psychology. The course is designed to provide a foundation for more advanced study in psychology and related fields.
COURSE DESCRIPTIONS

PSY* E112  General Psychology II  3 C.H.
Previously: PY 102  Elective Code: BS
Prerequisite: PSY* E111
An introduction to the basic principles, findings and methods of study relating to human behavior. Topics include: Motivation and emotion, cognition, language, stress, health and well-being, personality theory, social psychology, and cultures and diversity in psychology. The course is designed to provide a foundation for more advanced study in psychology and related fields.

PSY* E140  Psychology of Addiction  3 C.H.
Previously: PY 208  Elective Code: BS
Prerequisite: PSY* E111 or permission of the instructor
Provides an expectation of the psychological issues associated with addictive behavior. Particular areas of concern include alcoholism, drug addiction, eating addictions, gambling disorder, relationship dependency and other addictive traits. Examines current research and treatment techniques.

PSY* E201  Lifespan Development  3 C.H.
Prerequisite: PSY* E111  Elective Code: BS
This course provides a comprehensive overview of human development, including the biological, cognitive, emotional, and social changes associated with maturation from infancy to old age. This course also examines the important physiological processes, environmental influences, and socio-cultural forces that underlie and shape human development across the lifespan, including the roles of genetic inheritance, families, schools, work, and other societal institutions.

PSY* E202  Child Psychology & Development  3 C.H.
Previously: PY 205  Elective Code: BS
Prerequisite: PSY* E111 or permission of the instructor
Presents a study of human development from conception to adolescence. Students are guided in the development of a scientific and objective attitude toward the interpretation of child behavior. They observe children and analyze their behavior in each of the following areas: motor, social, language, and emotional development. Other areas studied include methods of child study, the interacting influences of heredity and environment, the prenatal period, the neonate, physical growth, mental development, learning and personality.

PSY* E205  Adolescent Development  3 C.H.
Previously: PY 206  Elective Code: BS
Prerequisite: PSY* E111
An investigation of the scope of present knowledge, theory, methods and problems encountered in growth and development from adolescence through adulthood. Topics include biological, psychological and social factors, developmental stages, individuals in various social settings and institutions.

PSY* E208  The Psychology of Adult Development & Aging  3 C.H.
Previously: PY 211  Elective Code: BS
Prerequisite: PSY* E111 or permission of the instructor
A study of present research covering the span of life from young adult through death. Information on theories of adult development, physiological changes, personality, social behavior, vocation and avocations, marriage and family life, aging and death will be examined.

PSY* E212  Health Psychology  3 C.H.
Elective Code: BS
Prerequisite: PSY* E111 or PSY* E112 or permission of the instructor
This course examines the relationship between psychological and emotional states and physical wellness. Students will learn a variety of theories about the relationship between acute and chronic illness and psychological health. Students will learn a variety of coping skills to promote sound psychological and physical well being. Emphasis is placed upon those psychological factors which can prevent or reverse illness and sustain or recapture health.

PSY* E213  Theories and Principles of Learning  3 C.H.
Prerequisite: PSY* E111  Elective Code: BS
This course examines basic learning and motivation processes that allow organisms to acquire new knowledge and adapt to their environments. These learning processes include classical and operant conditioning, observational learning, generalization and discrimination, and schedules of reinforcement. Students will also become acquainted with research methods used to study these processes.

PSY* E217  Psychology of Criminal Behavior  3 C.H.
Previously: PY 217  Elective Code: BS
Prerequisite: PSY* E111 or permission of the instructor
An exploration of the psychological factors in delinquent behavior of individuals. Topics include biological factors, personality and crime, psychodynamic theories, frustration-aggression theory, psychopathic offenders and treatment concerns. Diversity issues addressed.

PSY* E240  Social Psychology  3 C.H.
Previously: PY 215  Elective Code: BS
Prerequisite: PSY* E111 or permission of the instructor
An examination of personal and situational factors which affect individual behavior within a social context. Topics include "nature of self," affiliation, aggression, group formation, and environmental psychology. Multicultural issues are explored.

PSY* E243  Theories of Personality  3 C.H.
Previously: PY 216  Elective Code: BS
Prerequisite: PSY* E111 or permission of the instructor
An introduction to the structure, dynamics and development of personality. The focus is on psychoanalytic, ego-psychological, behavioristic, humanistic, cognitive-developmental, and Eastern perspectives.

PSY* E244  Sports Psychology  3 C.H.
Prerequisite: PSY* E111  Elective Code: BS
A comprehensive study of the psychological concepts related to fitness and sports behavior. The course covers the history, evolution and foundations of this emerging field of study and practice. Topics include personal goal-setting, motivation, imaging, personality characteristics of athletes, competitive anxiety, psychology of coaching, team cohesion, and the effects of sports on spectators. This course will be helpful to those interested in organized sports activities.

PSY* E245  Abnormal Psychology  3 C.H.
Previously: PY 210  Elective Code: BS
Prerequisite: PSY* E111 or permission of the instructor
Concepts of normality and abnormality, in terms of statistical frequency, cultural/social norms and deviance, degree of impairment or disordered
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<tbody>
<tr>
<td>RUS* E101</td>
<td>Elementary Russian I</td>
<td>3 C.H.</td>
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<tr>
<td>RUS* E102</td>
<td>Elementary Russian II</td>
<td>3 C.H.</td>
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<tr>
<td>PSY* E247</td>
<td>Industrial &amp; Organizational Psychology</td>
<td>3 C.H.</td>
<td>BS</td>
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<tr>
<td>PSY* E249</td>
<td>Abnormal Child Psychology</td>
<td>3 C.H.</td>
<td>BS</td>
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<tr>
<td>PSY* E289</td>
<td>Special Topics in Psychology</td>
<td>3 C.H.</td>
<td>BS</td>
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<tr>
<td>SCI* E225</td>
<td>Special Problems in the Natural Sciences</td>
<td>3 C.H.</td>
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**Science/Sciences (PSC, SCI)**

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<tr>
<td>PSC* E102</td>
<td>Physical Sciences II</td>
<td>3 C.H.</td>
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This course provides an introduction to the methods of science in the areas of chemistry, earth science, and astronomy. The student will learn fundamental principles governing chemistry including chemical elements, bonding, chemical reactions, and radioactivity. This course will also focus on the basic science principles of the Earth's interior, plate tectonics, the driving forces of weather, the solar system, stars, and galaxies. The laboratory section of this course stresses the acquisition of skills in data gathering and manipulation in order to support conclusions. 2 hours of laboratory per week.

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<tr>
<td>SGN* E101</td>
<td>Sign Language I</td>
<td>3 C.H.</td>
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A first course of study of American Sign Language, the visual language used by the Deaf Community in the United States. This course covers the fundamentals of the basic structure of ASL grammar, vocabulary, finger spelling/numbers, visual-gestural communication, and information related to Deaf Culture. Special emphasis will be focused on ASL applications in education.

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<tbody>
<tr>
<td>SGN* E102</td>
<td>American Sign Language II</td>
<td>3 C.H.</td>
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</table>

A second course is the study of American Sign Language used by the Deaf Community in the United States. This course continues to cover the fundamentals of the basic structure of ASL grammar, vocabulary, fingerspelling/numbers, visual-gestural communication, and information related to Deaf Culture and History. Special emphasis will be focused on its application in education.

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<tr>
<td>SOC* E101</td>
<td>Principles of Sociology</td>
<td>3 C.H.</td>
<td>BS</td>
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</table>

An introduction to the study of society, emphasizing the nature of social groups, institutions, interaction, and change in modern society. The course will cover culture, socialization of children and adults, sex and gender, race and ethnic relations, social stratification and inequality,
and other topics such as education, health care, the family, crime, aging, politics and the state, religion, and work and the economy. Discussion and examples will focus primarily on the United States but with a strong global and multicultural component.

**SOC* E201 Contemporary Social Issues** 3 C.H.

Previously: SO 202  
Elective Code: BS  
Prerequisite: SOC* E101 or permission of the instructor  
The application of sociological principles and methods to selected problems of the United States society. The impact of a changing technology upon family, religious, educational, political, economic and community institutions is emphasized. The study includes an analysis of the developmental background of, and proposed solutions to, the problems selected for consideration.

**SOC* E210 Sociology of the Family** 3 C.H.

Previously: SO 206  
Elective Code: BS  
Prerequisite: SOC* E101 or permission of the instructor  
A study of the family using sociological analysis to better understand this most basic of institutions and its interdependence with other social institutions. Emphasis upon family life cycle, gender roles, alternative life styles, and the impact of social change.

**SOC* E210 Sociology of Women** 3 C.H.

Previously: SO 210  
Elective Code: BS  
Prerequisite: ENG* E101  
A survey of the status and contributions of women with special emphasis on new options and changing roles. An examination of the psychological and sociological process shaping the role of women and the effects of sex-role socialization. Instruction will be by lecture, films, guest lectures, class discussion, assigned readings and student presentation of projects or papers.

**SOC* E213 Human Sexuality** 3 C.H.

Previously: SO 208  
Elective Code: BS  
Prerequisite: SOC* E101 or PSY* E111 or permission of the instructor  
Biology, psychology and sociology are the disciplines upon which this course is based. It approaches human sexuality as a comprehensive and integrated policy topic by viewing sexual behavior in an evolutionary, historical, and cross-cultural perspective.

**SOC* E214 Sociology of Crime and Punishment** 3 C.H.

Previously: SO 215  
Elective Code: BS  
Prerequisite: SOC* E101  
A close examination of how society's norms and social values interact with the criminal justice system. Students will gain an understanding of the relationship between society and the police, courts and other criminal agencies. Issues pertaining to violent crime, punishment, inequality and discrimination will be discussed. This course will also focus on issues regarding "the war on crime," society's fear of crime and other relevant, current criminal issues.

**SOC* E220 Racial and Ethnic Diversity** 3 C.H.

Previously: SO 211  
Elective Code: BS, SS  
Prerequisite: SOC* E101 or permission of the instructor  
A study of racial and ethnic groups in the United States. The course will cover immigration, the history and culture of nations from which immigrants came, and theoretical perspectives and data regarding each group's adaptation to and treatment by the dominant culture. Representative cultures from Africa, the Americas, Asia, and Europe will be studied. This course may be used for either history or sociology credit.

**SOC* E222 The African American Experience** 3 C.H.

Previously: SO 212  
Elective Code: BS, SS  
Prerequisite: SOC* E101 or permission of the instructor  
An examination of the historical, economic, social, political, and cultural experiences of Africans in America. The course emphasizes the diverse nature of those experiences and the different ways they have been interpreted. This course may be used for either History or Sociology credit.

**SOC* E223 The Puerto Rican Experience** 3 C.H.

Previously: SO 213  
Elective Code: BS  
Prerequisite: SOC* E101 or permission of the instructor  
A survey of Puerto Rican society, both in Puerto Rico and in the United States. The course will explore the history, culture, values, traditions, relationships, politics, art, literature, and daily life of Puerto Ricans from Pre-Columbian times to the present.

**SOC* E230 The City** 3 C.H.

Previously: SO 203  
Elective Code: BS  
Prerequisite: SOC* E101 and POL* E111 or permission of the instructor  
A study of urbanization, its origin, rise, present importance and probable future development.

**SOC* E251 Sociology of Sport** 3 C.H.

Prerequisite: SOC* E101 or Instructor Permission  
Sociology of sport is an area of sociology that focuses on sport as a social phenomenon and on the social structures, patterns, and organizations or groups engaged in sport. The course critically examines common sense views about the role, function and meaning that sport has in society. For example, it is one way that people communicate their perception of their own identity and the groups they belong to in society. Often sport is used to maintain and communicate cultural identity, and as a catalyst for or reflection of social change. An in-depth consideration of popular issues in sport includes race, drugs and deviance, gender, competition and "success emphasis," violence, fantasy and heroes, status acquisition, economy and politics. Issues are considered from the perspective of different sociological theories and history.

**SOC* E261 School and Community** 3 C.H.

Previously: SO 207  
Elective Code: BS  
Prerequisite: SOC* E101 or permission of the instructor  
A guided field experience for students entering the fields of teaching, psychology, sociology, social welfare, child care, law enforcement, urban technology, health care services, and other areas of community development. Based on the individual student's needs and career objectives, the course provides the opportunity for volunteer work in schools and community agencies under the guidance of college faculty and agency professionals. Most of the semester will be spent in the community placements. Students will keep a journal. The class will meet as a seminar only a few times to share experiences, resources, ideas, and to discuss the relevance of the readings to the community service.
SOC* E271  Religion, Society, and the Individual  3 C.H.
Previously: SO 214  Elective Code: BS
Prerequisite: SOC* E101 or permission of the instructor
A survey of the insights of sociology, this course explores the role of
religion in the social construction of meaning, values, and behavior
patterns. Historical patterns as well as modern trends in religion are
examined. The nature of religion and its effect upon the individual and
society are examined by using examples drawn from a variety of
religions from all over the world. Particular attention is paid to
Hinduism, Buddhism, Judaism, Christianity, and Islam.

SOC* E298  Special Topics in Sociology  3 C.H.
Previously: SO 200, ST 225  Elective Code: BS, SS
Prerequisite: ENG* E102 or permission of the instructor
Study of a special area, topic, theme or problem in Sociology. Topics will
vary by semester and area of expertise of the instructor.

Spanish (SPA)

SPA* E101  Elementary Spanish I  3 C.H.
Previously: SP 101  Elective Code: H
Prerequisite: A foreign language placement test is required or
permission of the instructor. Native speakers are not permitted to
register for this course. Students who place outside the range
designated for this class will not be permitted to take this course for
credit.
Stresses pronunciation, aural comprehension and conversation, as well
as the principles of grammar in order to reach facility in reading,
writing, and speaking the language. Laboratory time is required weekly.

SPA* E102  Elementary Spanish II  3 C.H.
Previously: SP 102  Elective Code: H
Prerequisite: SPA* E101, a foreign language placement test, or
permission of the instructor. Students who place outside the range
designated for this class will not be permitted to take this course for
credit.
A continuation of SPA* E101. Laboratory time is required weekly.

SPA* E109  Spanish for Medical Personnel  3 C.H.
Elective Code: H
Prerequisite: SPA* E101, a foreign language placement test, or
permission of instructor. Students who place outside the range
designated for this class will not be permitted to take this course for
credit.
Parallel: SPA* E102
A course containing the same language skills as SPA 102 with an
emphasis on vocabulary and content related to the medical field. It
provides medical personnel with the basic Spanish skills to deal with
Spanish speaking patients in the health care delivery system. It also
describes the diverse Spanish cultures and explains their role in health
idioms and phraseology.

SPA* E201  Intermediate Spanish I  3 C.H.
Previously: SP 103  Elective Code: H
Prerequisite: SPA* E102, a foreign language placement test, or
permission of the instructor. Students who place outside the range
designated for this class will not be permitted to take this course for
credit.
Review of grammar, oral drill, reading and conversation. Some reading
of contemporary prose. Laboratory time is required weekly.

SPA* E202  Intermediate Spanish II  3 C.H.
Previously: SP 104  Elective Code: H
Prerequisite: SPA* E201, a foreign language placement test, or
permission of the instructor. Students who place outside the range
designated for this class will not be permitted to take this course for
credit.
A continuation of SPA* E201. Laboratory time is required weekly.

SPA* E251  Advanced Spanish I  3 C.H.
Previously: SP 201  Elective Code: H
Prerequisite: SPA* E202, a foreign language placement test, or
permission of the instructor. Students who place outside the range
designated for this class will not be permitted to take this course for
credit.
Intensive vocabulary building and study of idiomatic usage. Practice in
oral reports based on topics of general interest. Advanced problems in
syntax and weekly themes written in Spanish. Laboratory time is required
weekly.

SPA* E252  Advanced Spanish II  3 C.H.
Previously: SP 202  Elective Code: H
Prerequisite: SPA* E251, a foreign language placement test, or
permission of the instructor. Students who place outside the range
designated for this class will not be permitted to take this course for
credit.
A continuation of SPA* E251. Weekly themes and laboratory time
required.

SPA* E299  Independent Study in Spanish  3 C.H.
Previously: SP 225  Elective Code: H
Prerequisite: Permission of the Foreign Language faculty
Designed for those students who wish to obtain credit in a selected
topic in Spanish. Students should have a high academic standing in
Spanish language. Also taught in Spanish.
Theater Arts (THR)

THR* E101  Introduction to Theater  3 C.H.
Previously: THA 101  Elective Code: F
A study of basic theories and elements of theater arts, including the dramatic construction of scripts, performance techniques and the administration of theater management. Students will learn what makes theater work, from the page to the stage and out to the audience. Students will be required to attend live theater performances to fulfill writing assignments.

THR* E102  Theater History (Fall only)  3 C.H.
Previously: THA 105  Elective Code: F
Prerequisite: ENG* E101
A concise study of the history of theater from the Greek and Roman theater to the present. Each era of history will be examined through formal study, plays, skits, slides, and video. Students will be required to attend live theater performances to fulfill writing assignments.

THR* E110  Acting I  3 C.H.
Previously: THA 109  Elective Code: F
Prerequisite or Parallel: THR* E101
A practical approach to the art of acting with emphasis on the fundamental tools of the actor including development of the imagination, creative interpretation, characterization, script analysis, improvisation, voice and movement. The course combines individual and group exercises and assignments. This course meets 6 hours each week. Students will be required to attend live theater performances to fulfill writing assignments.

THR* E112  Voice and Diction (Fall only)  3 C.H.
Previously: THA 107  Elective Code: F
A study of basic theories and exercises to teach the fundamentals of voice and diction for the theater. Emphasis will be on relaxation and preparation, proper breathing techniques, correct vowel formation, knowledge of different resonators, power of projection, word association, and linking one's voice to character development. Students will be required to attend live theater performances to fulfill writing assignments.

THR* E114  Modern Dance (Fall only)  3 C.H.
Previously: THA 115  Elective Code: F
This course is an exploration of the basic techniques, styles, concepts, and composition of theatrical dance and movement. Emphasis will be placed on movement expression of emotion, intentions, gestures, and physical characterization. The use of music and theatrical texts will provide the foundation for the work. This course meets 6 hours each week.

THR* E120  Stagecraft  3 C.H.
Previously: THA 108  Elective Code: F
A survey of the various components of stagecraft and production techniques. Students will learn about the basic requirements for effective theatrical productions and gain an overview of the skills required in set design, lighting design, sound design and costume design. Lectures will be combined with studio activities.

THR* E190  Theater Arts Practicum I  3 C.H.
Prerequisite: THR* E110 or THR* E120
This course involves students fulfilling major responsibilities for the production of a play. Areas such as acting, the design and development of sets, props, costuming, make-up, lighting, sound, and theater administration and management will be explored through the process of rehearsing and producing a play for performance. This course meets 6 hours each week.

THR* E210  Acting II (Spring only)  3 C.H.
Previously: THA 209  Elective Code: F
Prerequisite: THR* E110
A continuation of THR* E110 intensifying the development of the fundamental tools of the actor. Students will gain knowledge of the techniques of classical acting by studying and performing scripts from Greek plays, Commedia dell'Arte, Shakespeare, French farce and melodrama. This course meets 6 hours each week. Students will be required to attend live theater performances to fulfill writing assignments.

THR* E225  Directing (Spring only)  3 C.H.
Previously: THA 214  Elective Code: F
Prerequisite: THR* E101 and ENG* E101
A study of the basic methods and techniques of directing plays, with special emphasis on script analysis, imaginative concept development, and methods of rehearsing and working with actors. Students will be required to direct short scenes.

THR* E290  Theater Arts Practicum II  3 C.H.
Prerequisite: THR* E190
This course provides a continuation of the activities as described in THR* E190 with an emphasis on further development of theater arts skills. This course meets 6 hours each week.
Appendix I

Policy on Student Conduct (5.2.1)

Section 1: Student Conduct Philosophy

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. This Policy is intended to ensure that members of the College community are able to pursue their goals in an atmosphere free from unreasonable interference or threat of interference.

This Policy is also intended to foster the development of important values, including accountability, responsibility, fairness, respect for self and others, appreciation of personal freedoms and a recognition of the importance of physical safety in the College community. Compliance with the Policy provides an opportunity to develop and practice skills in leadership, group process, decision making and ethical and moral reasoning. Students who demonstrate these values and possess these skills are more likely to find success and fulfillment in their academic, professional, family and personal endeavors.

This Policy sets forth a number of expectations for student conduct and prescribes procedures for enforcement. Since students are assumed to be at various stages of moral and social development, sanctions imposed should attempt to assist students in their growth and development, wherever possible. However, the paramount consideration must always be to protect members of the College community and the educational process from harm.

Section 2: Application of the Student Conduct Policy

This Policy applies to student conduct on campus and on other property or facilities owned, controlled or used by the College. It also applies to student conduct on premises not owned, controlled or used by the College if the off-campus conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to any member or members of the College community.

Conduct on or off College premises that is prohibited by federal, state or local law, codes and ordinances is also covered. Students who engage in behavior prohibited by law may be subject to civil or criminal sanctions as well as to the sanctions of this Policy.

Additionally, where a court of law has found a student to have violated the law, a College has the right to impose the sanctions of this Policy even though the conduct does not impair the College-related activities of another member of the College community and does not create a risk of harm to the College community. The decision to exercise this right will be in the sole discretion of the President or his/her designee.

For purposes of the Policy on Student Conduct, a “student” is any person who has registered for at least one (1) course, credit or non-credit, at the College. Student status continues in effect for two (2) calendar years after the conclusion of the last course in which the student was registered, unless the student has formally withdrawn from the College, graduated or been expelled.

Section 3: Expectations for Student Conduct

Consistent with the Student Conduct Philosophy set forth in Section 1 of this Policy, students are expected to:

1. Demonstrate respect for the College community by acting in accordance with published Board policies and College rules and regulations;

2. Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student’s academic performance, including but not limited to:
   a. cheating on an examination,
   b. collaborating with others in work to be presented, contrary to the stated rules of the course,
   c. plagiarizing, including the submission of others’ ideas or papers (whether purchased, borrowed or otherwise obtained) as one’s own,
   d. stealing or having unauthorized access to examination or course materials,
   e. falsifying records or laboratory or other data,
   f. submitting, if contrary to the rules of a course, work previously presented in another course, and
   g. knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed;

3. Demonstrate respect for the property of the College and of others by not damaging or destroying or attempting to damage or destroy such property, and by not possessing or attempting to possess such property without authorization, including unauthorized entry to or use of College premises;
4. Demonstrate respect for others by:
   a. refraining from conduct that constitutes a
ten danger to the personal health or safety of
one's self or other members of the
College community and guests or
licensees of the College, including
intentionally causing or attempting to
cause injury;
   b. refraining from conduct that obstructs or
seriously impairs or attempts to obstruct
or seriously impair College-sponsored or
College-authorized activities; and
   c. refraining from harassment, which is
defined as conduct that is abusive or
which substantially interferes with a
person's pursuit of his or her customary
or usual affairs;
5. Demonstrate respect for others by refraining
from sexual misconduct (see the Sexual
Misconduct and Relationship Violence
Statement);
6. Be truthful in all matters and not knowingly
make false statements to any employee or
agent of the Board or the College with regard
to a College-related matter, nor forge, alter
or otherwise misuse any document or record;
7. Comply with the directions of College staff
members acting within the scope of their
employment responsibilities;
8. Contribute to a safe and healthy learning and
working environment by refraining from the
unauthorized possession or use of weapons
or dangerous instruments as defined by law
and pursuant to Board Policy, and by
refraining from possessing or using other
objects in a manner that causes harm,
threatens or endangers oneself or others;
9. Respect oneself and others in the community
by refraining from knowingly possessing,
using, transferring, selling or being under the
influence of any controlled substance, as
defined by law, or possessing or consuming
alcoholic beverages unless specifically
authorized, pursuant to Board Policy. Use or
possession of a drug authorized by
prescription from a licensed medical
practitioner is not covered by this statement;
10. Refrain from any unauthorized use of
electronic or other devices to make an audio
or video record of any person while on
College premises without his/her prior
knowledge or without his/her expressed
consent;
11. Demonstrate good citizenship by not
engaging in conduct prohibited by federal,
state or other laws.
12. Conduct oneself in a civil and respectful
manner, both within and outside the College.
Students who are found to have violated any
of the above-stated expectations by any means,
such as electronic, computer, telephone,
internet, text, electronic storage devices or any
other means of any kind whatsoever wherever it
may occur or whether or not on campus may be
sanctioned.
Students may be sanctioned for behavior that is
not in accordance with the above-stated
expectations.

Section 4: Sanctions
The prior conduct record of a student shall be
considered in determining the appropriate
sanction for a student who has been found to
have violated any part of Section 3 of this Policy.
Sanctions shall be progressive in nature; that is,
more serious sanctions may be imposed if
warranted by the prior conduct record of the
student.
A "sanction" may be any action affecting the
status of an individual as a student taken by the
College in response to a violation of this Policy,
including but not limited to the following:
1. "Expulsion" is a permanent separation from
the College that involves denial of all student
privileges, including entrance to College
premises;
2. "Suspension" is a temporary separation from
the College that involves denial of all student
privileges, including entrance to college
premises for the duration of the suspension,
and may include conditions for
reinstatement;
3. "Removal of College privileges" involves
restrictions on student access to certain
locations, functions and/or activities but does
not preclude the student from continuing to
pursue his/her academic program;
4. "Probation" is a status that indicates either (a)
serious misconduct not warranting
expulsion, suspension or removal of College
privileges, or (b) repetition of misconduct
after a warning has been imposed;
5. A "Warning" is a written notice to the student
indicating that he or she has engaged in
conduct that is in violation of Section 3 of
this Policy and that any repetition of such
conduct or other conduct that violates this
Policy is likely to result in more serious
sanctions;
6. "Community restitution" requires a student
to perform a number of hours of service on
the campus or in the community at large.

Section 5: Procedures
The following procedures shall govern the
enforcement of this Policy:
1. Information that a student may have violated
this Policy should be submitted to the Dean
of Students or other designee of the President
(herewith referred to as "the Dean"),
normally within thirty (30) days of the date
of a possible violation or within thirty (30)
days of the date that the facts constituting a
possible violation were known.
2. Upon receipt of information relating to a
possible violation, the Dean may immediately
place restrictions on or suspend
a student on an interim basis if, in the
judgment of the Dean, the continued
presence of the student at the College or
continued participation in the full range of
college activities poses a danger to persons
or property or constitutes an ongoing threat
of disrupting the academic process.
a. "Interim restrictions" are limitations on the
student's participation in certain
College functions and activities, access to
certain locations on campus or access to
certain persons, that do not prevent the
student from continuing to pursue
his/her academic program. A student
upon whom the Dean has placed interim
restrictions shall be afforded written
reasons for the restrictions, as well as the
time period during which the interim
restrictions shall apply. The decision of
the Dean regarding interim restrictions
shall be final.
b. "Interim suspension" is the temporary
separation of the student from the
College that involves the denial of all
privileges, including entrance to College
premises. Prior to imposing an interim
suspension, the Dean shall make a good
faith effort to meet with the student. At
this meeting, the Dean shall inform the
student of the information received and
provide the student an opportunity to
present other information for the Dean's
consideration. Based upon the
information available at that time, the
Dean shall determine whether the
student's continued presence on campus
poses a danger to persons or property or
constitutes an ongoing threat of
disrupting the academic process. A
student suspended on an interim basis by
the Dean shall be provided written
reasons for the suspension and shall be
entitled to an administrative hearing as
soon as possible, normally within ten (10)
business days from the date the interim
suspension was imposed. The decision of
the Dean regarding an interim suspension
shall be final.
3. Following the imposition of interim
restrictions or interim suspension, if any, the
Dean shall promptly investigate the
information received by meeting with
individuals who may have knowledge of the
matter, including the accused student, and
by reviewing all relevant documents. If upon
the conclusion of the Dean's investigation,
the Dean determines that there is insufficient
reason to believe the student has committed
a violation of any part of Section 3 of this
paragraph.
Policy, the Dean shall dismiss the matter and shall so inform the student in writing.

4. If, upon the conclusion of the Dean's investigation, the Dean determines that there is reason to believe the student has committed a violation of any part of Section 3 of this Policy and, after considering both the possible violation and the prior conduct record of the student, that a sanction of less than suspension or expulsion is appropriate, the Dean shall schedule an administrative conference with the student. The student shall be given reasonable notice of the time and place of the conference. At the administrative conference, the student shall have the opportunity to present information for the Dean's consideration. At the conclusion of the administrative conference, the Dean shall determine whether it is more likely than not that the student has violated the Policy and, if so, impose a sanction less than suspension or expulsion. The Dean shall provide the student with a written explanation for the determination. The decision of the Dean shall be final.

5. If, upon the conclusion of the Dean's investigation, the Dean determines that there is reason to believe the student has committed a violation of any part of Section 3 of this Policy and, after considering both the possible violation and the prior conduct record of the student, that a sanction of less than suspension or expulsion is appropriate, the Dean shall provide the student with reasonable written notice of a meeting and shall inform the student that his/her failure to attend the meeting or to respond to the notice may result in the imposition of the maximum permissible sanction. At the meeting, the Dean shall provide the student with a written statement that shall include the following:

a. a concise statement of the alleged facts;
b. the provision(s) of Section 3 that appear to have been violated;
c. the maximum permissible sanction; and
d. a statement that the student may resolve the matter by mutual agreement with the Dean, or may request a hearing by notifying the Dean in writing, which must be received by 5:00pm on the following business day.

6. If the student requests a hearing, he/she is entitled to the following:
a. to be heard, within five (5) business days, or as soon as reasonably possible, by an impartial party or panel whose members shall be appointed by the Dean;
b. if the Dean appoints an impartial panel, to have a student on the panel, if requested by the student;
c. to appear in person and to have a nonlawyer advisor. However, if there is pending at the time of the hearing a criminal matter pertaining to the same incident that is the subject of the hearing, a lawyer may be present for the sole purpose of observing the proceedings and advising the student concerning the effect of the proceedings on the pending criminal matter;
d. to hear and to question the information presented;
e. to present information, to present witnesses and to make a statement in his or her behalf; and
f. to receive a written decision following the hearing (See Section 6 for additional procedures regarding sexual misconduct.)

7. As used herein, the term "impartial" shall mean that the individual was not a party to the incident under consideration and has no personal interest in the outcome of the proceedings. Prior to the commencement of the hearing, the student who is subject to the hearing may challenge the appointment of an impartial party or panel member on the ground that the person(s) is (are) not impartial. The challenge shall be made in writing to the Dean and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the Dean shall be final.

8. The written decision of the impartial party or panel shall specify whether, based on the information presented, it is more likely than not that the student committed the violation(s) reported and shall state the sanction to be imposed, if any. The written decision shall be provided to the student.

9. Sanctions imposed by an impartial party or panel are effective immediately. The President may, for good cause, suspend imposition of the sanctions imposed by the impartial party or panel to allow the student time to prepare a written request for review. If a written request is received, the President may continue to suspend imposition of the sanctions until he has reviewed and acted on the student's request.

10. A written request for review of the decision of the impartial party or panel must be received by the President within three (3) calendar days after the student is notified of the decision and must clearly identify the grounds for review. The review by the President is limited to the record of the hearing, the written request and any supporting documentation submitted with the request by the student. The decision of the impartial party or the panel shall be upheld unless the President finds that:
a. a violation of the procedures set forth herein significantly prejudiced the student; and/or
b. the information presented to the impartial party or panel was not substantial enough to justify the decision; and/or,c. the sanction(s) imposed was (were) disproportionate to the seriousness of the violation.

11. Decisions under this procedure shall be made only by the college officials indicated.

Section 6: Additional Hearing Procedures for Sexual Misconduct Cases

In any hearing conducted pursuant to Section 5, paragraph 6 of this Policy and involving allegations of sexual misconduct, the accuser and the accused student shall each have the right to:

a. be accompanied by a support person during the hearing (see Section 5, paragraph 6c of this policy regarding limited right to have a lawyer present); and
b. receive a written report from the Dean indicating the determination of the impartial party or panel and the sanction(s) imposed on the accused student, if any.

Section 7: Miscellaneous

The written decision resulting from an administrative conference or a hearing under this Policy 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). While student educational 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 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 College records as part of the employment application process. A record of having been sanctioned for conduct that violates Section 3 of the Policy may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

Any question concerning the interpretation or application of this Policy on Student Conduct should be referred to the President or his/her designee.

Section 8: Publication of Student Conduct Policy

This Policy shall be published in College catalogs and student handbooks and should be distributed in other ways that are likely to ensure student awareness of the Policy.

Section 9: Policy Review

Five years following adoption of this Policy, and
as often thereafter as the Chancellor shall deem appropriate, the Chancellor shall designate a committee to review the Policy on Student Conduct, as necessary.

Sexual Misconduct and Relationship Violence Statement

To insure that each member of the Connecticut Community College community has the opportunity to participate fully in the process of learning and understanding, the Connecticut Community Colleges strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. It is the intent of the Colleges to provide safety, privacy and support to victims of sexual misconduct and relationship violence.

Sexual Misconduct is defined as:

• Non-consensual sexual intercourse, which includes any sexual intercourse (anal, oral, or vaginal), however slight, with any body part or object, by a man or a woman, without effective consent.
• Non-consensual sexual contact, which includes sexual touching, however slight, with any object, by a man or a woman, without effective consent.
• Sexual exploitation, which includes non-consensual, unjust or abusive sexual advantage taken by a student of another, for his or her own advantage or benefit, or to benefit or advantage any one other than the one being exploited, and that behavior does not otherwise constitute non-consensual sexual intercourse, non-consensual sexual contact or sexual harassment. Examples of sexual exploitation include, but are not limited to: prostitution, videotaping consensual sex without a partner's consent, peeping tommy and knowingly transmitting sexually transmitted infections without a partner's knowledge.

Definition of Consent

Consent must be informed, freely and actively given, involving an understandable exchange of affirmative words or actions, which indicates a willingness to participate in mutually agreed upon sexual activity. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. The lack of a negative response is not consent. Consent may not be given by a minor or by any individual who is incapacitated, whether voluntarily or involuntarily, by drugs and/or alcohol. Past consent of sexual activities does not imply ongoing future consent.

Stalking is defined as:

Any behaviors or activities occurring on more than one (1) occasion that collectively instill fear in the victim and/or threaten her/his safety, mental health and/or physical health. Such behaviors or activities may include, but are not limited to, whether on or off campus, non-consensual communications (face to face, telephone, e-mail, etc.), threatening or obscene gestures, surveillance or being present outside the victim's classroom or workplace.

Relationship Violence is defined as:

• 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 pets and humiliating another person.
• 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.

The definitions contained in this statement are in addition to any applicable provisions of state law.

Confidentiality

While the College will treat reports of sexual misconduct and relationship violence seriously and with sensitivity for all concerned, the College can not assure complete confidentiality in all instances with respect to such information, particularly when that information pertains to an offense or an alleged offender that may affect the safety of others on campus or is mandated to be reported.

Time for Reporting

Normally reports must be received by the Dean of Students or other designee of the President within thirty (30) days of the date of a possible violation or within thirty (30) days of the date the facts constituting a possible violation were known. However, the College recognizes that the decision to file a report of sexual misconduct or relationship violence is difficult and may take some time. Because memories may fade and witnesses may become inaccessible, the sooner information is gathered, the greater is the ability of the College to effectively investigate and resolve the matter fairly to all parties concerned.

Appendix II

Policy on Student Rights (5.2.2)

Section 1: Rights of Students

It is the policy of the Board of Trustees of Community-Technical colleges that the educational offerings of the Community Colleges be available to students without regard to the individual's race, color, religious creed, sex, age, national origin, ancestry, present or past history of mental disability, genetic information, marital status, mental retardation, sexual orientation, learning disability, or physical disability, including, but not limited to, blindness, or prior conviction of a crime (unless the provisions of sections 46a-60(b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups). With respect to the foregoing, discrimination on the basis of sex shall include sexual harassment as defined in Section 46a-60(8) of the Connecticut General Statutes. Further, the system will not discriminate against any person on the grounds of political beliefs or veteran status.

Students are entitled to an atmosphere conducive to learning and to impartial treatment in all aspects of the teacher-student relationship. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or his or her own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs. Students are free to take reasoned exception to the data or views presented in a course of study as defined by official college publications. Community College students are both citizens and members of the academic community. As citizens they enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy, and as members of the academic community they are subject to the obligations which accrue to them by virtue of this membership.

Section 2: Student Grievance Procedure

1. Definition: A grievance is an allegation by a student that, as to him or her, an agent of the college has violated board or college policies relating to students other than assignment of grades or other academic evaluation (see Section 3: Review of Academic Standing).

2. How to file a grievance: A grievance is to be submitted in writing to the dean of student affairs or such other college official as the president may designate (hereinafter, the dean of student affairs), within thirty days of the date the grievant knew or reasonably should have known of the alleged violation. The written grievance shall specify the right claimed to have been violated and state briefly the underlying facts.

3. Procedure for grievance resolution: The dean of student affairs shall investigate the grievance and, within thirty days from the time the grievance was submitted recommend to the president a disposition of the grievance, except as provided hereinafter.
   a. In the course of each investigation, the dean of student affairs shall consult with the dean responsible for the area of college operations in which the grievance arose.
   b. In the case of a grievance alleging discrimination based on race, color, religious creed, sex, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability, prior conviction of a crime, political beliefs, veteran status, or sexual preference, the dean of student affairs shall consult with the college’s affirmative action person during the course of the investigation.
   c. In the case of a grievance against a dean, the grievance shall be filed with the president. The president may accept or reject the recommendation, or direct such further investigation as he or she deems appropriate. The president shall notify the student of the final disposition of the grievance, except for good cause or as provided in 4., below.

4. Advisory Committee: The president may establish an advisory committee of students and staff which may be charged with the responsibility of making recommendations at either the level of the deans or the president. The president may appoint and remove members of the committee. If an advisory committee is appointed, the president shall establish a reasonable time frame within which the committee must make recommendations.

Section 3: Review of Academic Standing

A student may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedure:

1. The grade or academic decision affecting academic status should be discussed informally with the instructor or official responsible for the decision within fifteen calendar days of the student's awareness of the decision.

2. If the matter is not satisfactorily adjusted within ten calendar days of this appeal or the instructor is not available, the student may refer the matter to the academic dean by filing a written appeal. The appeal must be filed with the academic dean within thirty calendar days of the student's awareness of the decision which is being appealed.

Upon receipt of such appeal, the dean shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. The dean may then refer the matter to the academic supervisor for informal consideration prior to step 3 below.

3. The academic dean or other designated official(s) shall afford review as provided below. The president may designate an official or an academic appeals committee to provide review at this step in lieu of the academic dean.

The student shall be afforded the right to present a statement of appeal and relevant information in support of it. It is the student’s responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of section 1 of this policy. The student is entitled to a written response within thirty days of the completion of his or her presentation. A decision to change the grade or modify the decision which has been appealed is advisory to and subject to the approval of the president.

4. The foregoing decision may be appealed to the president by filing a statement of appeal within ten calendar days of the date of the decision. Review by the president shall be on the basis of the written record unless he or she decides that fairness requires broader review. The decision of the president shall be final.

5. The time frames provided herein may be modified by the president for good cause shown.

Refunds of Tuition and Fees (6.5.5)

I. Required Fees

The college services fee and student activity fee paid by all students registering for credit general tuition funded courses, or credit extension funded courses, is non-refundable, except when course sections cancelled by the college would result in a change in fees otherwise due.

The mandatory clinical fee paid each Fall and Spring by enrolled students matriculated and declaring a major in a Level 1 or 2 allied health program as defined in 6.5.2.II B, is non-refundable, except that a student who drops out of the allied health program entirely or who has no enrollment in any credit courses as of the end of the college's official drop-add period, may request a full refund of the clinical fee or elimination of the fee receivable from his or her account.

The mandatory laboratory and studio fees paid by all students for each registration in a course with a laboratory or studio requirement by all students for each registration in a course with a laboratory or studio requirement as defined in 6.5.2.II B, is refundable according to the same terms and schedule as the applicable tuition or extension fee refund, and is 100% refundable when the course section is cancelled by the college.

II. General Tuition Funded Courses

A. Refund Schedule - General

For notice of withdrawal received prior to the first day of college classes for that semester, a refund of one hundred percent of total tuition will be granted for both full-time and part-time students.

For notice of withdrawal received on the first day of classes and through the fourteenth calendar day of that semester, a refund of fifty percent of total tuition applicable to the courses for which registered will be granted for both full-time and part-time students.

For a reduction in load which occurs on the first day of classes and through the fourteenth calendar day of that semester, fifty percent of the difference of the tuition applicable to the original and revised course schedule will be refunded.

No refund of tuition will be granted for either full-time or part-time students beyond the fourteenth calendar day after the first day of classes.

B. Refund Schedule - Armed Services

One hundred 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.

C. Special Fees - The following special fees are non-refundable:

- application fee
- program enrollment fee
- late registration fee
- graduation fee
- replacement of lost ID card fee
- academic evaluation fee
- portfolio assessment fee

D. Students COVERED - For purposes of the refund policy outlined above, an individual is considered a student when he or she has registered and paid, in part or full, either by cash or by obligation, by the first day of class.

E. Publication of Payment and Refund Policies - All colleges will insert in their college catalogs and brochures the information concerning tuition payment and refunds contained in this policy.

F. Special Waivers - College presidents are authorized to modify the tuition and fee refund policy for specific students on a case by case basis under the following extenuating or extraordinary circumstances: severe illness documented by a doctor's certificate; erroneous advice by the college, and military transfer. Other extenuating or extraordinary circumstances may also be considered upon written request submitted by a college president to the chancellor. Exceptions which should not normally be considered include change in job, normal illness, and poor decision or change of mind by a student.

G. Change of Registration - General and Extension Courses - Where a student has changed his or her course schedule to a different mix of general and extension credit courses, the college may elect not to apply the refund policy which would otherwise be in effect with respect to the course(s) deleted, and may, instead, collect or refund only the net amount due based on the tuition and fee policies applicable to the total student course load.

III. Extension Funded Credit Courses - Extension fees may be refunded in accordance with the following:

A student who withdraws by the last business day before the first class meeting of the course(s) is entitled to a full refund of all extension [account] fees. A request for withdrawal must be received by the president or his or her designee no later than the end of the last regular business day of the college before the first meeting of the course(s).

A student reducing his or her extension course load will be entitled to a full refund of extension [account] fees appropriate to the course(s) dropped, provided the request for refund is received by the president or his or her designee no later than the end of the last regular business day of the college before the first class meeting of the course(s).

No refund will be made after the first class meeting of the course except in cases of serious illness or other extraordinary circumstances, at the discretion of the college president or his or her designee.

If a class is cancelled, a full refund of extension course fees will be made.

IV. Refund Policy for Students Participating in Federal Title IV Student Aid Programs

Refund or return of Federal Title IV funds shall be made in accordance with applicable Federal rules and regulations, as amended from time to time, which shall take precedence over these tuition and fee refund policies. The chancellor or designee shall implement procedures to ensure compliance with Federal requirements.

Section 6.5.5, IV A and IV B – Repealed December, 2002.


Information Technology Resources (2.8.1)

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

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

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

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

The Chancellor is authorized to promulgate necessary and appropriate IT policies, standards and procedures, including but not limited to those affecting acceptable uses of IT resources, electronic communications and network security. Colleges shall ensure that users of IT resources are aware of all IT policies, standards and procedures, as appropriate. (Adopted October 21, 2002)

[This policy replaced that adopted on July 22, 1985.]

Acceptable Use Policy

I. INTRODUCTION

This Policy governs the acceptable use of Connecticut Community Colleges (CCC) Information Technology (IT) resources. These resources are a valuable asset to be used and managed responsibly to ensure their integrity, security, and availability for appropriate academic and administrative use.

Users of CCC IT resources are responsible for using those resources in accordance with CCC policies and the law. Use of CCC IT resources is a privilege that depends upon appropriate use of those resources. Individuals who violate CCC policy or the law regarding the use of IT resources are subject to loss of access to those resources as well as to CCC disciplinary and/or legal action.

II. GENERAL PROVISIONS

A. PURPOSE

The purpose of this Policy is to:

• Ensure that CCC IT resources are used for purposes appropriate to the CCC mission and goals;
• Prevent disruptions to and misuse of CCC IT resources;
• Ensure that the CCC community is aware that use of CCC IT resources is subject to state and federal laws and the CCC policies; and
• Ensure that IT resources are used in compliance with those laws and the CCC policies.

B. SCOPE

This Policy applies to:

• All IT resources owned or managed by the CCC;
• All IT resources provided by the CCC through contracts and other agreements with the CCC; and
• All users and uses of CCC IT resources.

C. DEFINITIONS

The following terms are used in this Policy. Knowledge of these definitions is important to an understanding of this Policy:

Appropriate CCC Authority: Chancellor, College President or designee.

Compelling Circumstances:

Circumstances in which time is of the essence or failure to act might result in property loss or damage, adverse effects on IT resources, loss of evidence of one or more violations of law or of the CCC policies or liability to the CCC or to members of the CCC community.

IT Resources: This includes, but is not limited to, computers, computing staff, hardware, software, networks, computing laboratories, databases, files, information, software licenses, computing-related contracts, network bandwidth, usernames, passwords, documentation, disks, CD-ROMs, DVDs, magnetic tapes, and electronic communication.

D. RESPONSIBILITIES

Policy: This Policy was issued by the Chancellor of the CCC after consultation with appropriate councils, including the Council of Presidents and the Information Technology Policy Committee.

Implementation. In support of this Policy, system standards and procedures shall be developed, published and maintained. And where CCC standards and procedures do not exist, each college is responsible for policy implementation.

Informational Material. Each college shall ensure that users of CCC IT resources are aware of all IT policies, standards and procedures as appropriate.

E. VIOLATIONS OF LAW AND POLICY

The CCC considers any violation of acceptable use to be a serious offense and reserves the right to copy and examine any files or information resident on CCC IT resources to ensure compliance. Violations of this policy should be reported to the appropriate CCC authority.

Sanctions of Law: Both federal and state law prohibit theft or abuse of IT resources. Abuses include (but are not limited to) unauthorized entry, use, transfer, tampering with the communications of others, and interference with the work of others and with the operation of IT resources. Any form of harassing, defamatory, offensive, illegal, discriminatory, obscene, or pornographic communication, at any time, to any person is also prohibited by law. Violations of law may result in criminal penalties.

Disciplinary Actions. Violators of this Policy may be subject to disciplinary action up to and including dismissal or expulsion pursuant to applicable Board policies and collective bargaining agreements.

F. NO EXPECTATION OF PRIVACY

There is no expectation of privacy in the use of CCC IT resources. CCC reserves the right to inspect, monitor, and disclose all IT resources including files, data, programs and electronic communications records without the consent of the holder of such records.

III. ACCEPTABLE USE

In making acceptable use of CCC IT resources you must:

• use resources solely for legitimate and authorized administrative and academic purposes.
• protect your User ID and IT resources from unauthorized use. You are responsible for all activities on your User ID or that originate from IT resources under your control.
• access only information that is your own, that is publicly available, or to which you have been given authorized access.
• use only legal versions of copyrighted software in compliance with vendor license requirements.
• use shared resources appropriately. (e.g. refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources).

In making acceptable use of CCC IT resources you must NOT:

• use CCC IT resources to violate any CCC policy or state or federal law.
• use another person’s IT resource, User ID, password, files, or data.
• have unauthorized access or breach any security measure including decoding passwords or accessing control information, or attempt to do any of the above.
• engage in any activity that might be harmful to IT resources or to any information stored thereon, such as creating or propagating viruses, disrupting services, damaging files or making unauthorized modifications to computer data.
• make or use illegal copies of copyrighted materials or software, store such copies on CCC IT resources, or transmit them over CCC networks.
• harass or intimidate others or interfere with the ability of others to conduct CCC business.
• directly or indirectly cause strain on IT resources such as downloading large files, unless prior authorization from the appropriate CCC authority is given.
• use CCC IT resources for personal purposes including but not limited to, monetary gain, commercial or political purposes.
• engage in any other activity that does not comply with the general principles presented above.
Appendix V

Policy on AIDS and Other Communicable Diseases (2.10)

The 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.

1. 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.

2. 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.

3. 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.

4. Restrictions 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.

5. 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.

6. 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.

7. 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 (January 1987, provided as Appendix A) or other approved guidelines.

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

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

(Adopted February 21, 1989)

* All Community College employees are further subject to the June 3, 1988 "AIDS Policy for State Personnel" and the January 1987 "AIDS Guidelines for State Personnel."

Appendix VI

Racism and Acts of Intolerance - Policy Statement (2.1.5)

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 procedures 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.

(Adopted February 26, 1990)
People with Disabilities: Policy Statement (2.1.6)

People with Disabilities in the Community Colleges

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

The board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role. Higher education is therefore especially important to people with disabilities, since it aims to increase every student’s access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and 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.

Achieving the goal of full participation and integration of people with disabilities requires cooperative efforts within and among higher education. The Board of Trustees will work with the board of governors to achieve a higher level of services and appropriate delivery methods at all Connecticut Community Colleges.

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.

(Adopted November 20, 1989)

NOTE: Ms. Lynne Langella is responsible for coordination of Section 504/Title II compliance with respect to students. Students who want to request accommodations or adjustments due to their disability should contact Ms. Langella. Her office is located at 900 Lafayette Blvd. Bridgeport, Connecticut 06604, Lafayette Hall, room B116, and she may be contacted via email (LLangella@HCC.commnet.edu) or telephone (203-332-3018).

Grievance Procedure for Students with Disabilities

If the conflict resolution process (as detailed in the Guide For Students With Disabilities) doesn’t resolve the conflict a student may submit a written grievance within 15 days to the Dean of Students stating the nature of the complaint, procedures already taken and remedy sought. These reports are confidential and will not be disclosed to unauthorized persons. The Dean will seek a resolution to the grievance by having a hearing with all the parties involved, including the Coordinator of Disabilities Support Services. If a resolution is not reached the student may appeal to the President of the college who shall make the final decision.

Policy Against 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 Trustee’s 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 (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education, (b) submission to or a rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual, or (c) 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:

a. sexual flirtation, touching, advances or propositions;
b. verbal abuse of a sexual nature;
c. graphic or suggestive comments about an individual’s dress or appearance;
d. use of sexually degrading words to describe an individual;
e. display of sexually suggestive objects, pictures or photographs;
f. sexual jokes;
g. stereotypic comments based upon gender;
h. 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.

Report incidents of sexual harassment to the Title IX Coordinator as designated by the President. This coordinator is Dr. Avi Hendrickson, Dean of Students, Room A110, Lafayette Hall, 203-332-5183, ahendrickson@hcc.commnet.edu.

Nothing shall prevent students from speaking to a college counselor about their concerns. However, this communication is not a substitute for filing a complaint of sexual harassment with an appropriate College designee.

A claim that an employee of a third party contractor has engaged in sexual harassment on College premises or in connection with the performance of the third party contract should be reported immediately either to the President or to another appropriate official as set forth in this policy. The President will ensure that appropriate follow-up action is taken.

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

If informal resolution is not possible or appropriate, a written complaint should be filed in accordance with the existing Student Grievance Procedure (see page 121). 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 irreparable 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 expulsion.

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, 3 Post Office Square, 8th Floor, Boston, MA 02109.

Notice re: Campus Sex Crimes Prevention Act

As a result of a recent decision by the U.S. Supreme Court, the Connecticut Department of Public Safety (CDPS) is again publishing the names of persons who have been convicted of criminal sex offenses and who are required to register in Connecticut. The law requires us to inform you that sex offender registry information is available at CDPS offices throughout the State, at local police departments and at state police troops with jurisdiction over your region. It is also available online at: http://www.state.ct.us/dps/Sex_Offender_Registry.htm

Note that it is not the obligation of higher education institutions to request information concerning registered sex offenders from the State. However, we are required to let you know that law enforcement agency information concerning a person on the registry may be obtained by making a request of the CDPS for the criminal history record of such person. The name and date of birth of the individual are required for such search.

Note also that inclusion in the sex offender registry does not per se disqualify any person from employment or from being a student at an institution of higher education. Since persons included in the registry have been released into the community, by definition, they have repaid their debt to society. 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 the information contained in this memorandum, please address them to the Dean of Students or to the Human Resource Director, as appropriate.

Appendix VII

Policy on Violence Prevention and Response (2.13)

On August 4, 1999, Governor John G. Rowland signed Executive Order No. 16 instituting a zero tolerance Violence in the Workplace Prevention Policy for all state agency personnel, contractors, subcontractors and vendors.

In accordance with this directive and in an effort to provide a safe environment for employees, students, visitors and guests while on the premises of the Community Colleges, the Board of Trustees of Community-Technical Colleges has adopted and expanded the application of the Governor’s policy. Executive Order No. 16 is attached to this Board policy and is fully incorporated herein.

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 or indirect threat of physical harm

Reporting Threats or Violent Act

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, manager or to the Human Resources office. Supervisors and managers who receive such reports shall seek advice from the Human Resources office regarding investigating the incident and initiating appropriate action.

Serious incidents or serious threats of imminent danger to the safety of persons or property should immediately be reported to proper law enforcement authorities and/or to the campus Public Safety/Security Department.

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 temporary 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.
Threat Assessment Team

Each college will establish a Threat Assessment Team to oversee the implementation of this policy. The Threat Assessment Team should include representatives of management, human resources, employee unions, public safety, and facilities management.

One goal of the team approach is to ensure that people are prepared to work together to deal with violent or potentially violent situations. Although violence cannot always be prevented, planning ahead and being prepared to act swiftly to deal with threats, intimidation and other disruptive behavior at an early stage can reduce the risk. The Assessment Team has three major functions:

- **Identifying the potential for violence.** This involves analyzing trends in incidents relating to particular units, jobs, activities, time of day and so forth. **Prevention.** This includes recommending procedures to prevent violence, such as conducting violence prevention and response training for employees and students, establishing mechanisms for employees, students and others to discuss their concerns about violence, conducting inspections of college premises, evaluating working environments for employees and students to ascertain any unusual risks, conducting employee/student surveys, recommending changes in physical plant, equipment and practices to enhance campus safety.

- **Responding to individual acts of violence.** Incidents reported to the Human Resources office and/or the Public Safety department should be shared with the Threat Assessment Team which may advise and assist in the investigation if appropriate. The Team may also assist in the management of threats or incidents of violence by planning a response to mitigate further damage, coordinating responses with local law enforcement and the community and managing media inquiries.

- **Publication of Policy on Violence Prevention and Response.** This policy shall be distributed to all members of the college community and shall be posted prominently in areas where students, staff and guests may gather. The policy should also be included in orientation materials for new employees and students and published in college newsletters, catalogues, handbooks, as appropriate. The policy should be reissued once a year as a reminder of the importance of this issue in our community. Contractors, subcontractors, and vendors doing business with the college shall be advised that compliance with this policy is mandatory.

For further information on the subject of workplace violence, please consult the State of Connecticut Violence in the Workplace Policy & Procedures Manual for Human Resource Professionals, September 1999, which can be found on the Office of Policy & Management website at the following address: [www.opm.state.ct.us/olr/wpv/wpv.htm](http://www.opm.state.ct.us/olr/wpv/wpv.htm)

(Adopted December 20, 1999)

**Appendix VIII**

**Event Planning and Campus Speaker Policy for Students**

**Purpose Statement:**

In the traditions of open inquiry, academic freedom, and the pursuit of truth and knowledge, the College encourages students to plan student activities and events, including programs that involve outside speakers or performers. Such programs are an invaluable opportunity to encourage the free exchange of ideas in an atmosphere of mutual respect and civility.

**Policy:**

Students as well as formally recognized and funded student clubs or organizations may request the use of College facilities and equipment for meetings or events, including programs that involve outside speakers or performers. Student planned activities and events are subject to all applicable policies, procedures, and guidelines as set forth by the College administration and by the Board of Trustees, including policies related to free speech, peaceful assembly, nondiscrimination, event planning, college purchasing, etc. Speakers should be made aware by the club of all applicable policies and procedures and of their obligation to comply. This policy statement is intended to regulate only the time, place, and manner in which events planned by students are organized. The student organizers determine the content of such events. Recognized student groups should collaborate with their club advisor to ensure that events are appropriate to, and in the best interests of, the Housatonic community. Students not affiliated with a recognized student group should collaborate with the Dean of Students Office. Collaboration with a club advisor or with the Dean of Students is advisory only and is not for the purpose of the college exercising control over the content of any proposed event.

Any student or student group wishing to initiate a spontaneous event or activity, for which no campus facility or equipment is needed or requested, may do so provided the activity does not interrupt the normal operation and business of the College. Requests for use of campus facilities and equipment requires advanced reservations, planning, and paperwork.

Any student-organized activities, events, and meetings that do not comply with this policy and related procedures shall not be approved for funding through the Student Senate or College and shall not be granted use of space in College facilities. The President or her/his designee reserves the right to cancel reservations of planned activities at any time if deemed necessary for public safety. The Coordinator for Student Life is responsible for ensuring compliance with this policy. Questions regarding event planning or inviting speakers to campus may be directed to the Office of the Coordinator for Student Life or the Dean of Students Office.

**Procedure:**

In order for a student-organized event to take place or for an off-campus speaker or performer to be invited to present at a student meeting, activity or event, the following steps must be completed:

**Step 1:** For recognized clubs and organizations, the club or organization’s membership must vote in favor of the event and the speaker; this vote must be reflected in the minutes of the club or
organization. Students not affiliated with a recognized student club or organization should indicate their interest and intent to plan an activity or event to the Dean of Students Office in writing.

**Step 2:** The official advisor(s) for a recognized student group, or the Dean of Students Office in the case of unaffiliated students, must review and approve the event for time, place, and manner considerations as described above before an invitation is extended to the speaker.

**Step 3:** Publicity and communications concerning student planned events, activities, or meetings shall clearly identify the name of the sponsoring student(s), club or organization and must be stamped for posting by the Student Life Office. In order to be stamped for posting, publicity flyers, posters, etc. for an event must first be reviewed and approved (for time, place, and manner considerations only) by the student club or organization's advisor(s), or by the Dean of Students Office in the case of students that are not affiliated with a recognized student club or organization.

**Step 4:** Requests for the use of College space or equipment by students or student clubs and organizations must be submitted in writing at least 7-10 business days prior to the event. More notice is required for spaces in high demand and for facilities that require greater setup coordination. A reservation request can be approved only if the space is available and if time allows for the necessary processing and coordination of room setup. The request should be submitted to the College staff responsible for scheduling reservations for the preferred space. It is the responsibility of the reserving College staff to notify the club or organization representative regarding the status of the request in a timely manner.

**Step 5:** All students and student clubs and organizations must show compliance with all required steps and procedures by completing the required event planning forms, available from the Student Life Office, at least seven (7) business days prior to the proposed event. However, events that involve contracts and financial commitments require a minimum of two (2) weeks notice.

**Appendix IX**

**Procedure for Dealing with Disruptive Students**

Disruptive students interfere with the learning process and education mission of the College. Students are obligated to abide by the Student Code of Conduct and all local, state, and federal laws. The Student Conduct Code, instituted by the Board of Trustees of the Connecticut Community College System, can be found under “Policy on Student Discipline” and “Policy on Student Rights” in the Housatonic Community College Student Handbook. Students also are obligated to abide by the standards and expectations of proper classroom decorum as established by faculty in their class syllabi.

Disruptive students will be subject to immediate disciplinary intervention by the Office of the Dean of Students. In the event of an incident, faculty members are advised to follow the established College procedure for dealing with disruptive students:

1. The instructor should inform the disruptive student, either verbally or in writing, that such behavior is unacceptable in the classroom, and that the student may be removed from the class for either that day (by the instructor) or the rest of the semester (by the Dean of Students Office only) if the behavior continues. The verbal warning may take place privately or in the presence of others as witnesses. Faculty members are encouraged to consult with the Dean of Students Office for guidance in providing such feedback to the student.

2. The instructor simultaneously should inform the Dean of Students Affairs and the Department Chair person via memo or email regarding the feedback to the student in question. The professor may request that the Dean of Student Affairs or a designee meet with the student to discuss the student's behavior and potential disciplinary consequences of further disruptive behavior and to reiterate that the professor has full authority in the classroom. A behavior contract may be developed by the faculty for the student, with the assistance of the Dean of Students or a designee. Where and when appropriate, the College does attempt to mediate/counsel a student prior to taking formal disciplinary action.

3. If the student's behavior continues to be disruptive, the professor has the option of requesting the formal discipline process be implemented to remove the student from the class and, if warranted, from the College. This request should be made to the Dean of Students and the Department Chair person via email, or memo. However, if the disruptive behavior is of such a nature that the professor cannot gain control of the class, or the safety and welfare of the instructor or students are in jeopardy, the instructor should immediately contact Campus Security by using the classroom/office phone and dialing x5296 or by pressing the blue light emergency call buttons located in the hallways throughout the facility.

The College will address any behavior deemed to be inappropriate and disruptive in accordance with the policies set forth by the Board of Trustees of the Connecticut Community College System, including the policies on Sexual Harassment, Racism and Acts of Intolerance, and Violence Prevention and Response. Any questions or concerns about disruptive students and the disciplinary procedure should be directed to the Dean of Students Office at 203-332-5184.

**Appendix X**

**Housatonic Community College Copyright Policy for Students**

Copyright refers to exclusive legal rights authors or owners have over their works for a specific period. These rights include copying whole or parts of works, creating derivative works, and distributing or performing the works.

Students may not make additional copies of any copyright-protected materials given to them in the classroom.

Students may make one copy of materials placed on Course Reserve for them in a library or tutoring center. The copy may only be used for personal use, and additional copies may not be made for distribution to others.

Students may print one copy of articles found in an online database for their personal use.

Students may print one copy of information found in an Internet site for their personal use.

Students may make one copy of portions of copyright-protected materials as indicated below, for use in their papers, presentations, etc.

**Media:**

**Allowable Portion under Fair Use**

- **Fiction or Non-fiction book:**
  - One chapter or 10%, whichever is less
- **Short story:**
  - Up to 1000 words or 10%, whichever is less
- **Poem:**
  - Up to 250 words or 10%, up to 3 from one poet
- **Article:**
  - One article from an issue of a periodical
- **Chart:**
  - One from a book or issue of a periodical
- **Music, lyrics, or music video:**
Students who, after being placed on academic probation for one semester and after taking a reduced course load, fail to attain the required CGPA as shown above will be notified in writing that they are suspended for one semester.

- After the period of suspension, students may be reinstated, either as regular or probationary students, upon application to the college.
- An appeals process will be established by each college, which provides for due process.
- College procedures will be included in appropriate publications and communications.


Satisfactory Academic Progress Policy for Student Financial Aid Recipients

In March 2005 the Connecticut Community Colleges approved a uniform satisfactory academic progress policy for all students receiving financial aid. Recent changes to federal regulations, announced in October 2010, require the Connecticut Community Colleges to make updates to this policy. The updated policy is reflected below and is in effect as of July 2011.

**Policy**

A student receiving Federal Title IV financial aid or other financial aid directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program of study. Satisfactory academic progress for financial aid recipients is measured by both quantitative and qualitative standards and is an assessment of a student’s cumulative academic record at the college.

A student must complete successfully two-thirds (66.66%) of the credits (earned credits/attempted credits) s/he attempts. All attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, noncredit remedial courses (with appropriate credit equivalency evaluation), and ESL courses will be included in this assessment.

Transfer credits will be counted as both attempted and earned credits in the calculation for determining satisfactory academic progress. A student must also maintain a cumulative minimum grade point average as noted below to be making satisfactory academic progress and be eligible to receive financial aid.

**Earned Credits** | **Minimum GPA**
---|---
≤15.99 | 1.50
≥16.00 | 2.00

A student’s cumulative and inclusive academic history will be evaluated prior to each term’s financial aid disbursement. This policy will be used to evaluate full-time and part-time students.

**Maximum Credit Hours**

A student may receive financial aid for any attempted credits in his/her program of study that do not exceed 150% of the published length of the student’s educational program at the college. For example, a student enrolled in a 60-credit degree program may receive financial aid for a maximum of 90 attempted credit hours. Similarly, a student enrolled in a 30-credit certificate program may receive financial aid for a maximum of 45 attempted credit hours. Any attempted credits at the college must be included in the calculation. This 150% maximum credit hours rule is applicable to students who change majors or who pursue a double major.

**Communication**

A student will receive notification prior to the start of a period of enrollment via postal mail or email that will describe any changes to the status of their academic progress. Updates to academic progress standing will also be made available to students through the use of myCommnet online access (http://my.commnet.edu).

**Financial Aid Warning**

Any student who fails to meet the minimum satisfactory academic progress standard will be placed on Financial Aid Warning. The Warning period will be the student’s next semester of enrollment at the college. The college will communicate the Warning status to the student and inform the student that s/he must meet the academic progress standard by the end of the subsequent enrollment period in order to maintain eligibility to participate in the financial aid program at the college.

**Termination**

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning Period will be dismissed from the financial aid program at the college. The college will communicate the Termination status to the student and inform the student of the Reinstatement and Appeal Process available.

**Reinstatement Policy**

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

**Financial Aid Probation**

A student may request reinstatement to the financial aid program through the following Appeal Process:

**Appeal Process**

If the student feels his/her failure to meet the minimum satisfactory academic progress standard was the result of an extraordinary or
unusual situation that affected successful academic progression, the student may appeal to the Financial Aid Office. Extraordinary or unusual situations could include illness or injury of the student, caring for an ill member of the immediate family, death of a member of the immediate family, domestic violence, or divorce. All situations must be documented. An appeal form is available in the financial aid office.

To provide consistency in decision-making, a financial aid administrator will make all appeal decisions in a timely manner after the receipt of the appeal form. The student must:
1. Explain the extraordinary or unusual situation causing the non-compliance
2. Substantiate it with third party documentation (e.g., letter from the doctor who treated the student)
3. Give a detailed explanation of specifically what has changed that will allow satisfactory progress to be demonstrated at the next evaluation

Should an appeal be approved and the student is not mathematically able to return to satisfactory academic progress at the conclusion of subsequent enrollment period, a financial aid administrator will require that the student meet with an academic advisor. The student will then be required to sign an agreement to the terms of the following academic plan:
1. Register and successfully complete a minimum of six (6) credits; and
2. Complete 100% of the courses attempted for the semester with a minimum GPA of 2.0.

At the end of the semester, grades will be evaluated. If the student has met the required terms of the academic plan, the student may continue to receive financial aid the following semester. If the student fails to meet the terms of the academic plan in any subsequent semester, the student will be terminated from the financial aid program until he or she is able once again to meet the minimum requirements for academic progress. The student’s progress will continue to be monitored at the end of each semester with the same terms in place until the student is in compliance with Connecticut Community Colleges’ Satisfactory Academic Progress Policy.

If the student’s appeal is denied and the student is already registered for the upcoming semester, the student is responsible for any monies owed to the college. If the student pays for the next semester and successfully completes all classes in accordance with the academic plan listed above (minimum of six credits, 100% completion with a minimum GPA of 2.0), the student may appeal again after that semester.

### Appendix XII

#### Policy on Drugs and Alcohol in the Community Colleges (4.15)

**Drugs and Alcohol in the Community Colleges**

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

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

The board recognizes that education regarding alcohol and substance abuse is an appropriate and even necessary part of contemporary college life. Since the unauthorized use of controlled substances, in addition to the potential harmful effect it may have on students and employees, is contrary to state and federal law and regulation, it must be prohibited in any college activity, on or off the college campus.

Although the conditions of alcohol and drug dependency may be considered disabilities or handicaps under state and federal law and regulation and board of trustees policy, and 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.

These provisions shall apply to all colleges under the jurisdiction of the board:

1. 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.
2. 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 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.
3. 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.

4. This policy shall be published in all college catalogs, faculty and staff manuals, and other appropriate literature.
5. 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.

*Statement of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse

(Adopted November 20, 1989)

### Connecticut Statutes

Possession of alcohol by a minor. First Offense: Infraction. Second or Subsequent Offense: Fine of not less than $200 and not more than $500. (Connecticut General Statutes § 30-89b)

Purchase or attempt to purchase or making of a false statement in an attempt to procure alcohol by a minor. Fine: $200 - $500. (Connecticut General Statutes § 30-89a, 2004)

Sale, shipment, delivery, or giving of alcohol to a minor by any means. Maximum Punishment: Imprisonment for no more than eighteen (18) months or a fine not to exceed $1,500 or both. (Connecticut General Statutes § 30-86, 2004)

Owners of private property where minors possess alcohol: No person having possession of, or exercising domain and control over any dwelling unit or private property shall permit any minor to possess alcoholic liquors. First Offense: Infraction. Second or Subsequent Offense: Imprisonment for no more than one (1) year or a fine not to exceed $500 or both. (Connecticut Public Act 06-112 § 1.1)

Knowing that a minor possesses alcoholic liquor in a dwelling unit or private property and fails to make reasonable efforts to halt such possession. First Offense: Infraction. Second or Subsequent Offense: Imprisonment for no more than one (1) year or a fine not to exceed $500 or both.
Possession of a narcotic substance. First Offense: Imprisonment for no more than seven (7) years or a fine not to exceed $50,000 or both. Second Offense: Imprisonment for no more than fifteen (15) years or a fine not to exceed $100,000 or both. Third or Subsequent Offense: Imprisonment for no more than twenty-five (25) years or a fine of $250,000 or both. (Connecticut General Statutes § 21a-279a, 2004)

Possession of a hallucinogenic substance other than marijuana or of four or more ounces of marijuana. First Offense: Imprisonment for no more than five years or a fine not to exceed $2,000 or both. Second or Subsequent Offense: Imprisonment for no more than ten years or a fine not to exceed $5,000 or both. (Connecticut General Statutes § 21a-279b, 2004)

Possession of any controlled substance other than a narcotic or hallucinogenic substance or illegal possession of less than four (4) ounces of marijuana. First Offense: Imprisonment for no more than one (1) year or a fine not to exceed $1,000 or both. Second or Subsequent Offense: Imprisonment for no more than five (5) years or a fine not to exceed $3,000 or both. (Connecticut General Statutes § 21a-279c, 2004)

Manufacture, distribution, sale, prescription, dispensing, compounding, or transportation with intent to sell or dispense or possession with intent to sell or dispense, or offering, giving, or administration of any hallucinogenic substance other than marijuana or of any narcotic substance. First Offense: Imprisonment for no more than fifteen (15) years or a fine not to exceed $50,000 or both. Second Offense: Imprisonment for no more than thirty (30) years or a fine not to exceed $100,000 or both. Third or Subsequent Offense: Imprisonment for no more than thirty (30) years or a fine not to exceed $250,000 or both. (Connecticut General Statutes § 21a-277a, 2004)

Manufacture, distribution, sale, prescription, dispensing, compounding, or transportation with intent to sell or dispense or possession with intent to sell or dispense, or offering, giving, or administration of any controlled substance (includes marijuana) except a hallucinogenic or narcotic substance. First Offense: Imprisonment for no more than seven (7) years or a fine not to exceed $25,000 or both. Second or Subsequent Offense: Imprisonment for no more than fifteen (15) years or a fine not to exceed $100,000 or both. (Connecticut General Statutes § 21a-277b, 2004)

Driving while under the influence of intoxicating liquor or any drug or both. First Conviction: Imprisonment for not less than forty-eight (48) hours and not more than six (6) months unless probation is imposed and fined not less than $500 and not more than $1,000 and a one (1) year suspension of driver’s license. Third or Subsequent Conviction (within ten (10) years of a prior conviction): Imprisonment for not less than one (1) year and not more than three (3) years and probation consisting of one hundred (100) hours of community service and a fine not less than $2,000 and not more than $8,000 and permanent revocation of drivers license. (Connecticut General Statutes § 14-227a, 2004)

**CONNECTICUT’S POLICY FOR A DRUG-FREE WORKPLACE**

The State of Connecticut is committed to winning the battle against substance abuse. Substance abuse jeopardizes a stable family structure, exacerbates crime, threatens worker productivity and presents a continuing and growing drain of government funds. For our youth, substance abuse is an especially harmful threat. Drugs destroy their hopes and dreams and, all too often, their very lives.

The workplace is not immune to the influence of substance abuse. Worker safety, health and efficiency are adversely affected. Therefore, in harmony with Connecticut’s existing three-pronged strategy of education, treatment and enforcement to combat substance abuse, and in accordance with new federal legislation, the Drug-Free Workplace Policy has been adopted. Connecticut State employees will be protected and served by this new initiative, which includes an on-going substance abuse awareness program.

Effective March 18, 1989, the federal government enacted the “Drug-Free Workplace” Act. This act requires that any State agency which receives federal funding must certify that it will maintain a drug-free workplace. Among other things, the act requires that a policy is published notifying employees that the unlawful manufacture, distribution, possession, or use of controlled substances is prohibited in the workplace. It also requires that certain actions be taken if this policy is broken.

It is the policy of the State of Connecticut that each employee has a right to come to work and perform his or her job in an environment that is free from the illegal use of drug. It is also in the interest of the State and the public that employees be able to perform their duties safely and efficiently. The State is firmly committed to promoting high standards of health, safety and efficient service. Thus, our goal is to maintain a work environment free from the effects of drug abuse.

It is the policy of the State of Connecticut that employees shall not unlawfully manufacture, distribute, dispense, possess or use a controlled substance while on the job or in the workplace, or be under the influence of a controlled substance, not prescribed for him/her by a physician, while on the job or in the workplace. Any employee violating this policy will be subject to discipline, up to and including termination.

Controlled substances are specifically defined in federal law. They consist of two classes of “drugs”: 1) those commonly thought of as “illegal” drugs, and 2) certain medications available by prescription, but not being taken under a physician’s orders, which the federal government has determined have a potential for abuse, or are potentially physically or psychologically addictive.

**Federal Trafficking Penalties**

See online at: http://www.justice.gov/dea/agency/penalties.htm

**Description of Health Risks Associated with the Use of Illicit Drugs and Abuse of Alcohol**

**Alcohol** - profound acute impact on cognitive functioning, i.e., loss of inhibitions, disruption of memory functions. Profound chronic impact on cognitive functioning, e.g., permanent memory impairment, dementia. Impaired coordination. Increased risk of cancer, stroke, heart disease, heart conduction disturbance, stomach lesions, intestinal track injury and liver damage. Sexual functioning disturbances. Increased risk of accidents, including drowning, fires and falls. Increase risk violence.

**Amphetamines** (Speed, Ups, Pep Pills, Meth) - Elevated heart rate, blood pressure and respiration rate. Decreased appetite. Pupillary dilation. Effects at high doses include: cognitive confusion, physical disorganization, inability to relax and sleep, teeth-grinding, dry mouth, muscle twitching, convulsions, fever, chest pain, irregular heart beat and lethal overdose.

**Barbiturate, Sedatives, Tranquilizers** (Yellow Jackets, Reds, Red Devils, Ludes, PCP or Angel Dust) - Difficulty concentrating, maintaining coordination and staying awake. Reduces cognitive and motor functioning. Increases accident risks. Effects at high doses include: slurred speech, staggering, decreased ability to reason and solve problems, difficulty in judging distance and time, double vision, amnesia, depresses breathing coma, brain damage and respiratory failure, especially when mixed with alcohol.

**Chloroform** (Coke, Crack, Blow) - Increase heart rate, blood pressure, breathing rate, and body temperature. Constriction of blood vessels. Pupillary dilation. Effects at high doses include: cognitive confusion and physical disorganization, perspiration, chills, elevated heart rate, nausea, vomiting, hallucinations and possible death from convulsions and respiratory arrest.

**Hallucinogens** (LSD or Acid, Mesc, DMT, DET) - Alterations of sensory, emotional and cognitive


**Inhalants (Poppers, Snappers, Rush, Glue)** – Initial excitement, sedation and confusion. Prolonged or regular use could cause bone marrow depression, cerebral damage, liver and kidney disorders, irregular heartbeat and blood pressure, and respiratory disorders.

**Marijuana** – Risks of short term memory problems, lung damage, major slowdown in cognitive functioning, loss of alertness and productiveness. Possible psychosis with chronic use.

### Appendix XIII

#### Weapons on College Campuses (4.23)

**Weapons on Campus**

The use or possession of weapons (as defined in Section 53-206 of the Connecticut General Statutes)* is prohibited on college campuses or at college activities except as authorized by Board or college policies. Colleges are hereby authorized to develop policies which allow for specific exemptions to the extent permitted by law.

*(Adopted May 18, 1992)*

#### Appendix XIV

**Admission (5.1)**

**Admission at the Community Colleges shall be as follows:**

1. Applicants for admission to a Community College should present evidence of graduation from an approved secondary school or should have been awarded a state high school diploma or its equivalent, or be qualified under the provisions of Board Policy 5.1.5 – Home Schooled Students.

2. An applicant should have such maturity and other qualities which indicate an ability to profit from a program offered by the college.

3. Applicants meeting these qualifications should be admitted to the limits indicated by available funds and space, and applications received beyond these limitations should be placed on a waiting list.

4. The college president may grant a special waiver of these requirements for individuals.

5. Notwithstanding the foregoing, whenever in the judgment of the college president the admission, readmission or registration for any course, whether credit or non-credit, of any person as a student would constitute an unreasonable threat to the safety of the people, the security of property or the integrity of academic processes or functions of the college, such person may be denied admission or readmission to the college or registration for the course.


**Home Schooled Students (5.1.5)**

1. A home-schooled student is defined, for purposes of this policy, as someone who has completed a secondary school education in a home school setting that is treated as a home school or private school under state law, or who is in the process of doing so.

2. Home schooled students who wish to attend a community college and pursue a degree or certificate must meet the same admission requirements as any other applicant, except for providing evidence of graduation from a secondary school or obtaining a state equivalency diploma. This includes, but is not necessarily limited to, completing an application, paying admission fees, submitting evidence of inoculation against measles, mumps, and rubella, taking placement tests, etc.

   a. Home schooled applicants may also submit a copy of a transcript from any secondary school attended, whether or not they may have graduated there from, or a copy of a federal or state equivalency diploma, or a summary of the secondary program of study they pursued, and a certificate of successful completion thereof, signed by the parent or other provider of the home schooling.

   b. Home schooled applicants may be required to submit transcripts, or records of study, if such are required for other applicants.

3. Home schooled applicants who wish to enroll at a community college, but not pursue a degree or certificate, shall be treated as any other non-matriculated student at the college.

4. Home schooled applicants may, at the discretion of the college to which they are applying, be required to have an in-person interview with the college’s director of admissions, or such other officer as the college may direct, to assess the applicant’s ability to benefit from the program of study.

5. Each college shall develop such procedures, forms, and other materials as may be necessary to manage this policy.

6. Each college shall also establish an appeals process, with appeals going to a designated dean, who may, in special circumstances, waive the requirements of the policy.

7. If and when the State of Connecticut enacts laws or issues policies regarding home schooled students or their admission to public colleges, this policy will be revised and reissued, as may be necessary, to ensure compliance therewith.


**Sex Offenders on Campus (5.1.1)**

Whenever in the judgment of the college president the continued presence of a convicted sex offender who has been previously admitted or registered as a student, credit or non-credit, would constitute an unreasonable threat to the safety of people, the security of property or the integrity of academic processes and functions of the college, such person may be denied continued attendance as a student or have limitations placed on participation in college activities and/or access to college property. The decision to exclude a person under this provision must be based on an assessment of the risk presented by the continued presence of the convicted sex offender, who normally must be allowed to provide information pertinent to the decision. The decision to exclude such person may not be based solely on the person’s status as a convicted sex offender, nor shall any person use information regarding a convicted sex offender to injure or harass any person. The decision of the president shall be final.

*(Adopted December 17, 2007)*
Transfer - Acceptance of Credit at Community Colleges (3.17.1)

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

1. Degree and certificate credit shall be granted for all credit courses that are applicable to the objectives of, or equivalent to the course requirements of, the curriculum in which the transferring student enrolls. Credit work that is not applicable or equivalent to curriculum requirements shall be accepted for credit at the discretion of the college. Degree and certificate credit shall also be granted on the basis of performance on examinations in accordance with standards and limits approved by the board of trustees.

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.


Assessment of Skills and Competencies of Entering Students (3.19)

Consistent with its statutory mandate and mission, the Board of Trustees of Community-Technical Colleges has endorsed and promoted a host of system planning efforts rooted in recognition of the need to extend to an increasingly diverse student clientele access to educational opportunity, the need to provide a wide variety of instructional and student support services to assist students to achieve their objectives, the need to enhance the quality of Community College system programs and services.

Accordingly and within this context, the Board of Trustees approves the following recommendations for implementation of a system-wide program for assessment of the skills and competencies of students who enter a Community College:

1. The Accuplacer computerized adaptive test shall be used for purposes of assessment placing of entering Connecticut Community College students.

2. Each college shall use, at a minimum, the reading comprehension, sentence skills and the algebra sections of the test.

a. In order for students to place into ENG* 101 Composition, a minimum score of 88 on Accuplacer Sentence Skills and a minimum score of 83 on Accuplacer English Comprehension must be attained. Students may challenge the outcome of these specific tests by requesting an essay prompt. The prompt will require the student to read, summarize, and respond to a text. It will be scored using the New Jersey rubric.

b. An alternative method to place into ENG* 101 Composition will be a score of 450 or higher on the SAT Verbal or SAT Essay.

c. All students will begin the Accuplacer Math test with the Elementary Algebra subtest. An Arithmetic score should be available adaptively, for students placing below MAT* 093, to allow selection into an array of developmental courses, which are configured differently at different colleges.

d. To place out of developmental courses into Intermediate Algebra, the minimum Elementary Algebra score will be in the band between 54 and 66.

e. Placement out of Intermediate Algebra into some, but not all, higher-level courses will require a score of 40 or higher on the College Level math portion of Accuplacer.

f. An alternative method of placement out of Intermediate Algebra will be a score of 550 or higher on the Math section of the SAT. This SAT score would place students into some, but not all, courses above Intermediate Algebra in the system.

3. Students seeking Ability to Benefit (ATB) in order to qualify for Federal financial assistance shall be tested, at a minimum, in the reading comprehension, sentence skills and arithmetic sections of the Accuplacer test.

4. The Chancellor is authorized to develop an alternative assessment program to pilot the validity of testing instruments such as the ACT or certain state tests to be used for student academic assessment at the point of entry to a Community College. Colleges designated to participate in an alternative assessment program will be required to follow the standards established for the program and to report the research findings for system wide use.

5. Students with previous college-level English and/or Mathematics credits with a grade of C (2.0) or better will be exempt from placement testing in that specific discipline, except in situations where specialized accreditation or licensure standards pertain, or in situations where the prior credit is not relevant to the student's program of study.

6. Resources shall be made available to assist colleges in implementation of the testing program and for appropriate research studies.

7. The new placement protocols will be implemented as early as Fall 2008 and no later than Fall 2009.

(Adopted May 16, 1988; amended May 16, 2005; amended May 19, 2008)
Appendix XVII
Confidentiality of Student Records

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, 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. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

NOTE: FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

3. The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without consent to school officials with legitimate educational interests. A “school official” includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); a person serving on the Board of Trustees who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

FERPA also permits disclosure of education records without consent in connection with:

• To comply with a judicial order or a lawfully issued subpoena;
• To appropriate parties in a health or safety emergency;
• To officials of another school, upon request, in which the student seeks or intends to enroll;
• In connection with a student’s request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
• To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
• To accrediting organizations to carry out their functions;
• To organizations conducting certain studies for or on behalf of the College;
• The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
• Directory information as defined in the policy of the Board of Trustees.
• 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 above. To do so, a student exercising this right must notify the Office of 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.

4. 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.

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.

Directory Information

The Board of Trustees 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 recruiters 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.

Additional Information

A FERPA brochure for Faculty, Staff, and Students is available in the Registrar’s Office.
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The Housatonic Community College Foundation was established in 1990 by a group of Greater Bridgeport residents, business and arts leaders. The Foundation provides financial assistance to the College and its students beyond the fundamentals provided by the State of Connecticut. It assists the College in becoming a unique educational resource for its students and the community. The Foundation also serves as a vehicle generating funding for Housatonic student scholarships, student emergency assistance, child care assistance for parents enrolled at Housatonic, program enhancements and support of the Housatonic Museum of Art.

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<tr>
<td>M.S., University of Bridgeport</td>
<td></td>
<td>M.A., Western Connecticut State University</td>
</tr>
</tbody>
</table>

**Full-time Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Term</th>
<th>Institution/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madeleine T. Burbank</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., Wesleyan University</td>
</tr>
<tr>
<td>M.A., Wesleyan University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maureen Cahill-Lamboley</td>
<td>Associate Professor of English</td>
<td>B.A., Providence College</td>
</tr>
<tr>
<td>Ed.M., Boston University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathleen Cercone</td>
<td>Professor of Biology</td>
<td>B.S., Columbia University</td>
</tr>
<tr>
<td>Coordinator of the PTA Program</td>
<td></td>
<td>M.S., Southern Connecticut State University</td>
</tr>
<tr>
<td>Ph.D., Capella University</td>
<td></td>
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</tr>
<tr>
<td>Edwena Chance</td>
<td>Professor of English</td>
<td>B.S., Western Connecticut State University</td>
</tr>
<tr>
<td>M.S., College of New Rochelle</td>
<td></td>
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</tr>
<tr>
<td>Claudine J. Coba-Loh</td>
<td>Professor of Psychology and Human Services</td>
<td>B.S., Western Connecticut State University</td>
</tr>
<tr>
<td>Chairperson of the Behavioral/Social Sciences Department</td>
<td></td>
<td>M.S., Southern Connecticut State University</td>
</tr>
<tr>
<td>Michele Cohen</td>
<td>Assistant Professor of Early Childhood Education</td>
<td>B.A., Queen's College, City University of New York</td>
</tr>
<tr>
<td>M.S., Queen's College, City University of New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janice Conway</td>
<td>Professor of Occupational Therapy Assistant</td>
<td>Clinical Coordinator of OTA Program</td>
</tr>
<tr>
<td>Andrew Coté</td>
<td>Assistant Professor of English as a Second Language</td>
<td>B.S., Quinnipiac College</td>
</tr>
<tr>
<td>M.A., The Graduate Institute</td>
<td></td>
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</tr>
<tr>
<td>Madeleine T. Burbank</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., Wesleyan University</td>
</tr>
<tr>
<td>M.A., Wesleyan University</td>
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<tr>
<td>Scott Empir</td>
<td>Associate Professor of Developmental English</td>
<td>B.A., John Carroll University</td>
</tr>
<tr>
<td>M.A., State University of New York, Fredonia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Favret</td>
<td>Professor of Graphic Design</td>
<td>Coordinator of the Art Program</td>
</tr>
<tr>
<td>Certificate in Computer Graphics, Rhode Island School of Design</td>
<td></td>
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</tr>
<tr>
<td>B.A., Bridgewater State College</td>
<td></td>
<td>M.A., East Texas State University</td>
</tr>
</tbody>
</table>

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M.F.A., Kent State University

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Aida Ayala, Cash Accounting Clerk
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Herman Badger, Buildings & Grounds Patrol
Officer
Public Safety
Edward Brickett, Associate Accountant
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Julissa A Calderon, Buildings & Grounds
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Public Safety
Angelo Caputo, Maintainer
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Ada Carbone, Administrative Assistant
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Rudy Carranza, Maintainer
Maintenance
Scott Corcoran, Storekeeper
Facilities

Samuel Cotto, Buildings & Grounds Patrol
Officer
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Rosalee Creighton-Gordon, Secretary 2
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Lou Ann Doebner, Personnel Aide
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David Duberry, Maintainer
Maintenance
Veeta Fields, Clerk Typist
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Stephan Gelines, Maintainer
Maintenance

Robert Gonzalez, Police Officer
Public Safety
Christopher Gough, Director of Security
Public Safety
Jeffrey Harrison, HVAC
Maintenance

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Maintenance
Enila Magazin, Clerk Typist
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Academic Advising Center
Carmen Medina, Office Assistant
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Development

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Clerk
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Dennis Minella, Building Superintendent 2
Maintenance
Wanda Mulero, Office Assistant
Admissions

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Sherman Owens, Maintainer
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Human Resources and Affirmative Action

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Mitchel Ray, Payroll Clerk
Business Office
Winifred Regnier, Part-time Clerk Typist
Information Services

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Business Office
Gary Rooney, Buildings & Grounds Lead
Patrol Officer
Public Safety

Patricia Spignolio, Secretary 1
Evening Division
Dave Stevenson, Maintainer
Maintenance

Verniece Still, Clerk Typist
Admissions

* as of May 1, 2011
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Public Safety
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Public Safety
Carlos Torres, Maintainer Maintenance
Thomas Wiencko, Messenger and Supply Clerk
Information Services
DeNeva Wilson, Clerk
Information Services
Mariani Ziembroksi, Clerk Typist
Early Childhood Lab School

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Cindy Cominsky, Scholarship Administrator Resource Development
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Stephanie Gaspar, Child Development Teacher Assistant
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Mehreen Seyed, Child Development Assistant Teacher
Early Childhood Lab School
Sung Shim, Part-time Librarian Library

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Laura Turiano, Connections Coordinator/Student Liaison/Success Coach Liaison
Student Success Programs
Esther Watstein, Public Relations Associate President's Office

Part-time Faculty*

Donald Allan, Lecturer in Music
B.M., Boston University
M.M., Manhattan School of Music
D.M.A., Case Western Reserve University and The Cleveland Institute of Music
Matthew Allen, Lecturer in Art
M.F.A., HDK, Berlin University of the Arts, Germany
John Allen, Lecturer in English
B.S., Southern Connecticut University
M.S., Southern Connecticut University
Ed. D., Southern Connecticut University
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M.A., University of Toledo Ohio
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B.A., Fordham University
M.A., Fordham University
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Diploma, Business French/Euro Economic Comm. Institutions, World Trade Center and University of Strasbourg, France
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Post Baccalaureate Certificate, Brandeis University
M.A., Rhode Island School of Design
Karina Andre, Lecturer in Human Services
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B.G.S., University of Connecticut
M.S., University of Bridgeport
Juan Andreau, Lecturer in Art
B.F.A., Institute Luis Vives
M.F.A., University of Valencia
Patricia J. Anthony, Lecturer in English
M.A., University of South Florida
B.A., Rutgers University
Scott T. Appleby, Lecturer in Criminal Justice
B.S., Sacred Heart University
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M.S., Southern CT State University
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A.S., Housatonic Community College
B.A., Sacred Heart University
M.S., Southern Connecticut State University
D.C., University of Bridgeport College of Chiropractic
Michelle Audia, Lecturer in Developmental Studies, English
B.A., Albertus Magnus College
M.A., Southern Connecticut State University
George Baglini, Lecturer in Mathematics
B.S., University of New Haven
Christine Bailey, Lecturer in Developmental Studies, English
M.T., Connecticut Center Massage Therapy
B.A., Western Connecticut State University
M.A., Western Connecticut State University
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M.A., Fairfield University
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M.S., University of Bridgeport
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M.A., Southern Connecticut State University
M.A., The Graduate Institute
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B.S., Central Connecticut State University
Ph.D., University of Massachusetts Amherst
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B.A., Fairfield University
M.A.L.S., Wesleyan University
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M.S., Southern Connecticut State University
Ph.D., Purdue University
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M.F.A., New York University
Adam Bigos, Lecturer in Mathematics
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M.S., Georgia Institute of Technology
Dawn Biondi, Lecturer in Psychology
A.A., Cape Fear Community College
B.A., University of North Carolina
M.A., Southern Connecticut State University
Janice Blevins, Lecturer in English
B.S., University of Connecticut
M.A., University of Evansville

* as of May 1, 2011
David Bothwell, Lecturer in Business Law
B.A., Villanova University
J.D., Quinnipiac College School of Law

Peter Stephen Bowe, Lecturer in Biology
B.S., Kansas State University
M.S., University of Connecticut
6th Yr., Sacred Heart University

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B.S., Excelsior College
M.S., University of Bridgeport

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B.S., Yale University

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Ashlar of Newtown, Newtown
Bishop Wickie Health Care Center Shelton
Bloomfield Public Schools, Bloomfield
Bridgeport Health Care Center, Bridgeport
Brookview Health Care Center, Bloomfield
Bridgeport School System, Bridgeport
Cambridge Manor, Fairfield
Carolton Hospital & Rehab Center, Fairfield
Center for Behavioral Health, Middletown
Center for Pediatric Therapy, Fairfield, Madison, Wallingford
Chesterfields Health Care Center, Chester
Coccomo Memorial Health Care Center, Meriden
Constellation Health Services, Norwalk
Connecticut Mental Health Center, New Haven
Connecticut Valley Hospital, Middletown
Connect-To-Talk, Wilton
Danbury Health Care Center, Danbury
Darien School System, Darien
East Haven Public Schools, East Haven
Easton Public School System, Easton
Gardner Heights Health Care Center, Shelton
Gaylord, Wallingford
Genesis Rehabilitation Services, Nationwide
Giant Steps, Southport
Glendale Center, Naugatuck
Golden Hill Health Care Center, Milford
Greater Bridgeport Community Mental Health Center (inpatient), Bridgeport
Greater Bridgeport Community Mental Health Center (Young Adult Service), Bridgeport
Green Chimneys, Danbury
Hand Therapy Associates, Wallingford
Hamden Public Schools, Hamden
Healthsouth, Trumbull, CT
Hewitt Health & Rehab Center, Shelton
The Highlands Health Care Center, Cheshire
Honey Hill Health Care Center, Norwalk
Long Ridge of Stamford, Stamford
Meriden Health & Rehab Center, Meriden
Meriden Public School System, Meriden, CT
Milford Health Care Center, Milford
Monroe Public Schools, Monroe
Naugatuck Public Schools, Naugatuck
New Canaan Public Schools, New Canaan
New Haven Public Schools, New Haven
Newington Health Care Center
Northbridge Public Schools, Newtown, CT
Northbridge Health Care Center, Bridgeport
Norwalk Hospital, Norwalk
Norwalk School System, Norwalk
Ridgeview Health Care Center, Cromwell
River Glen Health Care Center, Newtown
Salmon Brook Health & Rehab Center, Glastonbury
Seymour Public Schools, Seymour
Skyview Rehab Center, Wallingford
St. Vincent’s Special Needs, Trumbull
Stamford Hospital/Tully Health Center
Stamford School System, Stamford
West Haven Public Schools, West Haven
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