



*Education That Works For a Lifetime*

# Fall 2011 to Spring 2012 Catalog

Accredited by the New England Association of Schools and Colleges

Accredited by the Connecticut Board of Governors for Higher Education

Accredited by the Commission on Accreditation in Physical Therapy Education

Member of American Association of Community Colleges

Member of National Council for Occupational Education

Member of League of Innovation





*Education That Works For a Lifetime*

## **Tunxis Community College Mission Statement**

Tunxis Community College offers its students a quality, yet affordable education in an accessible and supportive environment, fostering the skills necessary to succeed in an increasingly complex world.

## **Vision Statement**

Tunxis Community College will be a vibrant educational and cultural center responsive to current as well as emerging student and community needs.

## **Accreditation Statement**

Tunxis Community College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a non-governmental, nationally-recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by NEASC is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of the institution's accreditation by NEASC should be directed to the administrative staff of the College. Individuals may also contact NEASC at 209 Burlington Road, Bedford, Massachusetts 01730-1433.



## President's Message



Welcome to Tunxis Community College!

The transformation continues at Tunxis Community College, and we hope that you are as excited by it as we are. The new library and classroom buildings have given us more space in which to offer quality programming for you and for members of the Tunxis community, and the new classroom building under construction will provide much needed space for general classrooms and for computer-specific laboratories. We want to make sure that our students are supported in their efforts to prepare for their futures as we strive to change with the needs and desires of those who come to us.

You will find that the learning environment at Tunxis is very exciting; students of all ages and backgrounds make a life-changing decision to invest in themselves. We then work very hard to protect that investment by providing state-of-the-art technology, a first-class library, a wide variety of special events, and a cadre of highly-qualified faculty and staff.

This catalog is designed to acquaint you with the College's programs and services and to help you better understand the educational adventure that awaits you as a Tunxis student. We look forward to having you join us!

Sincerely,

A handwritten signature in cursive script that reads "Cathryn L. Addy". The signature is written in black ink and is positioned above the printed name and title.

Cathryn L. Addy, Ph.D.  
President

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Tunxis Community College reserves the right to change any of the provisions in this catalog at any time. Information and regulations printed herein are subject to change. The Board of Regents and the College Administration may extend, expand, or delete courses and programs described. Tunxis Community College was established by Public Act 812 of the 1969 General Assembly.

Tunxis Community College is an Affirmative Action/Equal Opportunity Employer.

## Notice of Nondiscrimination

Tunxis Community College does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, political belief, veteran status, sexual orientation, genetic information or criminal record. The following person has been designated to coordinate inquiries regarding the non-discrimination policies: **Dr. Kirk Peters; Dean of Student Affairs/Title IX and Section 504/ADA Coordinator; Tunxis Community College; 271 Scott Swamp Road; Farmington, CT 06032; 860.255.3560.**

# Academic Calendars for 2011-2012

## 2011 Fall Semester

(August 29 - December 23)

August 25 (R – 10am-6:30pm)	In-person/Final Registration (ALL Students)
August 26 (F – by 4pm)	Last Day to Drop a Course With 100% Tuition Refund
<b>August 29 (M)</b>	<b>FIRST DAY OF CLASSES</b>
August 29 (M – 10am)	Senior Registration
August 29-31 (M-W – 9am-5:30pm)	Add/Drop Registration (Current & Returning Students ONLY) Late Fee Applies
September 1 (R – 9am-5:30pm)	Add/Drop Registration (Current & Returning Students ONLY) Late Fee Applies
September 2 (F – by 1:30pm)	Last Day to Add a Course – Late Fee Applies
September 2 (F – by 4:30pm)	Last Day to Register for an Online Course
September 5 (M)	<b>Labor Day – COLLEGE CLOSED – NO CLASSES</b>
September 6-8 (T-R – 9am-5:30pm)	Drop Registration (Current & Returning Students ONLY) Late Fee Applies
September 9 (F – 9am-1:30pm)	Last Day to Drop a Course With 50% Tuition Refund and No Transcript Notation
September 19 (M – by 5:30pm)	Last Day to Declare Audit Status
October 10 (M)	<b>Columbus Day – COLLEGE CLOSED – NO CLASSES</b>
November 1 (T)	Last Day to Apply for December 31 Graduation
November 7 (M – by 5:30pm)	Last Day to Make Up Incomplete Grade From Spring/Summer 2011
November 11 (F)	<b>Veterans Day – COLLEGE OPEN – CLASSES IN SESSION</b>
November 21 (M – by 4pm)	Last Day to Withdraw From Semester Length Course* with Transcript Notation of “W” <i>NOTE: Withdrawal dates for one- and two-credit courses differ; see Records Office for dates.</i>
November 22-23 (T-W)	<b>COLLEGE OPEN – NO CLASSES</b>
November 24-27 (R-SU)	<b>THANKSGIVING RECESS – COLLEGE CLOSED – NO CLASSES</b>
November 28 (M)	Classes Resume
<b>December 12 (M)</b>	<b>LAST DAY OF CLASSES</b>
December 13-19 (T-M)	FINAL EXAM WEEK
December 23 (F)	Fall Semester Ends

\* No Refunds

## 2012 Spring Semester

(January 20 - June 1)

January 16 (M)	<b>Martin Luther King, Jr. Day – COLLEGE CLOSED – NO CLASSES</b>
January 17 (T – 10am-6:30pm)	In-person/Final Registration (ALL Students)
January 19 (R – by 5:30pm)	Last Day to Drop a Course With 100% Tuition Refund
<b>January 20 (F)</b>	<b>FIRST DAY OF CLASSES</b>
January 20 (F – 9am-4:00pm)	Add/Drop Registration (Current and Returning Students Only) – Late fee applies
January 23 (M – 10am)	Senior Citizen Registration
January 23-26 (M-R – 9am-5:30pm)	Add/Drop Registration (Current and Returning Students Only) – Late fee applies
February 1 (W – by 5:30pm)	Last Day to Apply for May 30 Graduation
February 2 (R – by 5:30pm)	Last Day to Drop a Course With 50% Tuition Refund and No Transcript Notation
February 10 (F)	<b>Lincoln's Birthday Observed – COLLEGE OPEN – CLASSES IN SESSION</b>
February 17 (F – by 1:30pm)	Last Day to Declare Audit Status
February 20 (M)	<b>President's Day – COLLEGE CLOSED – NO CLASSES</b>
March 19-25 (M-SU)	<b>Semester Recess – COLLEGE OPEN – NO CLASSES</b>
March 26 (M)	Classes Resume
March 30 (F – by 1:30pm)	Last Day to Make Up Incomplete Grade From Fall '10 & Winter '10
April 6 (F)	<b>Good Friday – COLLEGE CLOSED – NO CLASSES</b>
April 7-8 (S-SU)	<b>COLLEGE CLOSED – NO CLASSES</b>
April 17 (T – by 5:30pm)	Last Day to Withdraw from Semester Length Course* with Transcript Notation of "W" <i>NOTE: Withdrawal dates for one- and two-credit courses differ; see Records Office for dates.</i>
<b>May 7 (M)</b>	<b>LAST DAY OF CLASSES</b>
May 8-14 (T-M)	FINAL EXAM WEEK
May 30 (W – 6:30pm)	Commencement – Class of 2012
June 1 (F)	Spring Semester Ends

\* No Refunds

# GENERAL INFORMATION



Tunxis Community College  
*Education That Works For a Lifetime*  
[tunxis.commnet.edu](http://tunxis.commnet.edu)

## All Are Welcome

Tunxis fully subscribes to the traditional community college mission. The College welcomes all those who can benefit from its available services and programs. There is a special interest in reaching out to those who may need some help in getting started and to those whose backgrounds may make them feel uncomfortable or hesitant about the idea of going to college.

Tunxis is particularly interested in serving people from groups who have been historically underrepresented in higher education. We strive to provide all minority and first generation college students with the services that will make their stay at Tunxis a rewarding experience.

The College welcomes students as individuals regardless of personal circumstances. No school can guarantee success or solve all problems but students can be assured that every effort will be made at Tunxis to provide them with a range of opportunities to succeed.

## The College

Tunxis Community College was chartered by the State of Connecticut in 1969 to serve the Bristol-New Britain and Farmington Valley areas. It first opened for classes in October 1970 with 494 students; today over 6,000 full- and part-time students attend the College each semester enrolled in credit and continuing education classes. Yet Tunxis is still small enough to offer students individual attention. Since the first graduation in 1972, more than 12,000 people have received an associate's degree or a certificate from the College.

As a publicly supported learning center, Tunxis provides an array of educational services designed to meet the training, occupational, intellectual, and cultural needs of the people of its region. The College seeks to serve all those who wish to develop their knowledge and skills; it does so by making its services easily accessible and supports these services through the quality of its faculty and staff. Tunxis bases its operations on the belief that learning is best accomplished through the evaluation of current skills and knowledge, the identification of educational objectives, the determination of a proper balance between study and other responsibilities, and involvement in the educational process that meets one's objectives.

## Accreditation

Tunxis Community College is licensed and accredited by the Connecticut Board of Regents for Higher Education and accredited by the New England Association of Schools and Colleges, Incorporated (NEASC).

## Authorization

The College is authorized to award the Associate in Arts and Associate in Science degrees. College curricula are registered and approved by the Department of Higher Education of the State of Connecticut. All degrees and most certificate programs are approved for veterans' educational assistance.

## Purpose of the College

In seeking to increase opportunities for further education within its region, Tunxis Community College is committed to a program of learning and services that provides:

- a stimulating, effective, and economical education for qualified students who wish to attend college within commuting distance of their homes
- career programs leading to the associate's degree for those students who desire employment after two years of college
- liberal arts and pre-professional education leading to the associate's degree for those students who plan to transfer to baccalaureate programs in senior colleges or universities
- certificate programs for those students who desire a short period of specialized study
- counseling to aid students in the development of their educational, vocational, and personal goals
- opportunities for continuing education through part-time study
- a spectrum of extracurricular activities designed to enhance student awareness of social and cultural values and of community issues

## Notification of Changes and Cancellations

The College reserves the right to make, at any time, whatever changes in admission requirements, fees, charges, instructors, tuition, registration schedule, regulations, and academic programs it deems necessary. The College reserves the right to divide, cancel, or reschedule classes or programs if enrollment or other factors so require. **(Publication of this document does not constitute a contract between the College and its students.)**



## **Bookstore**

Students are expected to furnish their own study materials and supplies. Textbooks, stationery, art and science supplies, novelties, and other items may be purchased in the Tunxis Bookstore. Bookstore hours are posted on the website. The bookstore is closed whenever the college is closed and hours are subject to change without notification. Information on costs may be obtained at the bookstore and on the following web sites: Community College Course Search - [online.commnet.edu](http://online.commnet.edu), and Follett's Bookstore at Tunxis - [txcc.bkstr.com](http://txcc.bkstr.com).

## **Campus Parking**

Parking and traffic regulations are designed to provide convenience and safety for members of the College community and visitors. Persons with disabilities are provided reserved handicapped parking spaces to assure easy access to the buildings. The Early Childhood Center provides parents/guardians with special hangtags to allow limited parking time in the semi circle.

Any vehicle parked in violation of the parking regulations may be ticketed or towed. Unpaid parking tickets will result in a hold being placed on student accounts. All proceeds from parking fees are used for student scholarships.

## **Campus Safety**

As required by law, information on policies, procedures, and statistics regarding campus safety is available to all students and prospective students in the College Library or from the Dean of Administration.

## **Emergency Messaging System**

Students, faculty and staff are strongly encouraged to sign up for the college's emergency text messaging system, myCommNET Alert. The alert system is used to send information regarding emergencies and weather-related closings. Details can be found on the myCommNet portal.

## **Student Housing**

The College does not provide student housing. The College does not assume any responsibility for students living away from home nor does it act as an agent between students and apartment owners.

## **Weapons on College Campus**

The use or possession of weapons (as defined in Section 53-206 of the Connecticut General Statutes) is prohibited on the College campus or at College activities except as authorized by Board policies.

## **Smoking Prohibition Policy**

Smoking is prohibited in and adjacent to all College buildings, including entranceways and in the courtyard.

## **Grant of Right to Use Name and Photograph: Release of Liability**

Tunxis Community College reserves the right to use any student's name and photograph, taken in the course of general public information efforts by the College for publicity, promotional or advertising purposes, in any or all media (newspapers, radio, television, brochures, posters, web site etc.) of the College's choice. Questions should be directed to the Marketing and Public Relations Office, 860.255.3777, [mlamar@txcc.commnet.edu](mailto:mlamar@txcc.commnet.edu).

## **Tunxis@Bristol, the Bristol Campus of Tunxis Community College**

The mission of the College's satellite campus in Bristol is to provide new services and training in response to national trends and the needs of area private and public sector employers. Located at the intersection of Route 6 and North Main Street in Bristol, Tunxis@Bristol provides an alternative location for area residents and businesses at which specialized training, workshops, meeting space, and webinars are offered. The 8,300-square-foot campus was developed in cooperation with the Central Connecticut Chamber of Commerce, business leaders, and Tunxis Community College Foundation & Advisory Board. For more information on our in-service classes, please call 860.314.4700; Fax: 860.255.3680; E-mail: [tx-bcc@txcc.commnet.edu](mailto:tx-bcc@txcc.commnet.edu); or visit us at 430 North Main Street, Bristol, CT 06010.

## **Tunxis Logo Usage Guidelines**

The official logo of Tunxis may be used on materials with the permission of the Marketing and Public Relations Office, which will provide the logo, in electronic or hard copy form, for reproduction purposes. No other usage is allowable, and no distortion of the logo is allowable. Please contact the Marketing and Public Relations Office, 860.255.3777, [mlamar@txcc.commnet.edu](mailto:mlamar@txcc.commnet.edu).

## Graphic Standards/Print Material Guidelines

Students and faculty/staff are encouraged to develop materials independently using the Connecticut Community College system's graphic standards manual, and with the proviso that the Marketing and Public Relations Office must review these materials in advance. Please contact the Marketing and Public Relations Office about print materials and use of the graphic standards manual, 860.255.3777, [mlamar@txcc.commnet.edu](mailto:mlamar@txcc.commnet.edu).

## Media Relations Guidelines

All communications with representatives of the media are coordinated for the College by the Marketing and Public Relations Office. Students, faculty, and other staff are not permitted to represent Tunxis without first communicating with the Marketing and Public Relations Office, 860.255.3777, [mlamar@txcc.commnet.edu](mailto:mlamar@txcc.commnet.edu).

## General Education

Tunxis Community College offers a curriculum that develops students' ability to analyze and evaluate information, to draw valid conclusions, and to express them with clarity. Degree programs include a core of requirements to help students gain an awareness of the ideas that shape our civilization. This "core" includes contributions from the humanities, fine arts, social sciences, mathematics, and sciences that address students' educational needs as citizens and as moral and ethical decision-makers. A comprehensive education provides the opportunity for the intellectual, cultural, and personal growth of students.

*The common core, which is being incorporated into the degree programs, is outlined below.*

Composition .....	3 credits
Fine Arts .....	3 credits
Humanities .....	3 credits
Mathematics .....	3-4 credits
Natural and Physical Sciences .....	3-4 credits
Social Sciences.....	3 credits
Additional credits in the above .....	3 credits
<hr/>	
Total	21-23 credits

## Ability-Based Education

Traditionally, colleges and universities have focused on the knowledge that students should gain in higher education. Over the past several years, faculty members at Tunxis Community College have been working collectively to also identify the abilities that students will need to be successful, whether they plan to pursue a bachelor's degree or employment after leaving the College. This approach recognizes that students need to be able to apply the knowledge that they have gained to real world situations.

Tunxis faculty and staff have identified a set of specific abilities (skills and knowledge) that students should develop in a successful and well-rounded education. We believe that ten of these abilities, the general-education abilities, are necessary for all students to be successful at work, in future education, and as citizens. In most college-level courses at Tunxis, students will be assessed on at least one general-education ability as well as abilities that are specific to the course. Students in professional programs will also be assessed on abilities that are important to that profession. (In some externally accredited programs, general-education abilities may not be assessed in every course, but all abilities will be assessed by the time the student completes the program.)

On some assignments, students will receive feedback on the degree to which they have mastered certain abilities. When this happens, students will receive a rating of 1 (Not Satisfactory), 2 (Satisfactory), or 3 (Distinguished) and an explanation for the rating. The goal will be to let students know where they stand at a specific time and what they need to do in order to improve in these abilities. We are convinced that development of these abilities, and the general-education abilities in particular, is critical to students' success in all aspects of life.

# General Education Abilities & Rubrics (adopted Spring 2009)

## I. Communication

### I.1 uses basic techniques of the medium to communicate in assigned tasks

*Standards -*

**Distinguished:** uses techniques of the medium to maximize effectiveness given purpose and intended audience for assigned tasks

**Satisfactory:** uses basic techniques of the medium effectively given intended purpose and audience for assigned tasks

**Not Satisfactory:** ineffectively uses basic techniques of the medium given intended purpose and audience for assigned tasks

### I.2 applies discipline-specific and/or professional techniques to communicate in assigned tasks

*Standards -*

**Distinguished:** applies discipline-specific and professional techniques with sophistication and/or originality for assigned tasks

**Satisfactory:** applies discipline-specific and professional techniques effectively to communicate for assigned tasks

**Not Satisfactory:** ineffectively uses discipline-specific or professional techniques to communicate for assigned tasks

## 2. Critical Thinking

identifies and explains relationships, draws and justifies reasonable inferences and conclusions, and demonstrates evidence of insight through reflection

*Standards -*

**Distinguished:** identifies and explains relationships and correctly establishes the significance of each component; draws inferences and conclusions that are logical, supported by evidence and demonstrate an excellent use of the reasoning process; provides comprehensive evidence of insight through reflection

**Satisfactory:** identifies and explains relationships clearly; draws inferences and conclusions that are logical, supported by evidence and demonstrate a good use of the reasoning process; provides adequate evidence of insight through reflection

**Not Satisfactory:** identifies and explains few or no relationships; draws inferences and conclusions that are incomplete or illogical and are not supported by evidence in most or all cases; provides little or no evidence of insight through reflection

## 3. Information Literacy

understands the purpose, authority and relevance of information sources

*Standards -*

**Distinguished:** moves beyond the collection of resources to effectively synthesize new relevant and authoritative information with existing knowledge to create insightful work

**Satisfactory:** collects and synthesizes relevant and authoritative information resources effectively to accomplish assigned tasks

**Not Satisfactory:** minimally collects and synthesizes relevant and authoritative information resources to accomplish assigned tasks

## 4. Technology Literacy

appropriately and effectively uses technology to accomplish assigned tasks

*Standards -*

**Distinguished:** independently identifies and appropriately and effectively uses technology to accomplish assigned tasks

**Satisfactory:** uses technology appropriately and effectively to accomplish assigned tasks

**Not Satisfactory:** minimally uses technology to accomplish assigned tasks

## 5. World Cultures and Perspectives

### 5.1 defines and describes social, cultural, and political forces that shape the individual and society

*Standards -*

**Distinguished:** thoroughly defines and describes pertinent social, cultural, and political forces that shape the individual and society

**Satisfactory:** accurately defines and describes pertinent social, cultural, and political forces that shape the individual and society

**Not satisfactory:** inaccurately defines or describes pertinent social, cultural, and political forces that shape the individual and society

### 5.2 analyzes social, cultural, and political forces that shape the individual and society

*Standards -*

**Distinguished:** integrates, synthesizes, and evaluates multiple sources of information relevant to social, cultural, and political forces that shape the individual and society

**Satisfactory:** integrates and synthesizes information relevant to social, cultural, and political forces that shape the individual and society

**Not satisfactory:** inconsistently integrates or synthesizes information relevant to social, cultural, and political forces that shape the individual and society

## 6. Aesthetic Engagement

### identifies and describes formal and aesthetic qualities

*Standards -*

**Distinguished:** identifies and describes formal and aesthetic qualities with exceptional clarity, use of appropriate vocabulary and supportive reasoning and analysis

**Satisfactory:** identifies and describes formal and aesthetic qualities with use of appropriate vocabulary

**Not satisfactory:** does not identify or describe formal and aesthetic qualities, or does so without clarity

## 7. Quantitative Reasoning

### uses numerical information, laws of logic, and mathematics to solve problems

*Standards -*

**Distinguished:** exhibits an exceptional command of the use or interpretation of numerical information, applies the necessary and sufficient laws of logic, and uses mathematics consistently with sophistication to solve problems

**Satisfactory:** interprets numerical information adequately, selects the necessary but not always the sufficient laws of logic or mathematics to solve problems

**Not satisfactory:** misinterprets numerical information, misuses laws of logic, and applies insufficient or no mathematics at all to solve problems

## 8. Citizenship, Values, and Ethics

### 8.1 recognizes and appreciates the ethical dimensions of their own and others' actions, values, and responsibilities

*Standards -*

**Distinguished:** is recognized by the team as demonstrating exemplary qualities

**Satisfactory:** identifies and describes the ethical dimensions of their own and others' actions, values, and responsibilities

**Not Satisfactory:** inconsistently or incorrectly identifies or describes the ethical dimensions of their own and others' actions, values, and responsibilities

### 8.2 demonstrates ethical behavior in academic and co-curricular activities, and/or professional internships and practica

*Standards -*

**Distinguished:** practices academic or professional ethics in an exemplary fashion and is a model for others; has taken a leadership role in, or is recognized by others for their contributions to, a civic or co-curricular activity

**Satisfactory:** meets academic or professional norms and standards, and engages in a specific civic or co-curricular activity

**Not Satisfactory:** breaches academic or professional norms and standards, but is committed to meeting them; student has not undertaken a specific civic or co-curricular activity

## 9. Teamwork and Interpersonal Skills

**effectively engages in interpersonal activities and teamwork**

*Standards -*

**Distinguished:** is recognized by the team as demonstrating exemplary qualities

**Satisfactory:** collaborates, engages others with respect, and solicits others' responses

**Not Satisfactory:** demonstrates limited collaboration, shows little respect for nor solicits others' responses

## 10. Scientific Method

**uses discipline-specific terms, recalls relevant theories, laws, and concepts, and identifies components of the scientific method: hypothesis, procedure, observations and conclusions**

*Standards -*

**Distinguished:** precisely and appropriately uses and recalls discipline-specific terms, relevant theories, laws, and concepts; identifies in detailed language the components of the scientific method: hypothesis, procedure, observations and conclusions.

**Satisfactory:** consistently uses and recalls discipline-specific terms, relevant theories, laws, and concepts; identifies components of the scientific method: hypothesis, procedure, observations and conclusions

**Not Satisfactory:** inconsistently uses and recalls discipline-specific terms, relevant theories, laws and concepts; inconsistently or incorrectly identifies components of the scientific method: hypothesis, procedure, observations and conclusions

# Institutional Outcomes

## 11. Transfer Preparation

Institutional Objective (transfer education mission): To provide liberal arts and sciences and career programs for college transfer:

*The College will:*

- demonstrate student success in transferring to baccalaureate institutions, their academic achievement at these institutions, and satisfaction with their preparation for further study.
- expand and periodically review articulation agreements with four-year institutions and increase the number of courses that transfer to baccalaureate programs.

## 12. Developmental Education

Institutional Objective: (Developmental education mission): To provide general programs including, but not limited to, remediation, general, adult, and continuing education designed to meet individual student goals.

*The College will:*

- uphold its policy of open admissions, utilizing appropriate methods of evaluation to identify deficiencies and offering appropriate developmental or remedial support where necessary to prepare students for collegiate study; and provide a level of support for testing and remediation adequate to serve the needs of admitted students.
- demonstrate success of developmental courses in preparing students for college-level programs.

## 13. Student Persistence, Goal Attainment, and Satisfaction

Institutional Objective: To promote student retention, persistence, completion of courses and programs, and satisfaction with their educational experience.

*The College will:*

- demonstrate student persistence in the pursuit of and the successful attainment of educational goals, including, but not limited to course and program completion.

## 14. Workforce Development

Institutional Objective: To foster economic development in the service region by addressing workforce development needs through credit and non-credit programs.

*The College will:*

- demonstrate impact on the educational and training needs of populations expected to be the main source of new entrants into the labor force for the next decade, including minorities, immigrants, and at-risk, under-trained populations.
- demonstrate impact on the specific education and training needs identified by regional and local employers and institutions, including sectors experiencing most acute workforce deficits.
- demonstrate impact on the general workforce development needs in the service region.

## 15. Community Service

Institutional Objective: To provide services that enrich the community's intellectual, cultural and social life, contribute to solving community problems, and assist community groups.

*The College will:*

- contribute to the intellectual, cultural, and social life of the community.
- demonstrate initiative and contribution to the identification and resolution of community problems, as well as collaboration with and assistance to public institutions and community groups.

## 16. Programs

Institutional Objective: To provide well-designed, cohesive program curricula that are consistent both with current practice and with the College mission, goals, and available resources; and to ensure that assessment of student learning is conducted with integrity based on clearly-defined and articulated learning objectives regardless of delivery modality.

*The College will:*

- ensure currency of program curricula, resources, and faculty with respect to practice in the appropriate field of specialization.
- develop and maintain curricula with appropriate breadth, depth, sequential progression (prerequisites), synthesis of learning, instructional methods, admission and retention policies; as well as maintain consistency with the College mission goals and resource availability.
- assess student learning and achievement based on clearly defined and articulated learning objectives, and graduation and employment requirements.
- ensure integrity in different delivery modalities (e.g. technologically mediated instruction) and granting of credit for non-traditional learning (prior experiential or non-collegiate sponsored).

## 17. Student Affairs

Institutional Objective: To maintain Admissions, Records, Advising, Counseling, Financial Aid, Student Development, and Student Activities functions; provide adequate support for them; and encourage students to take advantage of this array of services.

*The College will:*

- systematically identify the characteristics and learning needs of students and make provision for responding to them; assist students to resolve educational and technological problems and, where appropriate, personal and physical problems; and provide student financial aid through a well-organized program.
- provide appropriate and effective orientation, academic advisement, transfer counseling, career development, and placement counseling.
- maintain, widely publicize, and fairly administer clearly stated policies and procedures on admission, retention, financial aid, student rights and responsibilities, including grievance procedures, and records\* that serve the best interests of students and the institution.  
\*e.g. inclusion in permanent student records, retention, security, privacy, confidentiality and disposal of student records
- provide opportunities for student leadership and participation in campus activities, organizations and governance.

## 18. Decision-making processes

Institutional Objective: To establish and maintain effective decision-making processes that enable the College to define its mission and purposes, respond to strategic challenges and opportunities, assess and demonstrate its effectiveness, ensure faculty participation in curricular decisions, and encourage staff and student participation in decision-making.

### ***The College will:***

- formulate, periodically re-evaluate, and publicize, its statement of mission and purposes\*; and ensure that this statement is understood and accepted by faculty and staff, and adhered to in the College's operation, programs and activities.  
\*that is realistic, consistent with the College's charter and accreditation standards, addresses the needs of the community, identifies populations to be served, and reflects a vision for the future.
- maintain effective, systematic, short- and long-term planning\*  
\*that identifies internal and external opportunities and challenges, establishes academic, strategic, and resource allocation priorities, and advances effective fulfillment of mission.
- systematically evaluate the effectiveness of its programs\*, academic and student support activities\*\*, governance, marketing, administrative functions, ethical policies and procedures, overall achievement of the College mission, and the planning and evaluation process itself; and assess and apply the information obtained through evaluation to inform planning and formulate appropriate corrective and improvement action.  
\*continued need, attainment of program learning objectives, instructional effectiveness, and adequacy of resources  
\*\* including library and information services
- maintain an effective and transparent organizational structure, with clearly-defined lines of authority and management responsibility; integrating all parts and programs of the College.
- involve all appropriate constituencies in decision-making; respond to the concerns, needs, and initiatives of faculty, students, and staff; encourage student involvement in governance and matters in which students have a direct and reasonable interest; engage faculty and staff in the planning and evaluation process; and uphold the special role of faculty in assuring academic integrity of programs, in curriculum development, and the search process for new instructional staff.

## **19. Resource Management**

Institutional Objective: To ensure adequate resources to support its programs and operation; and to practice prudent resource management and effective financial control and budgeting.

### ***The College will:***

- secure adequate resources\* for its programs, operations, and initiatives necessary to achieve overall institutional objectives\*\*, and make alternative arrangements that assist students in the achievement of their life objectives in the absence of adequate resources.  
\*(human, technological, and physical)  
\*\* through securing broad financial support, both public and non-public, and resource-sharing cooperative arrangements;
- practice prudent management of resources and effective financial control and budgeting\*.  
\*use an effective management accounting system as a basis for financial decision-making and control to foster cost-effectiveness and efficiency.
- allocate resources\* in accordance with the College's mission, priorities, and plans.  
\*(human, technological, financial, and physical)

## **20. Equal Access & Opportunity, Diversity**

Institutional Objective: To uphold the principles of equal access and opportunity in admission and all College services, programs, and resource allocation; and pursue the goal of diversity in the composition of the student body, faculty and staff.

### ***The College will:***

- ensure equality of access and educational opportunity to all services and programs, for all students\*.  
\* (including members of historically under-represented groups, physically disabled, evening, part-time, distance learning, and off-campus populations)
- take affirmative action to ensure that the composition of the student body, the faculty and staff is broadly representative of the population in the service area, and faculty is diverse in intellectual backgrounds and training.
- adhere to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, and advancement; and foster an atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.

## **21. Academic Excellence & Quality of Instruction**

Institutional Objective: To uphold high standards of academic excellence and quality of instruction.

### ***The College will:***

- ensure integrity, consistency, quality, and appropriateness of the academic elements\* of all programs, courses and activities sponsored by the College.  
\*(including course content, delivery of programs, library and information services; selection and approval of faculty; admission, registration, and retention of students; evaluation of prior learning; acceptance of transfer credit from other institutions; evaluation of student progress, and the awarding and recording of credit)

- ensure that curricula and instructional methods are appropriate to the abilities and scholastic preparation of students, and admission standards afford students a reasonable potential for success in the programs to which they are admitted.
- protect and foster intellectual freedom and diversity, and the free pursuit and dissemination of knowledge; afford students exposure to a variety of faculty and thereby to different viewpoints and different methods of instruction; and encourage and appropriately assess student scholarly and creative achievement.
- enhance the quality of teaching and instructional effectiveness by encouraging experimentation with instructional methods, and by providing support, encouragement, and opportunities for professional development for faculty and academic support staff; and demonstrate that faculty and staff take advantage of such opportunities to maintain and improve their competence as teachers, scholars and practitioners.
- ensure that College faculty and staff are qualified for their positions, effective in performing their assigned responsibilities, and empowered with the requisite information and appropriate work assignments.

## 22. Disclosure & Integrity

Institutional Objective: To ensure that truthfulness, propriety, clarity, and fairness characterize the institution's relations with all internal and external constituencies; and that information provided by the College is adequate and accurate.

### *The College will:*

- disclose through appropriate print or electronic publications\* information sufficient to allow students to make informed decisions about their education\*\*  
 \*(catalog, course schedules, web site, brochures)  
 \*\* (specifically: information on the College's mission, objectives, and educational outcomes; academic programs, courses currently offered, and academic policies and procedures, including requirements, policies, and procedures for admission, transfer of credit, good academic standing, withdrawal, termination, re-admission, graduation, academic recognition; fees, refund policies; rules and regulations for student conduct; size and characteristics of the student body, the campus setting, learning and physical resources, and co-curricular and non-academic opportunities; list of full-time and part-time faculty, their departmental or program affiliation and academic credentials; names of administrative officers, their positions and the names of members of the governing board)
- ensure the accuracy, currency, consistency, and availability of all its publications\* and its statements\*\*.  
 \*through a systematic process of periodic review \*\* and the availability of valid documentation for any statements and promises it makes, and responsiveness to reasonable requests for information
- establish, maintain and adhere to clearly stated policies and procedures that ensure honesty, integrity, propriety, and fairness in relations with students, staff and faculty, and all internal and external constituencies\*.  
 \*(including policies and procedures dealing with staff and faculty recruitment, selection, appointment, remuneration, evaluation, promotion and termination; as well as with academic honesty, privacy rights, intellectual property rights, resolution of grievances brought by faculty, staff, or students; fiscal policies, and legal and regulatory requirements)

## 23. Quality Work Environment

Institutional Objective: To provide an environment that is safe and conducive to learning and professional growth.

### *The College will:*

- recognize and reward the creativity, initiative and effort of its employees, both regularly and equitably.
- foster collegial and civil relations and discourse.
- provide a physical work environment that is both safe and aesthetically pleasing.





*Education That Works For a Lifetime*

## **Tunxis Community College Values and Principles**

### **• INTEGRITY •**

We value and demonstrate openness and honesty, resolving differences with civility and without reprisals. We speak and act truthfully, without hidden agendas. We admit our mistakes, say when we do not know, and honor our commitments. We avoid silence when it may mislead; we seek root causes and solve problems.

### **• RESPONSIBILITY •**

We value institutional and individual accountability, defined as doing what needs to be done in a timely and competent manner. By acceptance of personal responsibility for our own actions and decisions, we help to create a college at which we are proud to work.

### **• RESPECT •**

We treat others fairly and with dignity. We honor and value each other in our diversity.

### **• EXCELLENCE •**

We value continuous growth and improvement in every area of campus life. We value teamwork, cooperation, collaboration, innovation, and creative problem solving as part of our continuous improvement efforts. We value the courage to provide leadership and to take risks.

### **• OPEN COMMUNICATION •**

We share information, ideas, and feelings—listening carefully, speaking forthrightly, respecting diverse views, participating productively in dialogue and conversations. We welcome paradox and constructive conflict as we move toward consensus.

### **• HUMOR AND WELL-BEING •**

We value laughter, play, love, kindness, celebration, and joy in our learning and work—taking our learning and work seriously and ourselves lightly.

# ADMISSIONS



Tunxis Community College

*Education That Works For a Lifetime*

[tunxis.comnet.edu](http://tunxis.comnet.edu)

## Admissions

Tunxis Community College has an open door admissions policy for graduates of approved secondary schools, students who have completed a home schooled course of study for their high school credentials, individuals who possess a State High School Equivalency Diploma, and mature individuals who demonstrate the ability to benefit academically at the college level as determined by the college's placement test, ACCUPLACER. The College complies with all Federal and State anti-discrimination regulations.

Admission to the College does not necessarily mean admission to all courses and programs of study. Several degree and certificate programs have specific admissions criteria. Please refer to the Programs section of the catalog for degrees or certificates with selective admissions criteria.

The admission and/or registration of any student may be denied – (Board Policy 5.1) – “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 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.”

Students are admitted to Tunxis for the fall, spring or summer terms, though some programs have specific starting terms.

## Admissions Procedures

All applicants to the college, regardless of their intended status, must:

1. Submit a college application with the \$20 application fee.
  2. Provide proof of high school completion from an appropriately accredited program of study. Students applying during the senior year may submit a copy of their diploma or transcripts upon graduation (graduation date must be noted). Proof of an Associates or Bachelors degree from an appropriately accredited college or university may be used in lieu of the high school diploma requirement.
  3. Take the college's academic assessment, ACCUPLACER, prior to registering for classes. Exemptions to this requirement exist for students with appropriate SAT or ACT scores (see details in Academic Assessment section below), or for those students who have previously taken and passed college-level English composition and Algebra. Official SAT, ACT results or an official college transcript must be submitted to our Testing Coordinator to request a waiver of placement testing.
- **Applicants without a High School Diploma:** Those applicants without a high school diploma or its equivalent may be admitted as part-time, non-degree seeking students only if the ability to benefit from a college education is demonstrated by appropriate scores on the college's assessment instrument, ACCUPLACER. Students admitted in this manner may not be enrolled in a degree program, nor are they eligible for financial aid.
  - **Transfer applicants:** Any student who has previously attended another college or university is considered a transfer student and must submit the items listed in the Admissions Procedures section. A copy of a college or university diploma may be used in lieu of the proof of high school completion.

Transfer students who wish to have course credit transferred to Tunxis from a previous college and/or university must arrange to have an official transcript sent directly to the Tunxis Admissions Office and submit a “Transfer Credit Evaluation Request Form,” to the Admissions Office. Evaluation request forms are available online at our college website or in the Admissions Office. An evaluation of transfer credit will not be conducted unless you are enrolled in a degree or certificate program and have formally requested an evaluation of your previous college credit. Only credit that is, or may be, applicable to your desired program at Tunxis will be accepted for transfer.

- **Non-Matriculating Students:** Individuals who have completed an approved high school program of study and who are interested in enrolling in credit courses, but not interested in pursuing a degree or certificate may enroll as a non-matriculating student. Non-matriculating students must submit an application with the application fee and provide proof of high school completion prior to registering for classes. Depending on the intended course work, students may be required to take the College's academic assessment instrument, ACCUPLACER, or provide evidence that prerequisite course requirements have been met. An unofficial transcript may be used as proof of prerequisite compliance.

- **Senior Citizens:** Connecticut residents age 62 or older are exempt from all tuition and fees in General Fund courses and may be admitted on a space-available basis. Registration for students seeking to use this option is held during the first week of classes. The waiver of tuition and fees does not apply to Extension Fund credit courses or non-credit/continuing education courses.

## International Students

Students who are not residents of the United States, but who are interested in attending Tunxis Community College, may do so by applying as an international student and requesting that Tunxis provide an application for an F-1 Student Visa. To request an F-1 visa, students must submit the following documents at the time of application:

1. A completed Tunxis application form and \$20.00 application fee;
2. Proof of high school graduation or its equivalent. All documents should be translated into English and notarized as being accurate and truthful;
3. Submit a notarized Affidavit of Financial Support (form I-134) and supporting financial documents, noting the student's intended source of financing and resources available to cover their educational and living expenses while in the US;
4. Submit in writing their intended US address and their permanent homeland address;
5. Submit proof of their adequate immunization against measles, mumps, rubella and varicella (chicken pox). State law requires that a record of two doses of each required immunization be on file with the College prior to registering for classes;
6. Transfer students in F-1 status must provide proof that they are currently in-status and eligible for transfer. Required forms are available in the Admissions Office.

While it is expected that an international applicant will have some level of English proficiency, a student's actual level of English proficiency will be determined upon their arrival on campus. Once in the United States and on campus, international students must take the College's academic assessment instrument, ACCUPLACER to determine their current English reading, writing and mathematics levels.

*Please note: The College does not provide housing and International students pay non-resident tuition rates and fees. Questions may be directed to the International Admissions Counselor at 860.255.3555.*

## Immunization Policy

State law requires that all degree or certificate-seeking students or those attending full-time (12 credits or more), provide proof of adequate immunization against measles, mumps, rubella and varicella (chicken pox). Adequate immunization is defined as two appropriately administered doses of each immunization listed above. Immunization documents must be filed with the Admissions Office before a student will be allowed to register for classes.

Exemptions to this policy exist for those who:

- ✓ State opposition to the policy as being contrary to their religious beliefs
- ✓ Provide certification from a physician that the required immunization(s) is/are medically contraindicated
- ✓ Provide confirmation from a physician or public health official that they have already had the disease(s) in question

Age exemptions are also provided for:

- ✓ The measles, mumps and rubella requirement for those born December 31, 1956 or earlier
- ✓ The varicella (chicken pox) requirement for those born December 31, 1979 or earlier

Please see the Tunxis Community College Immunization Form (available on our website) for complete details on the State Department of Health immunization requirements.

## Academic Placement Assessment Options (ACCUPLACER, SAT, ACT) (Board Policy 3.19)

To ensure proper course placement, all students enrolling at Tunxis Community College are required to take the College's academic assessment, ACCUPLACER, or provide Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores that meet minimum placement standards. To schedule a placement testing session, call the Academic Support Center at 860.255.3570.

The following SAT or ACT placement standards are used to determine ACCUPLACER testing exemptions:

**SAT Standards:** Students who score a 450 or higher on the SAT Verbal or SAT Essay portions will be placed into Composition (ENG\*101). Students who score a 500 or greater in the SAT Math section will place into college-level math courses (MAT\*137 or higher).

**ACT Standards:** Students who score 21 or higher in the ACT English portion or score a 47 or higher in the ACT English and Reading portions will place into Composition (ENG\*101). Students who score 18 or higher in the Math portion of the ACT will place into college-level math courses (MAT\*137 or higher).

**IMPORTANT:** Students who wish to use SAT or ACT scores instead of taking the ACCUPLACER must have official results sent to the college. The Placement Testing Coordinator in the Academic Support Center will determine academic placement based on submitted SAT or ACT scores once a testing waiver form is completed by the student. The Testing Coordinator may be reached at 860.255.3570.

Students who have completed, with a grade of "C" or better; college-level English Composition and/or a college-level algebra course do not have to take the ACCUPLACER. A copy of the student's transcript showing coursework is required to claim this exemption. To have credits evaluated for transfer into Tunxis Community College, an official transcript is required (see **Transfer Students** for more information). An unofficial transcript may be used to demonstrate prerequisite compliance.

## **Admission to Selective Programs**

The following Tunxis programs carry special selective admission requirements: Dental Hygiene and Physical Therapist Assistant. For information on admission requirements for these programs, please see the Programs section of this catalog.

## **Admission to the English as a Second Language Curriculum**

English as a Second Language (ESL) courses at Tunxis are designed to serve the needs of non-native speakers of English. The curriculum has been developed to enhance a student's English-language fluency. In addition to following basic application procedures, ESL students must complete the ESL placement test and submit a writing sample. Students in this program must have a specified level of proficiency in reading and writing English. The ESL placement test is used to determine English language proficiency. For more details or to schedule an assessment session, contact the Academic Support Center at 860.255.3570. Note: your application must be on file with the Admissions Office prior to taking the ESL assessment. The Tunxis ESL Certificate is not a financial aid eligible program. To be eligible for financial aid, apply to the college as a degree seeking student and incorporate ESL classes into a program of study

## **Readmit Students**

Students who previously attended Tunxis Community College, but have been away for more than two years must submit a new application to the Admissions Office to begin the readmit process. If not completed during a student's previous enrollment, students may have to take the College's placement assessment, submit proof of high school completion and submit proof of their immunization against measles, mumps, rubella and varicella (chicken pox).

## **Transfer Students**

Students who would like to transfer to Tunxis follow the same admission procedures as other incoming students. (See "Admissions Procedures.")

Students who wish to apply credit from previous college or university work toward their degree or certificate at Tunxis Community College must arrange to have an "official copy" of all relevant transcripts sent to the Tunxis Admissions Office. Transcripts must be in a sealed envelope and bear the college's or university's official seal. Students must also submit a "Transfer Credit Evaluation Request" form to the Admissions Office; forms are available on campus and on the Tunxis web site.

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

1. Degree and certificate credit shall be granted for all credit courses that are applicable to the objectives of, or equivalent to the course requirements of, the curriculum in which the transferring student enrolls. Credit work that is not applicable or equivalent to curriculum requirements shall be accepted for credit at the discretion of the College. Degree and certificate credit shall also be granted on the basis of performance on examinations in accordance with standards and limits approved by the Board of Regents.
2. Degree and certificate credit shall be granted for credit courses completed with a letter grade of "C-" 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 course work 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. (Board Policy 3.17.1)

## Transfer Students—Dental Hygiene Program

Students currently enrolled in an accredited Dental Hygiene program will be considered for transfer to the Tunxis Community College Dental Hygiene Program on a space-available basis. The individual must be in good academic standing with a minimum grade of "C" in each dental hygiene course.

Acceptance will be determined upon receipt of a Tunxis Community College application, a \$20.00 application fee, an official high school transcript, and an official transcript from all previous colleges attended. At that time an evaluation of clinical skills will be completed by a member of the Tunxis Dental Hygiene faculty, and an analysis of course sequencing will determine course placement in the Tunxis program.

## Admission With Advanced Standing

**Academic Credit for Military Experience:** Veterans may obtain transfer credit for courses successfully completed in schools of the United States Armed Forces provided such courses are deemed to be equivalent and applicable to Tunxis degree requirements.

**Academic Credit for Work/Life Experience:** Tunxis promotes the practice of awarding credit in recognition of learning acquired through life experiences which include work, volunteer efforts, military training and special seminars.

Students may apply for evaluation of prior learning by utilizing one of these examination options:

**The College Level Examination Program (CLEP),** administered by the Educational Testing Service in Princeton, NJ;

**College-developed examinations produced by some programs and departments at Tunxis.** For further information on this option, please contact the appropriate program coordinator or department chairperson;

**Credit through portfolio assessment.** This option requires students to work with Charter Oak State College. Prior learning is assessed through Charter Oak and, once credit is established, Tunxis will use the credit as part of the transfer evaluation process, transferring in credit appropriate to the student's program of study.

## Certified Professional Secretary (CPS) Award

Tunxis Community College awards 28 credits to program-enrolled students who have attained the Certified Professional Secretary (CPS) rating. Students may enroll in any degree program and apply credits for the following courses:

Course #	Course Title	Credits
ENG*106.....	Writing for Business.....	3
ACC*113.....	Principles of Financial Accounting .....	3
BOT*251 .....	Administrative Procedures.....	3
BOT*260 .....	Administrative Management.....	3
BOT*210 .....	Computerized Office Applications .....	3
CSC*101 .....	Introduction to Computers.....	3
ECN*101 .....	Principles of Macroeconomics.....	3
BBG*231 .....	Business Law I.....	3
BMG*220.....	Human Resources Management.....	3
Total		27

## **How to apply for award of credits:**

1. Provide the Admissions Office with verification of your completion of the CPS certification
2. Complete an Admissions Office "Transfer Credit Evaluation Request" form

*Credits will be awarded based upon the requirements of the program in which you are enrolled and will be designated on your transcript as transfer credits.*

## **Advanced Placement**

Tunxis Community College grants credit for the completion of Advanced Placement (AP) exams with grades of 3 or better. Students who wish to transfer in credit from AP exams need to have the results of the exams forwarded directly to the Admissions Office and complete a "Transfer Credit Evaluation Request" form. Credit will be granted for equivalent Tunxis courses and applicable program requirements.

## **State Residency Policy**

Students are required to be in-state legal residents for a period of one full year from the date of the first class of the semester to receive the in-state tuition rate. Students in the United States on any type of temporary visa (student, visitor, working, etc.) are considered non-resident for tuition purposes. The Admissions Office may require proof of residency.

## **Out of State Students in Online Courses**

On October 29, 2010, the United States Department of Education released a new regulation for higher education institutions as §600.9(c) State authorization. Beginning on July 1st 2011, Colleges and universities offering distance education to a resident of another state must meet that state's requirements to be able to legally offer distance education in that state.

Tunxis Community College is unable to enroll students in fully online courses from any state with which we do not have authorization from that state. Students need to be aware that if they are residents of one of these states, that the college is unable to enroll them in any online class. These limitations do not apply to hybrid or traditional courses however.

Students can find out whether their home state is one of those affected by contacting the Admissions Office.

## **High School Partnership Program**

Developed by the Board, this program provides the opportunity for a high school junior or senior to experience college while still in school. In order for a student to participate, his/her high school must have a partnership contract signed and on file with the College. The tuition and fees for students in this program are paid for by the Board and apply toward General Fund credit classes only.

**Partnership admissions guidelines are as follows:**

- ✓ The program is available during the fall and spring terms only and is open to service area high school juniors and seniors who have an overall grade average of "B" or better. Applicants must take the College's academic assessment, ACCUPLACER, in its entirety, regardless of student's course choice. SAT or ACT scores may not be used in place of taking the ACCUPLACER.
- ✓ Student must be recommended by their guidance counselor or other school official.
- ✓ Working with their guidance counselor, applicants must submit a college application, a Partnership application and recommendation form along with a copy of their academic transcript.
- ✓ The Director of Admissions will make final candidate selections and students will be notified by the Admissions Office regarding their acceptance.

Admission to classes for students accepted into the Partnership Program is on a space-available basis and requires that prerequisites be met.

## **College Careers Pathway (CCP)**

The College Career Pathways initiative helps match education and workplace needs. Through partnerships with post-secondary institutions, the school districts, business, and industry, Pathways identify and group courses within Career and Technical Education (CTE) areas of study that offer students depth of knowledge and skill, linked with specific post-secondary programs culminating

in degrees or certificates. For more information on College Career Pathways (CCP) please access <http://tunxis.commnet.edu/programs/high-school/publications/CCP-Handbook.pdf>. For more information contact the CCP Coordinator at 860.255.3737.

## **College Consortium for International Study (CCIS)**

The 12 Community Colleges of Connecticut hold membership in the College Consortium for International Study (CCIS), a consortium of almost 200 colleges and universities which cooperate to offer over 2,000 students annually an opportunity to study abroad. Community College students throughout Connecticut are able to spend a semester or a year abroad as part of their education.

These programs significantly expand the educational experience and curriculum choices by offering a variety of courses ranging from the study of the Chinese language in Harbin to Italian civilization programs in Florence. Intensive language programs are offered in Seville, Spain; and Heidelberg, Germany. Other fields of study such as culinary arts, hotel catering, criminal justice and film-making are offered in such countries as Portugal, India, Greece, Denmark, Israel, Italy, and England.

Three Rivers Community College, in Norwich, and Naugatuck Valley Community College, in Waterbury, are the coordinating colleges for the Community College system in Connecticut. Contact the Admissions Office at either of the above colleges for more information.

## **Service Members Opportunity College/Project Ahead**

Tunxis is a designated Servicemen's Opportunity College and participates in the Army's Project Ahead. Project Ahead enables a potential student to enroll at Tunxis and to simultaneously enlist in the U.S. Army. The College maintains the student's records and provides counseling services. College courses taken at other institutions during on or off-duty time are incorporated in the student's permanent record at Tunxis. Students must take a minimum of 15 credits at Tunxis Community College for the College to award its degree. For more information, contact the Director of Admissions.

## **Connecticut Talent Assistance Cooperative (CONNTAC)**

CONNTAC, a cooperative effort of 34 institutions in the State of Connecticut, seeks promising students from disadvantaged circumstances who have never attended a college. Colleges will usually waive the application fee for students referred by CONNTAC. CONNTAC assists qualified individuals to identify the institution of higher education that best suits their needs and potential. Connecticut high school students can obtain further information about CONNTAC from their high school counselors or the Tunxis Community College CONNTAC representative at 860.255.3535.

## **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 25 percent above that amount.

**The following two-year institutions charge RSP students in-state tuition:**

- Massachusetts Community Colleges (except Northern Essex)
- Community College of Rhode Island

**The following institutions charge RSP students in-state tuition plus 25 percent:**

- Connecticut Community Colleges
- Maine Vocational-Technical Colleges
- Northern Essex Community College
- New Hampshire Technical Institute
- New Hampshire Vocational Technical Colleges
- Community College of Vermont
- Vermont Technical College

Each New England state has agreed to admit a quota of out-of-state New England residents for study at its public, degree-granting, two-year colleges and institutions.

The plan provides an opportunity to study at an out-of state institution.



Plan 1: When a study program is not offered at an in-state institution, a qualified student may enroll at any participating out-of-state institution offering that study program.

Plan 2: When a study program is offered at both in-state and out-of-state institutions, and the out-of-state institution is closer in traveling time to a qualified student's legal residence, that student may enroll out-of-state.

Qualified students of the six New England states will pay the in-state tuition (some states impose a 25 percent surcharge) of the host institution if accepted under either plan.

Interested students should write to the Director of Admissions at the appropriate institutions for admission applications, catalogs and further information.

## **New England Board of Higher Education Reciprocal Program**

Tunxis Community College is authorized to participate in the NEBHE Reciprocal Program, designed to encourage interstate enrollments in publicly-supported, degree-granting institutions. A reciprocal agreement has been arranged among the six New England states to implement this program. Under the agreement, participating students pay tuition and fees which are substantially less than those for out-of-state residents.

### **A New England resident is eligible to participate provided:**

- The program of study is not offered at an in-state institution;
- The program of study is offered at both in- and out-of-state institutions, and the out-of-state institution is closer in traveling time to the applicant's legal residence.

Applicants must meet the admissions requirements of the College and fall within the quota arrangements of the program. All other out-of-state applicants are required to pay non-resident tuition and fees.

## **Admission to Continuing Education Programs**

Continuing education (non-credit) programs are open to all residents in the region seeking continuing professional and personal development, workforce training, as well as enrichment. Certification programs have specific requirements that should be understood prior to registering. Continuing Education staff is available to provide information and can be reached at 860.255.3666.

# STUDENT AFFAIRS



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## **Purpose of Student Affairs**

Student Affairs at Tunxis provide those services that support students in meeting educational and personal development goals. These include the Offices of Admissions, Financial Aid Services, Records, Student Activities, and Academic Support Center, as well as the Early Childhood Center. Additional opportunities for personal growth, outside the formal classroom experience, are provided through the Student Government Association, student organization membership and cultural enrichment activities. All students are encouraged to take advantage of the opportunities and services provided by the College's professional staff.

## **Information Technology Services**

The Information Technology Department provides computer support services for both academic and administrative areas of the College. Over 450 computers are provided for student use across the campus in various locations. At least fourteen (14) classrooms are fully-equipped for computer instruction and an Open Lab in the Computer Center is available for general student use. Handicap accessible seating and computer accommodations are available for a student attending class in any I.T. maintained classroom.

### **• Computer Center and Open Lab**

The Tunxis Computer Center maintains computers with the software needed to support all courses and programs of study that utilize computer technology. It is open to all students attending the College. Student photo ID cards are required to use the facility, and users have access to any of the hardware and software available on a first-come, first-served basis.

The Computer Center consists of a large Open Lab area and four adjacent computer classrooms, with additional computer-based classrooms in surrounding rooms outside the main facility. Current versions of software that are commonly being used in business and industry are maintained and upgraded regularly. Whether the need is for word processing, CAD (Computer Aided Drafting), programming languages, checking e-mail, or surfing the internet, students will find the technology here to complete their class work or to meet their academically-related needs.

Both PCs and Macintosh computers are available for use. Black-and-white or color laser printers offer a choice for printing. Students with special software application needs may use one of several multimedia PCs that have these applications installed (provided seating is available). Several flatbed scanners allow for graphic (image) and text (OCR) scanning. Headphones and speakers are available for audio activities.

All classrooms are networked, providing a consistent set of resources wherever students find themselves on campus. All computers have direct access to the Internet. Instructor station projection display units are part of the equipment in every computer classroom, and allow instructors to share their on-screen activity with a classroom of students. Other instructors may schedule special hands-on time in a computer classroom, subject to room availability, through the Coordinator of Academic Information Technology at 860.255.3473.

### **• Computer Training Classes**

Training classes and one-on-one sessions are offered by appointment to aid students in acquiring general computer skills. Areas of training include, but are not limited to: general computer skills, Windows functions, file & disk management, navigating the Internet, and setting up & using an e-mail account. Students are urged to stop in at the Computer Center and sign up for one-hour sessions conducted by peer Lab Assistants.

Documentation covering a variety of computer topics is available as free handouts to students and faculty. The one- or two-page "how-to" sheets provide basic step-by-step instructions for completing an activity (e.g., opening, editing, and saving a Microsoft Word document). The documentation list continues to grow, and gets updated as new versions of software are adopted.

### **• Computer Center Hours of Operation**

Hours of operation for the Computer Center generally cover all hours that classes are meeting at the College and beyond. The Graphic Design Studio also has posted hours each semester for students to work outside of class time. Individual classroom availability is posted for each computer classroom. During semester breaks, operating hours vary, but are posted well in advance. At least one Computer Laboratory Assistant (student) is on duty during all hours of operation to assist students with hardware and software problems, and to sign students in and out of the Computer Center. Professional staff is scheduled and working during the bulk of the College's hours of operation to handle issues related to staff and faculty computing.

Part-time employment is available to students who have minimal computer experience. The training and learning opportunities provide an excellent foundation for work experience beyond college.

## • Student IDs

The Information Technology Department provides photo ID services for the College. Scheduled times are posted for this service. ID cards are required for various services around campus and students are encouraged to obtain their ID card at the time of registration. A lost or missing card will be replaced for a fee. Inquire at the Computer Center for more information.

## • Additional Information Technology Computer Services

The CAD (Computer Aided Drafting) classroom contains student workstations plus hardware to support the Technology Studies programs. AutoCAD software and its related modules (i.e., Architectural) are installed, a color plotter, and more support this program of study. AutoCAD is also available in the Computer Center's Open Lab area for student use outside of scheduled class time.

Students who are taking courses in Graphic Design will find the Graphic Design Studio well equipped to meet their design and production needs. Macintosh computers, industry-standard software, multi-use printers, a slide/negative scanner, and a CD burner comprise some of the hardware supporting academic studies in Graphic Design.

The Language Arts Lab provides programmatic computer training in ESL and other language skills. Use of this classroom other than regular class time must be scheduled.

The Continuing Education Office maintains Computer Labs for training in non-credit and special interest courses and for CEU credits. A wide array of Microsoft applications and Web topics are also covered regularly.

Bristol Campus of Tunxis Community College, located in downtown Bristol, houses a networked computer classroom in a community-based setting. The Center also offers additional computer training in a state-of-the-art computer classroom.

Computers are utilized in many other areas of the College for instructional delivery. With more than fourteen (14) computer-based classrooms and more than 450 PCs and Macs for student access, the use of technology continues to grow campus-wide. The Library, Academic Support Center, and Physics, Biology, Dental, and Chemistry Labs all include PCs with Internet access as part of the teaching equipment in the classroom.

## • Wireless Signal

Tunxis Community College provides a wireless signal for students, faculty, staff and general public to connect to the Internet with their personally owned devices. Access points are located throughout campus. A current valid Connecticut Community College NetID is required to connect to this service.

Please note that this service is provided as a convenience with no service level guarantee. It is provided "AS IS" and "WHERE IS". Users are responsible for configuration and operation of their personal devices. This is a non-encrypted connection. Extreme caution should be taken regarding sites accessed, especially when providing personal and financial information. An appropriate firewall, anti-virus software and operating system updates should be maintained by all users on personal devices connecting to the wireless network.

Users are fully responsible for any activity conducted under their account. By logging into this system, users accept full responsibility for any harm done to their computer system when using these resources. Tunxis Community College assumes no liability in connection with the use of this service by any persons.

This Connecticut Community College (CCC) Information Technology (IT) resource is solely for use by authorized users. Authorized users must comply with the current version of all applicable IT policies. CCC IT policies, along with the latest revision dates can be found at: <http://www.commnet.edu/it/policy/>.

## • Acceptable Computer Use Policies

The resources of the Computer Center should only be used for class work or any other academic-related work, and use of the resources are subject to the "Tunxis Acceptable Use Policy," and by reference, to the State of Connecticut "Acceptable Use Policy," as outlined in the Tunxis Community College Student Handbook.

## **Academic Support Center**

The Academic Support Center fosters student success by providing support services designed to help students develop their learning and academic skills, as well as enhance their understanding of college demands. The following services are available on an individual and/or group basis.

- (a) Basic skills/placement testing is administered to assess student skills in math, English, reading, and writing proficiency.
- (b) An internationally certified, free tutoring program is available on campus for students enrolled in English Second Language, developmental reading, writing and math courses. In addition, some tutoring is available for credit level courses in a variety of departments dependent upon tutor availability.
- (c) During the fall and spring semesters, online tutoring is available in a variety of subjects including: writing, math, statistics, accounting, biology, anatomy & physiology, chemistry, and research methods and information literacy.
- (d) One-on-one research-based learning strategy sessions, such as note taking, how-to of learning math and memory techniques, are available to assist students with college learning.
- (e) Students with documented disabilities may be eligible to receive reasonable academic adjustments upon request.

## **Students with Disabilities**

Tunxis Community College is committed to the full participation of all students in its programs. Students with disabilities who feel they may require specific academic adjustments or auxiliary support services are encouraged to contact the Learning Disabilities Specialist in the Academic Support Center 860.255.3575.

While complying with the legislative guidelines of the Americans with Disabilities Amendments Act (2008), the Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act (1973), Disability Services embraces a philosophy of self-actualization and recognizes that a student's search for personal fulfillment is driven by access to college academic programs and activities. Disability Services can assist students as they strive to maximize their potential. Our goal is to enhance self-advocacy and self-awareness in a comprehensively accessible environment.

## **Early Childhood Center**

The Early Childhood Center is staffed with qualified and experienced early childhood professionals, and serves children ages three to five years old (non-kindergarten enrolled). The Center is among a select group in the nation accredited by the National Association for the Education of Young Children (NAEYC), and is fully licensed by the State of Connecticut Department of Public Health. The Center is open to the children of students, staff and members of the community. The staff of this high quality, developmentally-appropriate program believe that children learn through play, hands-on experiences, and meaningful interactions in a carefully planned environment. The goal of the staff is to encourage the social, emotional, physical, and cognitive development of children in a safe and nurturing environment. For information, contact the Director at 860.255.3430/3431.

## **Student Activities and Student Government Association**

The Student Activities Office represents more than 24 student clubs & organizations on campus that present opportunities for individual, social, civic, and cultural growth. Joining an existing club or creating a club enables students to contribute to exciting and educational activities both on campus and in the community. Active participation in a club is also a great résumé builder. The Student Government Association directs and supports the operations of all student clubs and organizations.

The representatives of the Student Government Association help to plan activities and provide a means of communication within the College structure. All students, both full- and part-time, are members of the Student Government Association. The SGA has the responsibility of administering the calendar of school events, coordinating the expenditures of the activities budget, and planning the College activities program. Examples of activities include trips to New York City, Boston, and participation in live audience tapings of nationally viewed television shows, including the Maury show. The SGA also attends yearly Student Government conferences, held throughout the United States. The Student Activities Office oversees the Tunxis Student Lounge which is open Monday through Thursday from 10am-6pm when classes are in session. Our lounge features a pool table, foosball table, ping pong table, pinball machine, various arcade video games, large screen televisions, and plenty of seating areas. Various gaming tournaments, live bands, karaoke, and other activities take place in the lounge on a regular basis during the semester.

## **Student Clubs**

Tunxis offers a wide variety of student clubs and organizations designed to fit the diverse backgrounds and interests of our student population. Some of these clubs include the Celebration of Womanhood Club, Criminal Justice Club, DARC (Drug & Alcohol Recovery Counselor) Club, Dental Assisting Club, Early Childhood Education Club, Epsilon Nu (Honors Club), Got Pride Club, Human Services Club, Media Club, Muslim Student Association, Phi Theta Kappa (Honor Society), R.O.C.K. Club (Christian Faith), SADHA (Student American Dental Hygienist Association), Tunxis Arts Club, Tunxis Gaming Club, Tunxis Philosophy Club, Tunxis Ski Club, Tunxis Spanish Club (El Club de Español), Tunxis Sun (Student Newspaper Club), the Veterans Club, and several other organizations. These clubs are a part of the Student Government Association and Student Activities Office.

### **Epsilon Pi Tau**

An international honorary society for professions in technology and engineering, Epsilon Pi Tau was founded in 1929. The society, while not an official club of the College, serves members in more than 49 countries who practice technology as executives in business and industry; as technicians and engineers; as teachers serving in elementary and high schools; and as students, instructors, and professors in two- and four-year colleges and universities.

### **Phi Theta Kappa**

Founded in 1918 to recognize and encourage scholarship among students, Phi Theta Kappa is the national honor fraternity for community and junior colleges. The Alpha Iota Alpha chapter of PTK at Tunxis provides opportunities for the development of leadership, involvement in college and community service, and stimulation for continuing academic excellence. Members participate in activities on local, regional, and national levels.

### **Sigma Phi Alpha National Dental Hygiene Honor Society –Beta, Beta, Alpha Chapter**

Sigma Phi Alpha's purpose is to promote, recognize, and honor scholarship, leadership, and service. The Honor Society was founded in 1958 by members of the Section on Dental Hygiene Education of the American Dental Association. The Beta, Beta, Alpha Chapter received its charter at Tunxis in 1979. The Tunxis Dental Hygiene Department has recognized academic excellence and community service, and has inducted two-to-three Tunxis students each year into the Society for over 25 years. Membership of the Society is comprised of elected dental hygiene educators, and graduates of accredited dental hygiene programs with high academic achievement.

## **Student Conduct**

Students are expected to behave according to the socially accepted standards of the College community. Each student is expected to uphold ethical standards in academic performance. All work submitted for credit must represent the student's own academic achievement and knowledge. Rules and regulations are listed in the section "Students' Rights and Responsibilities," which appears in the "Policy Statements" chapter herein. Failure to comply with the College's guidelines for conduct, as directed by Board Policy, may result in the imposition of discipline sanctions, up to separation from the College. Discipline penalties are outlined in Section 4 of the Student Discipline section.

## Student Records and Privacy

The College makes every effort to keep student records confidential. All members of the faculty, administration and clerical staff respect confidential information that they acquire in the course of their work.

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, ensures confidentiality of educational records, prescribes conditions under which information about students can be released, and defines general record-keeping requirements that the institution must maintain to ensure accuracy and access of student educational data.

- Students have the right to inspect their academic record (transcript) and student file by written request to the Records Office. Students have the right to request corrections to data that they believe to be in error or challenge the contents of their student record. The student academic record and file includes all information as of the date of application.
- Students have the right to obtain copies of their academic record (transcript), and they must do so in writing. The institution is not obligated to provide original source documents from other institutions. For more information, see “Transcripts.”
- Information about students' academic records or transcripts may be disclosed to students' parents by either of these two procedures:
  - a. obtaining the students' written consent, by completing the Consent by Student for Disclosure of Educational Records, or by
  - b. having the parents establish the students' dependency as defined by Internal Revenue Code of 1954, Section 152.
- The institution may refuse to provide transcripts for such reasons as nonpayment of financial obligation of debt owed the College, but students still retain the right to inspect their records.
- **Directory Information**—Tunxis Community College complies with the Family Educational Rights & Privacy Act (FERPA) of 1974 which includes the provision that educational institutions may not disclose or provide unauthorized access to personally identifiable student information from records maintained by the educational institution without the consent of the student, unless explicitly authorized by FERPA.

Colleges may disclose directory information without prior consent. The Board has designated the following as directory information: student names and addresses, dates of attendance, full vs. part-time student status, awards, major/program of study, honors and graduation date. For the purposes of access by military recruiters only, telephone listings and, if known, age, level of education and major are also designated as directory information.

Students who do not wish the College to release the above directory information may complete the College's “Non-Disclosure of Directory Information” form, available at the Records Office.

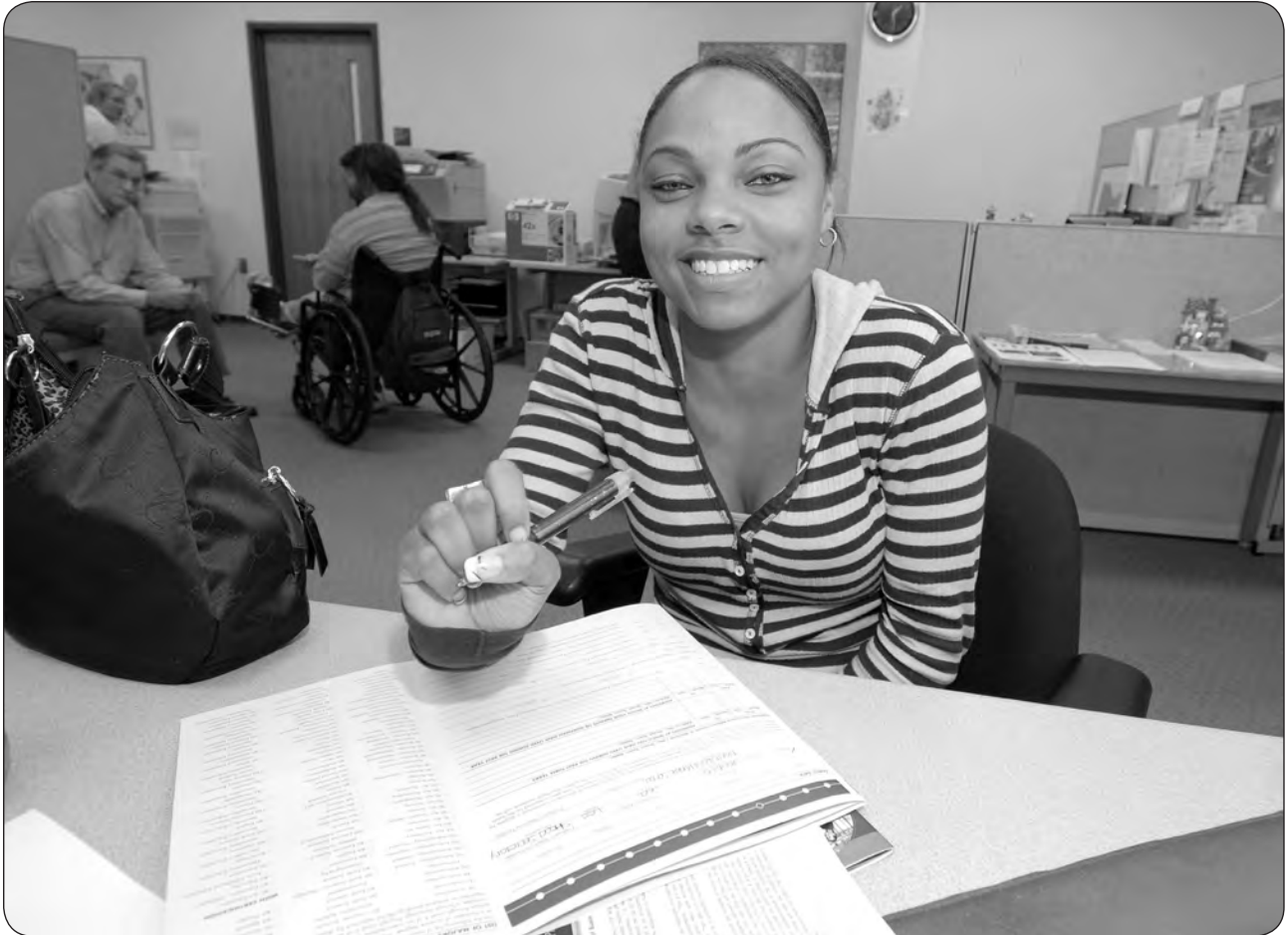
## Student Right to Know Regulations

Information concerning the “Student Right to Know Regulations” will be published and made available to all students upon request. Please contact the Office of the Dean of Student Affairs, 860.255.3561.

## Veterans' Oasis

The Veterans' Oasis, located in Founders Hall, gives veterans and service members studying at Tunxis a place to relax and get acquainted. The Oasis is supported by the Women's Clubs of our area towns and by the Tunxis Veterans' Club.

# FINANCIAL AID SERVICES



Tunxis Community College  
*Education That Works For a Lifetime*  
[tunxis.commnet.edu](http://tunxis.commnet.edu)



## Introduction

Financial aid at Tunxis is intended to help students who would not be able to attend the College without financial assistance. The College offers financial aid to students who are found to have financial need. To determine financial need, the Financial Aid Services Office estimates the student's expenses (including living costs) and the student's resources. If the expenses are greater than the available resources, the student has need.

The expenses which are considered are:

- tuition and fees
- books and other required materials
- transportation
- housing and food
- health care and personal expenses
- child care
- special services for students with disabilities

A student's own financial resources are determined in accordance with the standards established for the federal student aid programs. For married students, a portion of the student's and spouse's income and assets are assumed to be available for educational costs. Some unmarried students are considered to be part of their parents' families financially; a portion of their own and their parents' income and assets will be assumed to be available for educational costs. Other unmarried students are presumed to be financially independent of their parents; only their own income and assets are considered to yield funds for educational costs.

There are no predetermined limits of student or parent income which disqualify a student from receiving financial aid. If you are concerned about your ability to meet all the costs involved in attending Tunxis, you should apply for financial aid.

Each application is considered on its own merits. We will consider any information you provide concerning your ability to afford a Tunxis education. All applications are handled confidentially.

**NOTE:** Descriptions of financial aid programs in this catalog are subject to change, due to possible changes in federal, state, and College policies, and/or due to changes in funding levels. The Financial Aid Services Office will make every reasonable effort to keep applicants and students aware of any such changes.

## How to Apply

The process of applying for financial aid really consists of providing to the Financial Aid Services Office the information needed to determine whether you show financial need.

Please see the Financial Aid Services page of the Tunxis web site ([tunxis.commnet.edu](http://tunxis.commnet.edu)) for specific instructions.

When you have provided all the required information, the Financial Aid Services Office will make a decision on your application and will notify you by **e-mail**. Any student who has not provided an email address to Tunxis Community College will receive notification via regular mail.

Students can always see their financial aid application status on the Web by using the Online Information and Services feature of the Connecticut Community College web site ([www.my.commnet.edu](http://www.my.commnet.edu)).

## When to Apply

**For best results, you should apply for student aid at least 8 weeks before you plan to begin classes at Tunxis.** This should enable us to reach a decision for you before you begin classes.

Tunxis makes financial aid decisions on a "rolling" basis; that is, applications are processed in the order in which they are completed. Therefore, the sooner you apply, the sooner you will know whether or not we can help you.

You may apply at any time during the academic year. However, if you apply later in the year, it may not be possible to complete your application before the end of the year, or you may find that all funds have been committed.

## How Financial Aid Works

When students are found to have need greater than the costs of tuition, fees, and books, the College's policy is to award grants to cover these costs. For additional need, Tunxis will offer work-study employment. Loans are offered as a last resort.

Students whose calculated need is less than these costs will receive grants equal to their need.

The College's grant award policy is subject to the availability of funds. Work-study employment is subject to the availability of funds and to the availability of jobs.

Grant awards are posted automatically to student accounts. At registration, a student's available grants will be automatically applied to the tuition and fee charges.

Once a student with financial aid has registered and completed the Title IV authorization, the Tunxis Bookstore will automatically be informed of how much financial aid is available to the student as a bookstore charge account. This happens the day after a student registers.

Financial aid recipients who plan to use the College's Early Childhood Center should inform the Center at the time of enrollment that they have financial aid awards. Please be aware that most grant awards are not sufficient to cover child-care charges in addition to tuition, fees, and books.

## **Payment of Aid Funds to Students**

All grants and loans are paid to the student by the College. One payment is made each semester. After you accept a financial aid award, your enrollment must be verified as of the fourteenth (14th) day of the semester. Any changes to enrollment before the 14th day may result in a change in the amount awarded. Then the Financial Aid Services Office authorizes the College's Business Office to order the payment of your grants and loan for the semester. Any amounts you owe for tuition and fees, bookstore charges, or other expenses are deducted, and the balance is paid to you by check or direct deposit. These funds are for your use in meeting other expenses related to College attendance.

Students who participate in the College Work Study (CWS) job program are paid every other week for the hours worked. These earnings are paid directly by check to the student.

Students who withdraw from classes before the end of a term are subject to an award adjustment, according to the criteria of the federal student aid programs. This may result in the student being required to repay some or all of the grants and loans awarded for the classes from which they have withdrawn. Always consult the Financial Aid Services Office before withdrawing.

## **Financial Aid Services Office Policies**

For a full explanation of Financial Aid policies and student responsibilities, please see the Financial Aid Services page of the Tunxis web site ([tunxis.commnet.edu](http://tunxis.commnet.edu)).

**Verification**—Tunxis may verify the accuracy of information students (and parents) report on aid applications. This information may include: number in household; number of family members enrolled in school; source and amount of untaxed income; nature and value of assets; nature and amount of expenses; and other information which affects financial aid eligibility.

Aid applicants will be notified of the specific documentation to verify their application data, and must provide it by the last day of enrollment in the award year. Since there is no guarantee that aid funds will be available for all eligible students, applicants should provide the requested documentation as soon as it is requested.

Some federal student aid applications (FAFSAs) are selected for verification by the federal processing system. In these cases, Tunxis follows the federal verification policies concerning information to be verified, documentation required, and deadlines. In these cases, Tunxis will also verify any non-required information it finds necessary.

**Return of Federal Student Aid**—When students receive federal grants or loans but do not complete any courses in a semester, the College has to determine whether any of the grant or loan funds received by the College or by the student have to be repaid. In general, the federal aid programs consider a student to have "earned" a portion of his/her federal aid equal to the portion of the semester that the student was enrolled. The federal refund policy also stipulates that restored funds be applied in a specific order, with loans first, followed by grants.

More information on this policy is available from the Financial Aid Services page of the Tunxis web site ([tunxis.commnet.edu](http://tunxis.commnet.edu)).

**Academic Eligibility for Student Aid**—The Financial Aid Services Office reviews the academic standing of all financial aid recipients. (This review is separate from the College's evaluation of all students' academic standing, and affects only eligibility for financial aid.)

All students who are awarded aid are notified of the complete policy on academic eligibility for aid. What follows is an overview of the academic eligibility policy: Financial aid recipients are expected to complete their degree or certificate programs by the time they have enrolled for 150% of the semester hours required by that program. (Example: a student should have completed a 60-credit degree by the time she/he has enrolled for 90 semester hours.) Aid recipients are expected to complete for credit all courses they take, and are expected to follow the specific course requirements of their programs.

Aid recipients are expected to maintain a grade point average consistent with graduation requirements (in general, 2.0), and to earn credit for at least two thirds of their courses. At any point, the cumulative grade point average and percentage of courses completed must indicate that the student is capable of reaching the minimum average required for graduation within the time frame referred to above.

Aid recipients whose grades indicate serious academic difficulty will be placed on financial aid warning. A student on warning is still eligible for aid. After the warning semester the student's cumulative record will be reviewed again. If the student does not meet the minimum criteria, she/he will be notified that she/he has lost academic eligibility for student aid. In this case, students may appeal to the Dean of Student Affairs. If the Dean grants the appeal, the student will be placed on probation status and will have to meet the academic performance criteria specified by the Dean.

Students who have attended other colleges are expected to have the Tunxis Admissions Office evaluate all their prior college work for possible transfer credit. The Tunxis Financial Aid Office can refuse to make a financial aid decision until the evaluation is completed.

**Distribution of Financial Aid**—Since Tunxis does not have deadline or priority dates for admission, it does not have them for financial aid either. Because financial aid funds are limited, students should apply as early as possible.

The Financial Aid Services Office responds to applications in the order in which they were filed by students. Financial Aid makes award decisions on completed applications throughout the year. Applications not completed by the end of the student's enrollment within the aid year may not be acted on.

Tunxis uses the grant funds under its control to provide access to education by awarding grants to cover direct costs (tuition, fees, books and supplies) for the largest possible number of students with financial need. Loans may be suggested when grant funds are exhausted, or to supplement individual grant awards, but Tunxis believes that students should complete their programs with no more student loan debt than is absolutely necessary. Employment is offered when available to students who have indicated an interest in it and who have financial need not met by grants or loans.

## Financial Assistance Programs

### Grant Programs

**Tunxis Community College Grants**—may be awarded to Connecticut residents who show financial need. The maximum is the amount of tuition and fees charged the student, plus an average amount for books and supplies.

**Pell Grants**—a need-based grant funded by the U.S. government. Note: Many Tunxis students who are ineligible for the Pell Grant are eligible for other grants, jobs, and loans.

**Supplemental Educational Opportunity Grant (SEOG)**—a federal grant, available to students who show extreme need; the College is required by law to give priority in awarding SEOGs to Pell Grant recipients. Annual grant amounts are from \$100 to \$4000. Most Tunxis SEOG awards are \$100 for a full-year student.

**Connecticut Aid for Public College Students (CAP Grants)**—open to Connecticut residents who show need, is funded by the State of Connecticut. CAP grants are awarded in amounts of at least \$100 per year.

**Academic Competitiveness Grant (ACG)**—federal grants awarded to Pell-eligible students who completed a rigorous high school curriculum. Tunxis identifies potential ACG recipients and sends them instructions on how to secure these grants.

### Employment

**College Work-Study Program (CWS)**—The College prefers that students should earn, rather than borrow, that part of their financial need that cannot be met by grants. The College Work-Study program, funded by the federal government and the College, provides on-campus employment to students who show need. The Work Study program can also provide off-campus community service employment to interested students. CWS students are placed in Tunxis jobs by the Financial Aid Services Office, and are paid bi-weekly for the hours they have worked. While classes are in session, CWS students work part-time, around their class schedules. During vacations and semester breaks, some students may work full-time. Information on rates of pay and available positions is available from the Financial Aid Services Office.

### Loan Programs

**Federal Direct Stafford Loans**—The Stafford Loan is a federally guaranteed student loan. To be considered for a Stafford Loan, a student must first complete the financial aid application process described above. In addition, he/she must complete a Stafford Loan application available from the Financial Aid Office or from other lenders.

A **Subsidized** Stafford Loan meets some or all of a student's demonstrated financial need; the subsidy is that the federal government pays the interest on the loan while the student is enrolled and during some other periods.

An **Unsubsidized** Stafford Loan is available to students with no unmet financial need; the borrower is responsible for payment of interest on an unsubsidized loan while enrolled.

Please note that no student is automatically eligible for a Stafford Loan; Tunxis determines eligibility and can refuse to approve loan applications in circumstances where borrowing is not advisable.

**Federal Perkins Loan**—Eligible students demonstrating significant financial need may be offered an opportunity to borrow under the Perkins program. The amount of the loan is determined by the College; the maximum a student may borrow is \$4,000 yearly. Repayment of the loan begins after completion of the borrower's education. Borrowers repay the College at a 5% (five percent) interest rate, with minimum monthly payments of \$40, over a period of up to 10 years.

**Federal Direct PLUS Loans**—PLUS Loans are loans made to parents of dependent students. Families are not required to have financial need to obtain PLUS Loans.

More specific information about all federal loans can be found at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

**NOTE: Approval of these loans is not automatic.**

## Other Sources of Assistance

### Scholarships and Local Awards

For specific scholarship, local award information and application procedures, please check with the Financial Aid Services Office.

### Scholarships for Graduates

For specific scholarship information for graduates, please check with the Financial Aid Services Office.

## Veterans Administration Benefits

Educational assistance is available from the Veterans Administration under the following programs:

Chapter 30: The Montgomery G.I. Bill (Active Duty Veterans)

Chapter 31: Veterans Vocational Rehabilitation

Chapter 33: Post-9/11 G.I. Bill

Chapter 35: Survivors' and Dependents' Education

Chapter 1606: Selected Reserve Program

Chapter 1607: (REAP) for reservists and Guard members (Activated after 9/11/01)

**Veterans Administration Benefits**—Eligibility is determined by the U.S. Department of Veterans Affairs' (VA) Regional Processing Office in Buffalo, NY. Students may call toll-free at: 1.888.442.4551 or go online at: [www.gibill.va.gov](http://www.gibill.va.gov) for electronic application, detailed eligibility and rate information, and answers to frequently asked questions.

Eligible students may use VA benefits to pursue a degree or certificate program approved by the State Approving Agency, and must be enrolled in that program. Once a student has registered and, if necessary, paid the applicable charges for a given semester, the College will certify the student's enrollment to the Veterans Administration, which will then pay the appropriate benefits to the student.

Continued certification by the College is contingent on the student's maintaining good academic standing and making satisfactory progress toward completion of program requirements.

Further details on VA benefits are available from the Financial Aid Services Office, which offers advice and assistance to veterans and other eligible students. All veterans and service members should contact David Welsh at 860.255.3513 or [dwelsh@txcc.commnet.edu](mailto:dwelsh@txcc.commnet.edu) for assistance with educational benefits.

## Connecticut Veterans Tuition Waiver

### Requirements:

1. At least 90 days of active duty, for purposes other than training, during a State-defined wartime period (for example, OEF/OIF, Gulf War, Vietnam, Korea, WWII, etc).
2. Honorable discharge from active duty.
3. Eligible for in-state tuition.

To use the tuition waiver, a veteran should present a copy of his/her separation document (usually DD form 214) to the Financial Aid Services Office. Additional information will be provided at that time. The Connecticut Veterans Tuition Waiver cannot be used for summer or winter terms, or continuing education courses. The waiver does not cover student fees.

## National Guard Tuition Waiver

Members in good standing of the Connecticut Army and Air National Guard are eligible for a waiver of General Fund tuition. This waiver does not cover summer or winter terms, continuing education courses or student fees.

Guard members must apply through their service units for a waiver for each term. If the waiver is approved, the National Guard sends the waiver directly to the Tunxis Business Office.



# ACADEMIC INFORMATION



Tunxis Community College  
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## General-Education Abilities

Tunxis faculty and staff have identified a set of specific abilities (skills and knowledge) that students should develop in a successful and well-rounded education. We believe that ten of these abilities, the general-education abilities, are necessary for all students to be successful at work, in future education, and as citizens. In most college-level courses at Tunxis, students will be assessed on at least one general-education ability as well as abilities that are specific to the course. Students in professional programs will also be assessed on abilities that are important to that profession. (In some externally accredited programs, general-education abilities may not be assessed in every course, but all abilities will be assessed by the time the student completes the program.)

On some assignments, students will receive feedback on the degree to which they have mastered certain abilities. When this happens, students will receive a rating of 1 (Not Satisfactory), 2 (Satisfactory), or 3 (Distinguished) and an explanation for the rating. The goal will be to let students know where they stand at a specific time and what they need to do in order to improve in these abilities. We are convinced that development of these abilities, and the general-education abilities in particular, is critical to students' success in all aspects of life.

## College Expectation of Students

In the courses offered by Tunxis Community College, students may be required to use the computer and the internet to access course materials, complete assignments, and take tests. Written assignments should be word processed. Computers are available for student use in the library and the open computer lab. The college offers credit courses in keyboarding and word processing as well as workshops and assistance in the use of computer technology.

Some assignments may involve field trips or work in groups that may require a time commitment outside of regularly scheduled class hours. Assignments may also require oral or visual presentations. The specific requirements of the course will be stated in the course outline.

Students should expect to spend considerable time outside of class completing assignments and studying. Depending on the course and other factors, for every hour in class, students should plan on spending two, three, or more hours outside of class on homework and studying. (For example, for a 3 credit course, you should expect to spend 9 hours of study time in addition to the 3 hours of class time per week.)

## Grades, Credits, Grade Points, and Administrative Notations

The following grading system is used to indicate the student's academic performance:

A	outstanding	4.0 grade points
A-		3.7 grade points
B+	high quality	3.3 grade points
B		3.0 grade points
B-		2.7 grade points
C+	average	2.3 grade points
C		2.0 grade points
C-		1.7 grade points
D+		1.3 grade points
D		1.0 grade points
D-		0.7 grade points
F	failure	0.0 grade points

The following are administrative notations that may appear on a Tunxis student's transcript:

W	withdrawn
I	incomplete grade to be computed upon completion of course
AU	audit, no credit earned
M#	maintaining progress (remedial courses only)
N	no grade assigned
P	passing grade, credits earned, not calculated into grade point average
TR	transfer credit(s)
#	A letter grade followed by a # symbol denotes a developmental grade, earning institutional credit, but does not count toward graduation and does not transfer.

The number of grade points received in a course is determined by multiplying the course credits by the numerical value of the grade earned (e.g., an "A" earned on a three-credit course will result in 12 quality points:  $4 \times 3 = 12$ ). The average is computed by dividing the total number of quality points by the total number of credits attempted.

*Example: A student who registers for 13 credits and earns the following grades during a semester will have a 2.70 G.P.A.*

Grade	Credits Attempted	Grade Point	Earned Grade Point(s)
A	3	x 4.0	= 12
B-	3	x 2.7	= 8.1
B	4	x 3.0	= 12
D	3	x 1.0	= 3
Total Credits Attempted = 13		Total Earned Grade Points = 35.1	
Semester Grade Point Average = 35.1 divided by 13 = 2.70 G.P.A.			

**(credits attempted x grade point = earned grade points)**

### **Repeat Policy** (Board Policy 3.8)

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.

**"F" grades can never be removed.** Students enrolled in a degree or certificate program must repeat and pass all program required courses in which they received a grade of "F."

### **Granting of an Incomplete** (Board Policy 3.5.1)

An incomplete is a temporary grade assigned by the faculty member when coursework is missing and the student agrees to complete the requirements. Although a student may request an Incomplete, the faculty member is not required to honor the request. The faculty member should assign an Incomplete when there are extenuating circumstances such as illness that prevent a student from completing the assigned work on time and the student has completed most of the course requirements and, in the judgment of the faculty member, the student can complete the remaining work within the time limit established by system policy.

A faculty member who assigns an Incomplete shall file an Incomplete Grade Agreement form that includes:

- A brief description of the requirements to be completed.
- The date by which the coursework must be submitted to the faculty member; which is the end of the tenth week of the next standard semester.
- A statement that the incomplete will change to a specified letter grade if the work is not completed by the end of the tenth week of the next standard semester.

The faculty member shall keep the original signed form, with copies to the student, the academic dean, the registrar and such other appropriate parties as the college may identify.

All Incompletes must convert to a letter grade by the end of the following regular-length semester. If a student submits the required work on time, the faculty member shall calculate a grade to replace the Incomplete and submit it to the registrar by the end of the semester. If a student fails to complete the required work by the specified time, or if the faculty member fails to submit a replacement grade, the registrar shall convert the Incomplete to the letter grade specified in the report form, and that letter grade shall be entered on the student transcript.

Students with an Incomplete are temporarily ineligible for semester or graduation honors. Upon conversion of the Incomplete to a letter grade, students may retroactively receive semester or graduation honors, and such recognition shall appear on the transcript, provided the student has earned the required grade point average.

### **Withdrawal Notation**

Each semester, students are eligible to withdraw from courses. Specified dates, as defined in the course schedule, must be observed.

"W" notations are not computed in the grade point average. If a student stops attending class, however, and fails to officially



withdraw from the course, a grade of “F” will be recorded on the student’s record. “F” grades are computed in a student’s GPA.

A course withdrawal may have an impact on academic progress, change in student status (full time/part-time), financial aid eligibility, and will make the student ineligible for Dean’s list recognition in that semester.

A student may not obtain a transcript notation of “W” in a course if there exists substantial reason to believe the student has engaged in academic misconduct in the course. A transcript notation of “W” will only be permitted for such student when the final resolution results in finding the student did not commit academic misconduct in the course.

## **Prerequisite Grades**

Students must attain the required minimum grade in all prerequisite courses and/or an appropriate placement test score in order to advance to the higher-level course. Unless specified, the required minimum grade is C-.

## **Course Auditing**

Students not wishing credit may audit courses. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. Students may ask to have papers critiqued, but faculty members are not required to grade an auditor’s course work. Full tuition and fees are charged for courses audited. A student who wishes to change from credit to audit status must file the appropriate form with the Records Office within the first four weeks of the course. An auditor may not change to credit status.

A student auditing a course will receive a notation of “AU” on his/her transcript.

## **Adding or Dropping a Course**

Students may add a course at the start of the semester up until the course has met for 170 minutes. After that time, a student may not add a course.

Students who officially drop a semester-length course within the designated time frame will receive no notation for the course. Those who drop after the no notation deadline but before the withdrawal deadline will receive a transcript notation of “W” (withdrawal). One and two-credit courses have varying withdrawal deadlines.

Drop dates vary during summer sessions, based on the length of the semester. Students should review the Academic Calendar for each summer session.

Students enrolled in a five-week course who drop by the end of the first week of the course may drop without notation on their transcript. Those who withdraw before the end of the fourth week will receive a notation of “W.” In an 8-week course, students may withdraw through the sixth week of the course.

After these deadlines have passed, withdrawal from a course may only be granted by the Dean of Academic Affairs or the Dean of Student Affairs whose office will examine submitted documentation to see if extenuating circumstances are found to justify the withdrawal. The following extenuating circumstances apply:

- severe illness
- call for military service or change in assignment

A request for late withdrawal must be submitted no later than the last day of the semester except in cases involving incapacity. The decision of the Dean of Academic Affairs or the Dean of Student Affairs is final.

## **Grade Appeal Procedure**

A student may seek review of the assignment of a grade or other decision affecting academic status. For detailed procedures, please see Policy Statements—Student Responsibilities, Section 3: Review of Academic Standing.

## **Course Credit for Prior Learning**

### **Course Credit by Examination (CBE) – (available for a limited number of courses)**

Students who wish to gain credit by examination must first receive approval from the respective Department Chair. The examination may consist of oral, and/or written, and/or laboratory work, and/or portfolio analysis. Credit gained by passing the examination will be treated in the same manner as transfer credit and will receive a passing notation of “P”. Students who have already successfully completed a higher-level course in the discipline are not eligible to receive credit by examination.

CBE applications (available in the Records Office) must be signed by the Department Chair and submitted to the Records Office at least one week in advance of the exam date. A \$15 fee will be charged for each examination.

## **College Level Examination Program (CLEP)**

The College Entrance Examination Board has established the College Level Examination Program (CLEP) to enable those who have reached a college level of education outside the classroom to demonstrate their achievement and to use the test results for college credit or placement. The CLEP program offers two types of examinations:

- **General examinations** in English Composition with essay, Humanities, Mathematics, Natural Sciences, Social Sciences, and History assess the student's knowledge of fundamental facts and concepts, ability to perceive relationships, and understanding of basic principles.
- **Subject examinations** measure achievement in undergraduate courses. A student who offers CLEP exams for credit in English Composition may also be required to write a composition at Tunxis in order for it to be determined whether credit should be awarded.

Further details pertaining to CLEP may be obtained from the Admissions Office.

Tunxis Community College students interested in earning academic credit by CLEP, and later transferring this credit to another college, are advised to determine in advance whether the college to which they intend to transfer will accept CLEP credit.

At least twenty-five (25) percent of the minimum credit requirements for the degree must be earned at the College.

## **Experiential Learning/Non-Collegiate Sponsored Instruction** (Board Policy 3.9.1)

Tunxis Community College awards credit for prior experiential learning or for competency gained through non-collegiate sponsored instruction for courses equivalent to those offered at the College. Students may substantiate prior learning through a portfolio assessment conducted by Charter Oak State College. Students who wish to explore this option should contact the Admissions Office.

## **Course Waiver**

Students requesting a course waiver must obtain a course waiver application, course syllabus, and course outline from the appropriate department head. Students must be able to demonstrate that they possess the knowledge and/or skill of the course to be waived.

## **Class Attendance**

Students are expected to participate fully within the courses they take. Attendance at all class meetings is expected. If a student must miss a class, the instructor should be notified via their Tunxis email address.

## **Independent Study**

This is an opportunity for students to specialize in advanced projects not covered by the courses listed in the college catalog. Students have individual and/or group conferences with faculty. Independent study does not include regularly-offered courses.

Prerequisites: Student must—

1. be program-enrolled
2. have completed 30 credits
3. maintain an average of 3.0 in the discipline
4. submit an outline of the project prior to approval
5. acquire a faculty member's agreement to supervise independent research

## **Transcripts**

**Official transcripts** – (issued at no charge) require the student's written consent and are generally mailed directly to the institution identified. Official transcripts should be sent to a designated school/college, company, agency or organization. However, official transcripts required to be sent to the student will be stamped "ISSUED TO STUDENT", placed in a sealed envelope and will be void if opened by the student.

An *Official Transcript Request* form is available on the web. Official transcript requests may be submitted via the web at [my.commnet.edu](http://my.commnet.edu) for students who have attended within the past two years **and** know their *NetId* **and** *Password*; *in-person, by mail, and by fax*.

Official transcripts will not be issued for students who have outstanding financial or library obligations to the College.

**Unofficial/Student Copy** – Students may request an unofficial/student copy of their academic record in-person at the Records Office by presenting a photo ID or by mailing/faxing the *Unofficial Transcript* form found on the Tunxis web site.

Please allow a minimum of 4-5 business days for processing *after* the transcript request has been received.

## Enrollment Information

### Program-Enrolled Students

Program-enrolled students are those who have applied for and been admitted into a program of study leading to an associate's degree or certificate. Program-enrolled students must meet high school and immunization compliance. If a student does not enroll in a program during his/her first registration at the College, the student should consider enrolling in a program by the time 12 semester hours have been earned. Program-enrolled students are assigned faculty advisors.

### Non-Program-Enrolled Students

Non-Program-enrolled students are those who register for credit courses without following a prescribed program of study. A student who is not enrolled in a program may enroll in a program by following the admissions procedures. Non-program-enrolled students are not eligible for financial aid.

### Full-time Students

Full-time students are those taking 12 or more credits per semester.

### Part-time Students

Part-time students are those taking fewer than 12 credits per semester.

### Curriculum Advising & Program Planning (CAPP)

Unofficial degree audits are available to students at [my.commnet.edu](http://my.commnet.edu) by selecting Student Degree Evaluation. The unofficial audit may assist students with registration and graduation planning.

### Academic Standing [Board Policy 3.8, Amended 2/23/04]

Satisfactory Academic Progress: Students must make satisfactory progress in order to continue in good standing at Tunxis. The following represents the guidelines to unsatisfactory progress:

Credits Attempted	CGPA less than	Academic Status
Up to 11	1.50	Warning
12-30	1.70	Probation
31 and more	2.00	Probation

Successive Semester on Academic Probation results in Suspension.

**Satisfactory Completion of Courses:** Satisfactory completion of 50 percent of the credits attempted (referring to continued enrollment beyond the add/drop period) will be the minimum standard for good standing. A course is not considered completed if a student receives a grade of "F," or a transcript notation of "W," "N," or "I." Those students who do not maintain a satisfactory completion percentage will be placed on Probation and will be subject to the criteria stated in the above explanation on Academic Status Probation.

**Combined Academic Standing (CAST):** CAST is the result of a combination of Academic Difficulty (GPA) and Progress Evaluation (50% completion). It is the combined standing that determines the academic status.

**Written Warning:** Students who have attempted 11 or fewer credits and whose cumulative Grade Point Average (CGPA) falls below 1.5 will be given a written warning. (Board policy 3.8)

**Academic Probation:** Students who have attempted between 12 and 30 credits inclusive whose CGPA falls below 1.7, or 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. Students placed on academic probation will be required to take a reduced course load (less than 12 credits) for one semester. (Board policy 3.8)

**Suspension:** 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 on the previous page will be notified in writing that they will be suspended for one semester. After the period of suspension, students may be reinstated either as regular or probationary students. An application for readmission must be submitted to the Dean of Student Affairs. (Board policy 3.8)

**Appeals Process:** A student who is placed on probation or who is suspended from the College for unsatisfactory academic progress has the right to appeal to have the restriction removed. Appeals may be filed with the Dean of Student Affairs. Successful appeals will be based on documented extraordinary personal circumstances.

## **Fresh Start Option** (Board Policy 3.8.1)

A student returning to Tunxis after an absence of two calendar years or more may choose to start fresh and return without the handicap of a prior academic record. Students accepted for enrollment under Fresh Start will return in the status of academic probation or suspension. To be eligible for this option a student must have a prior Tunxis grade point average (GPA) below a 2.0. The request for a Fresh Start option must be made within one year of re-enrollment to the College. If the student chooses this option, credit is granted for all courses previously completed at Tunxis with grades of "C-", including "P" (Pass). The student receives no credit for courses in which grades below "C-" were earned.

Courses taken prior to the Fresh Start Option will remain on the student's transcript, noted by the caret symbol (^).

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. Refer to the honors eligibility section of this Catalog. (Board policy 3.8.1)

Qualified students may enact this option only once. For more information, contact a Tunxis counselor.

The Fresh Start option does not apply to any completed degree or certificate.

Please note: Using the Fresh Start Option will not automatically make you academically eligible for financial aid. Please see the Financial Aid Office for more information.

## **Academic Advising Center**

The Academic Advising Center provides a wide range of services to assist students with self exploration, goal-setting, decision-making, problem-solving and academic planning issues. Counselors and advisors are trained in academic, career and transfer advising as well as personal counseling. Students should contact the Academic Advising Center secretary to set up an appointment with a Counselor or an Advisor.

### **Academic Advising**

After the first registration, students enrolled in degree or certificate programs will be assigned a faculty advisor who will assist in course planning and academic progress review. Academic advising services are available through the Academic Advising Center for all non-program enrolled students. Services include, but are not limited to, placement test interpretation, assessment of academic interests and strengths and year-round academic schedule planning. Students may access academic advising services whenever their advisor is unavailable or when they need the expertise of advising/counseling staff.

### **Career Counseling**

Students are encouraged to explore occupational objectives and opportunities. Trained counselors assist in these career-planning efforts by offering a wide variety of resources including assessments to evaluate skills, values and personality, online employment databases and résumé handbooks, and job search and interview strategies. Students are provided with opportunities to explore career options and to assess their interests. This supportive process helps them to clarify their educational and career goals.

## Personal and Social Counseling

Brief solution-based counseling is available to students with personal and/or social concerns. Counselors provide a private environment in which students may discuss and explore attitudes, feelings and values in a non-judgmental and confidential manner. Students who need more assistance will be referred to appropriate community agencies. The Academic Advising Center collaborates with other departments to offer wellness programs, encouraging healthy life choices for all our students.

## Transfer Advising

Students wishing to continue their education at a four-year college or university are encouraged to meet with the Transfer Coordinator during their first year at Tunxis. Throughout the academic year, students are offered opportunities to meet representatives from four-year institutions at a variety of activities including the annual Transfer College Fair; workshops, and one-on-one appointments. Students can obtain current information on application procedures, course selection and transferability. Details of the various articulation agreements Tunxis has with public and private institutions are also available.

## Dean's List

The College recognizes exceptional student performance each semester through the Dean's List. Students who receive a grade point average of 3.4 or higher and who complete three or more credits in a semester are eligible for semester Dean's List honors.

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

## Student Achievement Recognition Ceremony

The College values and celebrates the special accomplishments of its students. Accordingly, each year Tunxis conducts a ceremony to honor student achievement in leadership and in the academic disciplines.

### Selection Criteria for the Academic Disciplines:

- currently-enrolled student
- completion of nine credits in the discipline
- demonstrated academic excellence
- minimum of 3.5 GPA in the discipline
- has not earned a degree—associate's or baccalaureate

Discipline-area faculty members determine award recipients with approval of the Department Chair.

### Selection Criteria for Leadership

Student must be a member of an officially recognized student organization at Tunxis, either the Student Government Association or one of the College's officially recognized clubs. Selection is made by the club advisor based on the student's dedicated and valued service to that organization.

## Potential Graduates/Program Guides

Upon completion of 12 certificate or 45 degree credit hours, students seeking certificates and/or degrees must meet with their advisor to review their progress toward completion of program requirements. A formal report of the student's completed work on the program guide form must be signed by both the student and the advisor and submitted to the Records Office. An approved program guide is a requirement for receipt of degrees and/or certificates.

## Graduation Requirements—Degree and Certificate Students

*Tunxis Community College now offers two conferral dates. Beginning with the academic year (Fall 2010) the college has instituted a degree/certificate conferral date of December 31.*

- I. **Program-enrollment.** Candidates for degrees and/or certificates must have been formally matriculated in a program of study at the College.

An official high school transcript or state equivalency certificate (GED) must be submitted to provide evidence of high school completion.

2. **Course Work.** The candidate for a degree or certificate must have the following:
  - a. successfully completed all degree requirements
  - b. a cumulative grade point average (GPA) of not less than 2.0 for courses in the Certificate or Degree Program
  - c. achieved a minimum grade of "C-" in Composition where Composition is required
  - d. passed all required courses fulfilling the degree or certificate requirements
  - e. any required course substitutions approved by the Dean of Academic Affairs
3. **Application to Graduate.** The candidate for a degree or certificate should file the application as early as possible.
  - **November 1** – Final submission date for December conferral of degree or certificate
  - **February 1** – Final submission date for May/June conferral of degree or certificate

Students who have applied for graduation, but after review of their coursework, are found not to have met the graduation requirements, must reapply at the Records Office for a later graduation date.

A candidate who is fulfilling part of the degree requirements with transfer credits from another institution shall have filed appropriate transcripts reflecting all credits earned, including proof of those in progress in which graduation is expected. Final transcripts reflecting all final grades earned shall be filed with the Records Office immediately upon completion.

4. **Financial Responsibilities.** The candidate for a degree or certificate shall have fulfilled all financial obligations to the College. This includes outstanding Library loans.
5. **Second Degree.** A student who already holds an academic degree may earn a second degree in a different curriculum at a community college. Such a student shall be treated similarly to a transfer student with respect to the minimum number of credits he or she must take for the second degree. This will require that a student meet all program requirements and earn at least twenty-five percent of the minimum requirements for the new curriculum at the college through which the second degree is to be conferred.

A student may also earn two degrees simultaneously at a community college by fulfilling all requirements stated above.

Requests for additional degrees beyond the second require prior approval from the Dean of Academic Affairs. Students who receive approval must then complete all program requirements, including earning at least twenty-five percent of the minimum requirements for the new curriculum at the college through which the degree is to be conferred.

**Completion of the requirements of an additional program option does not constitute a different degree.**

(Board Policy – adopted 5/17/78; amended 10/19/87)

Only students who have completely satisfied the requirements for graduation as outlined above will be permitted to participate in commencement ceremonies and be awarded a degree or certificate. Attendance at Commencement is encouraged but not mandatory.

## Honors Criteria for Graduation

To qualify for honors, degree candidates must have a minimum of 30 semester hours of Tunxis Community College credit in a degree program and meet one of the program GPAs (grade point average) rankings listed below. Honors notations are reflected on transcripts.

**3.4-3.69 = Honors**

**3.7-3.89 = High Honors**

**3.9-4.0 = Highest Honors**

Certificate candidates who have completed at least 15 credits in a certificate program at Tunxis and who have a program GPA of 3.5 and above are eligible for distinction. Transcripts will reflect "With Distinction."

Students meeting any of the above criteria will be awarded recognition during the presentation of graduates at Commencement.

## Advanced Placement of All High School Students

High school students may, with approval of their high school principal, be admitted to courses at Tunxis Community College if they satisfy course prerequisites and meet other admissions requirements. All college credits earned may be applied to degree programs offered at Tunxis upon graduation from high school.

## Transfer to Senior Institutions

Senior institutions will usually accept as transfer credit from community colleges up to half the credits required for a bachelor's degree. Anyone seeking transfer should submit an application to the institution of his/her choice as soon as the decision is made to

ensure timely processing. Students should contact the Academic Advising Center. Students planning to transfer should select their courses and programs with reference to the specific colleges or universities to which they expect to transfer.

## **College of Technology**

The College of Technology is a specialized curriculum that allows a student to begin technology or engineering technology studies at any of the state's twelve community colleges with the ultimate goal of achieving a four-year, baccalaureate degree in engineering or technology at the University of Connecticut, Central Connecticut State University, University of Hartford, or Charter Oak State College.

The student has the opportunity to earn a two-year associate degree, gain marketable skills, and explore interesting courses in fields projected to expand.

## **Courses of Instruction**

Courses of instruction offered by Tunxis Community College are arranged in approved programs that lead to either the degree of Associate in Arts or Associate in Science.

## **Legislative Internship Program**

This program provides students a non-traditional educational opportunity to learn about and participate in the workings of Connecticut General Assembly. Students must participate in a formal application process during the fall semester. Those chosen as interns will spend the spring semester assisting a senator or representative at the State Capitol in Hartford. Each intern will be advised by a Tunxis faculty or staff member who will assign pertinent supplemental work as deemed appropriate. Full-time and part-time legislative internships are available and, upon completion, college credit (normally six to twelve credits) will be applied to the student's record. More information on this program may be obtained by contacting the Social Sciences Department Chair.

## **Media Instructional Technologies (MIT)**

The Media Instructional Technologies Department's mission is to enhance the educational experience and facilitate student learning at Tunxis Community College, and is committed to promoting the most current knowledge and best practices by providing the necessary tools, resources, strategies, support and training to educators.

## **The Media Center**

The MIT Department's Media Center provides support in the duplication of professional presentation material for faculty, staff and students. In addition, instructional support equipment such as video and audio players and recorders, document cameras, film and slide projectors and portable computer systems are provided for classroom use.

The MIT staff provides faculty and staff with media creations, project assistance, video and audio shooting and editing, distance learning support and training, and production workshops.

When classes are in session, the Media Center is open Monday through Thursday, 8:30 a.m. to 9:30 p.m. (Summer: 8:30 a.m. to 8:30 p.m.); Friday, 8:30 a.m. to 5:00 p.m.; and is closed on Saturday and Sunday. During all other time periods, hours are Monday through Friday, 8:00 a.m. to 5:00 p.m.

## **The Copy Center**

The MIT Department's staffed Copy Center provides print copy, lamination, binding and folding services to College faculty and staff.

When classes are in session, the Copy Center is open Monday through Thursday, 8:30 a.m. to 9:30 p.m.; Friday, 8:30 a.m. to 5:00 p.m.; and Saturday, 8:00 a.m. to 12:00 p.m. (walk-up copier available, must have copier ID). During all other time periods, hours are Monday through Friday, 8:00 a.m. to 5:00 p.m.

## **Tunxis Online Education/Distance Learning**

The College offers many courses to students who choose to pursue alternatives to in-class instruction. These "classrooms without walls," offered online to students, provide flexibility in scheduling and accessibility to higher education from home, office, or anywhere with an internet connection. Every semester, the Tunxis Course Schedule includes listings of online offerings.

For instructions and information about online education, and the equipment needed, prospective students may turn to the Tunxis Community College distance learning web page at [tunxis.commnet.edu](http://tunxis.commnet.edu).

## Library

The beautiful Tunxis Library serves the students, faculty, and staff of Tunxis Community College, as well as the community at large. The Library staff is committed to providing a broad range of materials and services that support the College's mission and academic curricula, as well as information and resources for individual interests and personal growth.

The library has over 440 seats and includes 11 small group study rooms, 2 conference rooms, an information common area, and a 24-seat classroom. In addition to the group study rooms, Library users can select from individual study carrels, tables and chairs, or soft seating.

The library collection consists of over 63,000 items with over 192 periodicals and newspaper subscriptions, and 52 databases. In addition to books and periodicals, the Library also has a collection of educational and entertainment DVDs. At the Library website, users can connect to a variety of databases, contact a reference librarian, place interlibrary loan and hold requests, make suggestions for purchase, search the Internet, and access *Libris*—the Library's online catalog.

### Library services include:

- specialized Library research classes designed in cooperation with individual faculty members
- individual assistance with research and academic assignments
- online reference assistance via the library website
- interlibrary loans that are available to faculty, staff, and students
- coin-operated copy machines and a self-checkout station
- study rooms—including collaboration stations and a human anatomy room
- reserve collection of course-related materials that are available at the circulation desk
- audiovisual equipment including DVD players, headsets, and e-readers
- in-library and remote access to a wide variety of databases

The Tunxis Library is open to the public. State residents with proper identification are welcome to register for a guest borrower card.

Visit the Library's homepage at [tunxis.commnet.edu/library](http://tunxis.commnet.edu/library) to find out more about the Tunxis Library's services, hours, resources, and policies.

### Library phone numbers:

Main number	860.255.3800
Reference	860.255.3801
Circulation	860.255.3803

## Basic Skills/Assessment Testing

All students who have not completed college-level English and/or math courses are required to take an Assessment/Placement Test that is designed to assess English, reading, writing and mathematics. Waiver forms are available in the Academic Support Center (official transcripts must be provided). A student must submit a Tunxis application for admission before the placement test can be scheduled. Applicants will receive a copy of the test schedule in the mail following submission of the application.

The Academic Support Center offers testing sessions during the day and evening throughout the year. A schedule of test dates and times is available through the Center, on the Tunxis web site, and in the schedule of credit course offerings. Because space is limited, students should register early for specific test dates. Students with special needs should contact the Center to arrange for extended time or special accommodations.

Currently enrolled students must take the Assessment/Placement test by the time they have completed six semester hours of credit. Tunxis staff members use these tests to advise students about selection of appropriate courses. All entering freshmen receive advice on course and program selection from professional staff or faculty advisors. Contact the Academic Support Center for Placement Testing information or to arrange disability related testing accommodations.

Accordingly and within this context, the Board 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 mathematics sections of the test,



with the remaining sections to be used at each college's option.

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 and SAT or other national or 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 may be exempt from placement testing.
6. Students who have scored 450 or higher on SAT English (Critical Reading or Writing) may be exempt from placement testing in English. Students who have scored 500 or higher on SAT Math may be exempt from placement testing in math.
7. Resources shall be made available to assist colleges in implementation of the testing program and for appropriate research studies. (Board Policy 3.19)

## College Preparatory Courses

These courses help students strengthen their basic skills and/or prepare for a college program.

Students will be assigned to courses in mathematics and/or reading and writing depending upon the results of the College Placement Test and academic records. Credits earned in these courses will not be applied toward degree requirements. Grade of C- or better is required in courses listed below to move onto the next level.

MAT*075	Pre-Algebra - Number Sense/Geometry
MAT*095	Elementary Algebra Foundations
ENG*065	Integrated Reading and Writing I
ENG*075	Integrated Reading and Writing II
ENG*093	Introduction to College Reading & Writing
CSS-013	College Study Skills
CSS-101	First Year Experience

## Special Topics Courses

Special topic courses center on selected subjects not currently offered in the curriculum.

Topics courses may or may not be transferable to other institutions, and students should seek the consent of faculty advisors prior to selecting a special topic course. These courses may not be used to meet the requirements of the curriculum; however they do carry elective credit in the proper discipline or as a general elective.

A course initially offered as a special topic course, which then becomes part of a degree or certificate program, may be used for credit in place of the new course. Students will not be required to take a course that they have previously taken as a topics course.

There is no limit to the number of special topic courses into which a student may enroll. However, students should be aware of the possibility that a topics course on a specific subject may be offered only once, preventing students from taking the course again to obtain a better grade.

## Online Courses

Also known as "Distance Learning Courses," online courses use Blackboard Vista as virtual classrooms. The entire course is conducted electronically and has no regularly scheduled on-campus meetings. Online courses are designed for students who like the digital environment, who cannot come to campus, or whose schedules prevent them from taking the on-campus version of a course.

## Hybrid Courses

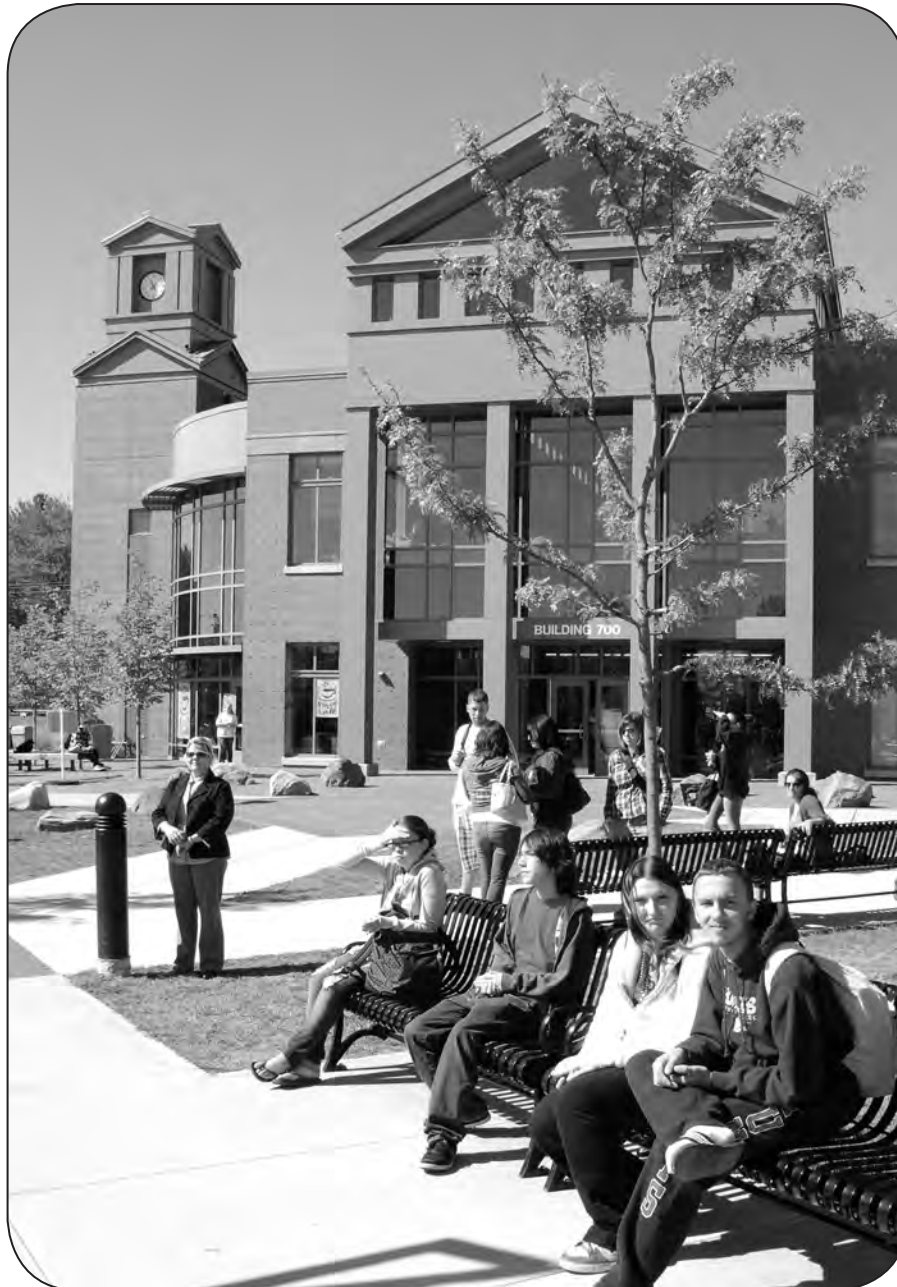
Hybrid courses combine face-to-face classroom instruction with computer-based learning. In Hybrid courses, a portion of the course learning is online and as a result, the amount of classroom seat-time is reduced. This allows the student much more flexibility in scheduling, while maintaining the face-to-face contact with the instructor that is typical of traditional education.

## Supplemented/Web-Enhanced Courses

Supplemental courses, also known as web-enhanced courses, use Blackboard Vista or other web-based applications to enhance learning. Instructors will notify students when the course utilizes these applications for supporting classroom material.

## Online With Campus Requirement (OLCR) Courses

Online courses that have a campus (on-ground) requirement such as an orientation session or exam (or assessment in lieu of exam) will be identified as OLCR courses. The identification of a course marked OLCR will indicate that the actual instruction is entirely online but students will be required to participate on-ground at a campus orientation and/or assessment component.



# PROGRAMS



## Understanding Elective Courses at Tunxis Community College

There are many types of elective courses that students must complete as part of their certificate and/or degree programs.

**Humanities electives** consist of credit-level courses in Chinese (CHI\*), Communication (COM\*), English (ENG\*), English As A Second Language (ESL\*), French (FRE\*), History (HIS\*), Italian (ITA\*), Latin (LAT\*), Philosophy (PHL\*), Polish (PLH\*), and Spanish (SPA\*).

**General electives** consist of credit-level courses (excluding developmental) in all of the disciplines.

**Liberal Arts electives** consist of credit-level courses in Communication (COM\*), English (ENG\*), Fine Arts, Foreign Languages, History, Mathematics, Music, Philosophy, Science, and Social Sciences, and Theater.

**Mathematics electives** consist of credit-level courses in Mathematics (MAT\*).

**Science electives** consist of credit-level courses in Astronomy (AST\*), Biology (BIO\*), Chemistry (CHE\*), Earth Science (EAS\*), Meteorology (MET\*), Oceanography (OCE\*), and Physics (PHY\*).

**Social Science electives** consist of credit-level courses in Anthropology (ANT\*), Economics (ECN\*), Geography (GEO\*), Political Science (POL\*), Psychology (PSY\*), and Sociology (SOC\*).

**Fine Art electives** consist of credit-level courses in Art/Photography (ART\*), Graphic Design (GRA\*), Music (MUS\*), selective courses in New Media Communication (NMC\*), and Theater (THR\*).

# Visual Fine Arts

## Associate in Science Degree

Provides the skills necessary to transfer to a four-year institution offering undergraduate degrees in Visual Fine Art or related fields of studies, and provides skills in art to students in search of personal enrichment.

### First Semester

Course #	Title	Credits
ART*109	Color Theory	3
ART*111	Drawing I	3
ENG*101	Composition (a)	3
GRA*101	Design Principles	3
	Social Science Elective (a)(b)	3

### Second Semester

ART*112	Drawing II (a)	3
ART*122	Three-Dimensional Design	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	General Elective	3

### Third Semester

ART*151	Painting I (Acrylics/Oils) (a)	3
ART*211	Drawing III (a)	3
ART*220	Electronic Painting and Drawing (a)	3
	Art History Elective (h)	3
	Mathematics Elective (a)(e)	3-4

### Fourth Semester

ART*215	Illustration (a)	3
	Directed Elective (c)	3
	Directed Elective (c)	3
	Humanities Elective (g)	3
	Science Elective (d)	3-4

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Total..... 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.  
Externship may be taken in lieu of one Directed Elective – see faculty advisor.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy, or Theater.
- (h) To be selected from Art History I (ART\*101), Art History II (ART\*102), Art History III (ART\*103), or History of Photography (ART\*205).

**NOTES:** The art faculty reserves the right to retain, exhibit, and reproduce any work submitted by students for credit in any art course for a period of one year after the course was taken.

## Visual Fine Arts (A.S. Degree)

### Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate the concepts associated with formal artistic composition in two-dimensional image creation
2. demonstrate skills in handling materials in drawing, painting, and design
3. exhibit the importance of craft and professionalism in creating visual works of art
4. demonstrate the ability to work out visual problems as they occur in specific projects to achieve competent design resolutions
5. control spatial illusions and learn how to manipulate materials to create spatial illusions on a two-dimensional surface; understand form and shape relationships
6. control materials to produce pre-determined desired visual effects
7. exhibit a sense of color systems, tonal relationships, and value relationships
8. demonstrate an understanding and ability to use art terminology
9. demonstrate creative solutions to aesthetic problems via a professional portfolio presentation
10. exhibit a sense of aesthetics and sensitivity toward diverse areas of visual art
11. demonstrate the ability to communicate artistic ideas and concepts clearly and effectively
12. use critical thinking and philosophical skills as they apply to the artistic process
13. demonstrate knowledge of art history to complement studio course work; understand professional artistic development within a broad historical background.



# Visual Fine Arts: Photography Option

## Associate in Science Degree

Provides students with the skills to assume an entry-level position in photography, including digital photography; provides skills to students involved in personal enrichment; provides students with the skills to establish a small photography business; and provides curriculum for students who wish to pursue transfer to an undergraduate degree-granting institution in photography.

### First Semester

Course #	Title	Credits
ART*111	Drawing I	3
ART*141	Photography I	3
ENG*101	Composition (a)	3
GRA*101	Design Principles	3
	Social Science Elective (b)	3

### Second Semester

ART*122	Three-Dimensional Design	3
ART*142	Photography II (a)	3
ART*243	Studio Photography I (a)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3

### Third Semester

ART*112	Drawing II (a)	3
ART*250	Digital Photography (a)	3
	General Elective	3
	Art History Elective (h)	3
	Mathematics Elective (a)(e)	3-4

### Fourth Semester

ART*246	Photographic Image Development (a)	3
	Directed Elective (c)	3
	Directed Elective (c)	3
	Humanities Elective (g)	3
	Science Elective (d)	3-4

Total..... 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation of faculty advisor based on student's program of study. Should be selected from Nature Photography (ART\*240), Object & Portrait Photography (ART\*248) or Digital Photography (ART\*250).
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course. Math for the Liberal Arts is recommended.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy, or Theater.
- (h) To be selected from Art History I (ART\*101), Art History II (ART\*102), Art History III (ART\*103), or History of Photography (ART\*205).

**NOTES:** The art faculty reserves the right to retain, exhibit, and reproduce any work submitted by students for credit in any art course for a period of one year after the course was taken. Externship may be taken in lieu of one Directed Elective – see faculty advisor.

## Visual Fine Arts: Photography Option (A.S. Degree)

### Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate an awareness of the concepts associated with formal artistic composition in photographic image creation
2. demonstrate film-processing skills in black & white 35-mm photography
3. demonstrate photographic printing and enlargement skills in black & white 35-mm photography
4. demonstrate skills in 35-mm camera operations to control the outcome of a film negative
5. develop negative troubleshooting skills and printing touch-up skills
6. exhibit basic darkroom techniques: burning, dodging, photograms, push processing, dry mounting, toning, hand coloring, infrared film, and sabatier effects
7. demonstrate skills in professional photographic lighting techniques with strobe systems, hot lights, and camera-mounted flash
8. demonstrate an understanding and ability to use photographic terminology
9. demonstrate techniques of photographic computer image alteration and touch up techniques
10. demonstrate a sense of aesthetics and sensitivity toward the diverse areas and applications of photography
11. exhibit slide, flatbed, and negative scanning
12. demonstrate an understanding of color slide photography for products, figures, objects, and nature
13. demonstrate an understanding of the history of professional photographers and of oral presentation skills for individual classroom presentations
14. understand the broad history of photography
15. demonstrate the ability to present a coherent plan of action for an in-depth photographic project
16. exhibit self-assessment tools in evaluation of photographs and techniques
17. demonstrate the skills necessary to develop and present a portfolio of finished professional work.

## Certificate Program in Photography

Provides an opportunity for individuals to develop the skills necessary to pursue photography as a career. This certificate may also serve, however, as a pathway to the associate's degree.

Course #	Title	Credits
ART*141	Photography I	3
ART *142	Photography II (a)	3
ART *243	Studio Photography I (a)	3
ART *246	Photographic Image Development (a)	3
ART *250	Digital Photography (a)	3
GRA*101	Design Principles	3
	Fine Arts Elective (f)	3
	Directed Elective (c)	3
	Directed Elective (c)	3
	Directed Elective (c)	3

Total.....30

- (a) Prerequisite and/or co-requisite required.  
 (c) To be selected in consultation with faculty advisor based on student's program of study.  
 (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

# Business Administration

## Associate in Science Degree

Provides skills in accounting, ethics, finance, law, management, management information systems, and marketing which are needed to succeed in businesses from sole proprietorships through global corporations. This degree will prepare you to enter a variety of positions in business or continue on to a bachelor's degree program. This program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).



### First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
ENG*101	Composition (a)	3
	Directed Computer Elective (c)	3
	Directed Mathematics Elective (a)(c)	3-4
	Fine Arts Elective (f)	3

### Second Semester

ACC*117	Principles of Managerial Accounting (a)	3
BMK*201	Principles of Marketing (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ECN*102	Principles of Microeconomics (a)	3
ENG*103	Composition II (a)(c)	3

### Third Semester

BBG*231	Business Law I (a)	3
BFN*201	Principles of Finance (a)	3
MAT*165	Elementary Statistics with Computer Applications (a)	4
	Directed Elective (c)	3

Select one of the following courses:

COM*173	Public Speaking (a) <b>or</b>	
ENG*106	Writing for Business (a)	3

### Fourth Semester

BBG*240	Business Ethics (a)	3
BMG*202	Principles of Management (a)	3
	Directed Elective (c)	3
	Science Elective (d)	3-4
BMG*292	Business Practicum (a) <b>or</b>	
BBG*290	Business Programs Capstone (a) <b>and</b>	
	Directed Elective (c)	3-4

Total..... 61-64

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration faculty advisor.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. ‡
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

‡ NOTE: Students intending to transfer to four-year programs should take a 4 credit lab science.

UNCONN Business & Technology Transfer Pathway program students should select one of the following courses:

Human Biology (BIO\*115), General Biology I (BIO\*121), General Botany (BIO\*155), Concepts of Chemistry I (CHE\*111), General Chemistry I (CHE\*121), or Introductory Physics (PHY\*110).



## Business Administration (A.S. Degree)

### Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate general knowledge of business administration in the fields of management, financial accounting, marketing, business law and economics, knowledge that is requisite for a successful business career or further study in business
2. demonstrate specialized knowledge necessary for success in management, such as managerial accounting, finance, statistics and business ethics
3. demonstrate the ability to integrate and apply knowledge and skills in solving real-world management and business problems.

## Certificate Program in Business Administration

Prepares the student for a position in administrative work, or enhances the student's skills and knowledge in a current position. All credits earned may be applied toward an Associate in Science degree in Business Administration.

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
BBG*231	Business Law I (a)	3
BBG*240	Business Ethics (a)	3
BMG*202	Principles of Management (a)	3
BMK*201	Principles of Marketing (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ENG*101	Composition (a)	3
	Directed Computer Elective (c)	3

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Total.....24

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with Business Administration faculty advisor.

# Business Administration: Accounting Option

## Associate in Science Degree

Provides students a grounding in accounting theory and practical experience through hands-on exercises. Students are prepared for entry-level accounting positions as well as for transfer to a bachelor's degree program. This program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).



### First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
ENG*101	Composition (a)	3
	Directed Computer Elective (c)	3
	Directed Mathematics Elective (a)(c)	3-4
	Fine Arts Elective (f)	3

### Second Semester

ACC*117	Principles of Managerial Accounting (a)	3
BMK*201	Principles of Marketing (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ECN*102	Principles of Microeconomics (a)	3
ENG*103	Composition II (a)	3

### Third Semester

ACC*271	Intermediate Accounting I (a)	3
BBG*231	Business Law I (a)	3
MAT*165	Elementary Statistics with Computer Applications (a)	4
	Directed Elective (c)	3

Select one of the following courses:

COM*173	Public Speaking (a) <b>or</b>	
ENG*106	Writing for Business (a)	3

### Fourth Semester

ACC*272	Intermediate Accounting II (a)	3
BBG*240	Business Ethics (a)	3
BMG*202	Principles of Management (a)	3
	Science Elective (d)	3-4
ACC*292	Accounting Practicum (a) <b>or</b>	
BBG*290	Business Programs Capstone (a) <b>and</b>	
	Directed Elective (c)	3-4

Total..... 61-64

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration faculty advisor.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. Students intending to transfer to four-year programs should take a 4 credit lab science.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

## Business Administration: Accounting Option (A.S. Degree)

### Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate general knowledge of business administration in the fields of management, financial accounting, marketing, business law and economics, knowledge that is requisite for a successful business career or further study in business
2. demonstrate an understanding of the accounting process and system and generally accepted accounting principles
3. demonstrate the ability to generate and analyze financial statements
4. demonstrate the ability to integrate and apply knowledge and skills using financial information for management decision making.

## Certificate Program in Accounting

Prepares a student for a position as a junior accountant. All credits earned may be applied toward an Associate in Science degree in Accounting.

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
ACC*117	Principles of Managerial Accounting (a)	3
ACC*123	Accounting Software Applications (a)	3
ACC*241	Federal Taxes I	3
ACC*271	Intermediate Accounting I (a)	3
ACC*272	Intermediate Accounting II (a)	3
BBG*231	Business Law I (a)	3
ENG*101	Composition (a)	3

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Total.....24

(a) Prerequisite and/or co-requisite required.

# Business Administration: e-Commerce Option

## Associate in Science Degree

Provides a unique and valuable combination of a business and marketing education. Students learn the tools necessary to compete in a global marketplace through an understanding of technology and electronic retailing, and the ability to use these tools in innovate ways to reach customers. This degree will prepare students to enter the e-Commerce profession or to continue on toward a bachelor's degree program.

### First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
ENG*101	Composition (a)	3
	Directed Computer Elective (c)	3
	Directed Mathematics Elective (a)(c)	3-4
	Fine Arts Elective (a)	3

### Second Semester

BMK*201	Principles of Marketing (a)	3
CST*150	Web Design and Development I (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ECN*102	Principles of Microeconomics (a)	3
ENG*103	Composition II (a)	3

### Third Semester

BBG*214	e-Business (a)	3
BBG*231	Business Law I (a)	3
BMK*216	Internet Marketing (a)	3
	Directed Elective (c)	3

Select one of the following courses:

COM*173	Public Speaking (a) <b>or</b>	
ENG*106	Writing for Business (a)	3

### Fourth Semester

BMG*202	Principles of Management (a)	3
BBG*237	e-Commerce Law and Ethics (a)	3
BMG*280	Management for the Virtual Organization (a)	3
	Science Elective (d)	3-4
BBG*292	Business Practicum (a) <b>or</b>	
BBG*290	Business Programs Capstone (a) <b>and</b>	
	Directed Elective (c)	3-4

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Total..... 60-63

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration faculty advisor.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. Students intending to transfer to four-year programs should take a 4 credit lab science.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

## Business Administration: e-Commerce Option (A.S. Degree)

### Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate general knowledge of business administration in the fields of management, financial accounting, marketing, business law and economics, knowledge that is requisite for a successful business career or further study in business
2. demonstrate an understanding and ability to use the computer and communication technology that is the basis for e-business
3. demonstrate specialized knowledge necessary for success in e-business including understanding of the internet marketing and sales, financing new e-business ventures, management of virtual organizations and distributed production, and the special legal, regulatory, and ethical problems and issues in e-business
4. demonstrate the ability to integrate and apply knowledge and skills in solving real-world problems in e-business.

## Certificate Program in e-Commerce

Provides the essential elements for entry into sales and promotional occupations. All credits earned may be applied toward an associate in science degree in Marketing Management at the College.

### First Semester

Course #	Title	Credits
BBG*214 .....	e-Business (a) .....	3
BMK*201 .....	Principles of Marketing (a) .....	3
CSC*126 .....	Programming Logic & Design with Visual Basic .....	3

### Second Semester

BBG*237 .....	e-Commerce Law & Ethics (a) .....	3
BMK*216 .....	Internet Marketing (a) .....	3
BMG*280 .....	Management of Virtual Organizations (a) .....	3
CST*150 .....	Web Design and Development I (a) .....	3

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Total.....21

(a) Prerequisite and/or co-requisite required.

# Business Administration: Finance Option

## Associate in Science Degree

Provides training in financial leadership and decision-making. Prepares students for supervisory and middle management positions as well as for transfer to a bachelor's degree program. **This program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).**



### First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
ENG*101	Composition (a)	3
MAT*165	Elementary Statistics with Computer Applications (a)	4
	Directed Computer Elective (c)	3
	Fine Arts Elective (f)	3

### Second Semester

ACC*117	Principles of Managerial Accounting (a)	3
BFN*201	Principles of Finance (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ECN*102	Principles of Microeconomics (a)	3
ENG*103	Composition II (a)(c)	3

### Third Semester

BBG*231	Business Law I (a)	3
BFN*110	Personal Finance (a)	3
BMK*201	Principles of Marketing (a)	3
	Directed Finance Elective (c)	3

Select one of the following courses:

COM*173	Public Speaking (a) <b>or</b>	
ENG*106	Writing for Business (a)	3

### Fourth Semester

BBG*240	Business Ethics (a)	3
BMG*202	Principles of Management (a)	3
ECN*250	Money & Banking (a)	3
	Science Elective (d)	3-4
BFN*292	Finance Practicum (a) <b>or</b>	
BBG*290	Business Programs Capstone (a) <b>and</b>	
	Directed Elective (c)	3-4

Total..... 61-63

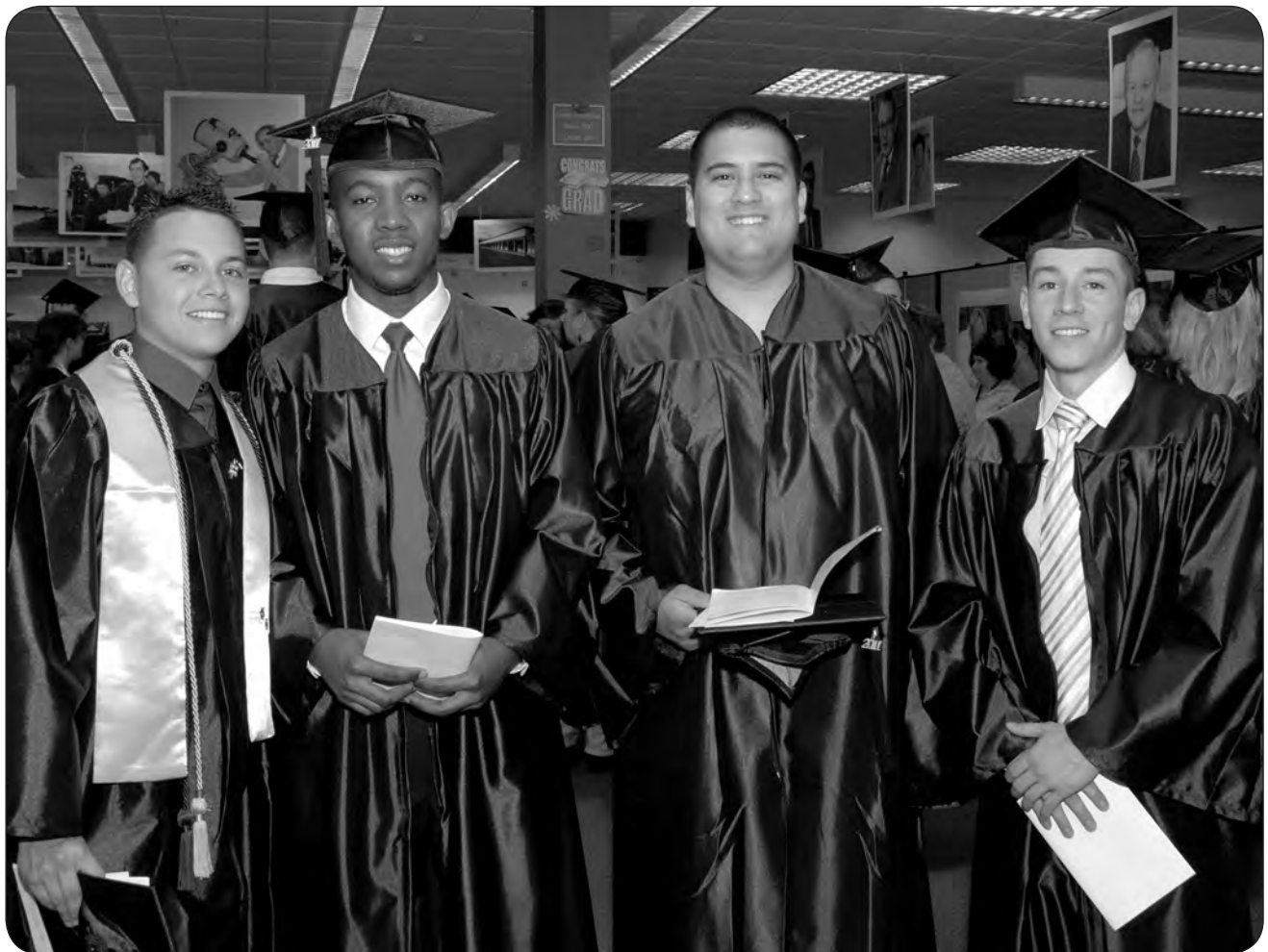
- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration faculty advisor.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. Students intending to transfer to four-year programs should take a 4 credit lab science.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

## **Business Administration: Finance Option (A.S. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate general knowledge of business administration in the fields of management, financial accounting, marketing, business law and economics, knowledge that is requisite for a successful business career or further study in finance
2. demonstrate an understanding of investment and financing decisions
3. demonstrate specialized knowledge necessary for success in finance including understanding of the American and global monetary and financial system, financial instruments, markets and institutions
4. demonstrate the ability to integrate and apply knowledge and skills in solving real-world problems in finance.



# Business Administration: Marketing Management Option

## Associate in Science Degree

An essential business function that allows an organization to plan, develop, promote and deliver products and services to its customers. This degree will prepare you to enter a variety of positions in the marketing profession or to continue on to a bachelor's degree program. **This program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).**



### First Semester

Course #	Title	Credits
ACC*113 .....	Principles of Financial Accounting .....	3
ENG*101 .....	Composition (a) .....	3
	Directed Computer Elective (c).....	3
	Directed Mathematics Elective (a)(c).....	3-4
	Fine Arts Elective (f).....	3

### Second Semester

BBG*231 .....	Business Law I (a).....	3
BMK*201 .....	Principles of Marketing (a).....	3
ECN*101 .....	Principles of Macroeconomics (a).....	3
ECN*102.....	Principles of Microeconomics (a).....	3
ENG*103.....	Composition II (a)(c).....	3

### Third Semester

BMK*207 .....	Consumer Behavior (a) <b>or</b> Directed Marketing Elective (c).....	3
BMK*245.....	Integrated Marketing Communications (a).....	3
	Directed Elective (c) .....	3
	Directed Marketing Elective (c).....	3

Select one of the following courses:

COM*173.....	Public Speaking (a) <b>or</b>	
ENG*106.....	Writing for Business (a).....	3

### Fourth Semester

BBG*240 .....	Business Ethics (a).....	3
BMG*202.....	Principles of Management (a).....	3
	Science Elective (d).....	3-4
	Directed Elective (c) .....	3
BMK*292.....	Marketing Practicum (a) <b>or</b>	
BBG*290 .....	Business Programs Capstone (a) <b>and</b> Directed Elective (c) .....	3-4

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Total..... 61-63

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration faculty advisor.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. Students intending to transfer to four-year programs should take a 4 credit lab science.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.



## **Business Administration: Marketing Management Option (A.S. Degree) Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate general knowledge of business administration in the fields of management, financial accounting, marketing, business law and economics, knowledge that is requisite for a successful business career or further study in business
2. recognize marketing trends, and participate in strategic planning
3. demonstrate understanding of customer needs
4. demonstrate the ability to integrate and apply knowledge and skills in solving real-world marketing management problems.

## **Certificate Program in Marketing Management**

Provides the essential elements for entry into sales and promotional occupations. All credits earned may be applied toward an associate in science degree in Marketing Management at the College.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BMG*202.....	Principles of Management (a).....	3
BMK*201.....	Principles of Marketing (a).....	3
BMK*207.....	Consumer Behavior (a).....	3
BMK*245.....	Integrated Marketing Communications (a).....	3
BMK*292.....	Practicum in Marketing (a) <b>or</b>	
BMK*000.....	Marketing Management (a).....	3
ENG*101.....	Composition (a).....	3
	Directed Marketing Elective (c).....	3
	Directed Marketing Elective (c).....	3

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Total.....24

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with Business Administration faculty advisor.

# Business Administration: Retail Business Management Option

## Associate in Science Degree

Prepares students to advance into management positions in retail organizations, thus playing a major role in helping consumers select goods and services. **This program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).**



### First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
ENG*101	Composition (a)	3
	Fine Arts Elective (f)	3
	Directed Computer Elective (c)	3
	Directed Mathematics Elective (a)(c)	3-4

### Second Semester

BMK*103	Principles of Retailing (a)	3
BMK*201	Principles of Marketing (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ECN*102	Principles of Microeconomics (a)	3
ENG*103	Composition II (a)(c)	3

### Third Semester

BBG*231	Business Law I (a)	3
BMK*207	Consumer Behavior (a)	3
BMK*245	Integrated Marketing Communications (a)	3
	Directed Elective (c)	3

Select one of the following courses:

COM*173	Public Speaking (a) <b>or</b>	
ENG*106	Writing for Business (a)	3

### Fourth Semester

BMG*202	Principles of Management (a)	3
BMK*000	Marketing Management (a)	3
	Directed Elective (c)	3
	Science Elective (d)	3-4
BMK*294	Retail Business Management Practicum (a) <b>or</b>	
BBG*290	Business Programs Capstone (a) <b>and</b>	
	Directed Elective (c)	3-4

Total..... 60-63

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration faculty advisor.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. Students intending to transfer to four-year programs should take a 4 credit lab science.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

## Business Administration: Retail Business Management Option (A.S. Degree) Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate general knowledge of business administration in the fields of management, financial accounting, marketing, business law and economics, knowledge that is requisite for a successful business career or further study in business
2. recognize retailing trends, and be able to participate in strategic planning
3. demonstrate well-developed customer service skills and an appreciation of their importance in successful businesses
4. demonstrate the ability to integrate and apply knowledge and skills in solving real-world retailing problems and managing retailing operations.

## Certificate Program in Retail Business Management

Provides students with a foundation in the principles of retail merchandising leading to entry-level positions in fashion retailing, production, and design.

Course #	Title	Credits
BMG*202.....	Principles of Management (a).....	3
BMK*103.....	Principles of Retailing (a).....	3
BMK*201.....	Principles of Marketing (a).....	3
BMK*207.....	Consumer Behavior (a).....	3
BMK*245.....	Integrated Marketing Communications (a).....	3
BMK*292.....	Practicum in Marketing (a) <b>or</b>	
BMK*000.....	Marketing Management (a).....	3
ENG*101.....	Composition (a).....	3
	Directed Marketing Elective (c).....	3

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Total.....24

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with Business Administration faculty advisor.

# Business Office Technology

## Associate in Science Degree

Prepares students for positions as administrative or executive assistants. The curriculum provides a knowledge of office administrative procedures, business practices, and liberal arts.

### First Semester

Course #	Title	Credits
BOT*111	Keyboarding for Information Processing I ‡	3
BOT*137	Word Processing Applications (a) ‡	3
BOT*180	Medical Terminology (a)	3
ENG*101	Composition (a)	3
	General Elective	3

### Second Semester

BBG*231	Business Law I (a)	3
BOT*215	Word Processing Applications II (a)	3
ENG*106	Writing for Business (a)	3
	General Elective	3
	Mathematics Elective (a)(e)	3-4

### Third Semester

BOT*210	Computerized Office Applications (a)	3
BOT*251	Administrative Procedures (a)	3
	Science Elective (d)	3-4
	Social Science Elective (b)	3

Select one of the following courses:

COM*172	Interpersonal Communication (a) <b>or</b>	
COM*173	Public Speaking (a) <b>or</b>	
ENG*293	Survey of Literary Genres (a)	3

### Fourth Semester

BOT*219	Integrated Office (a)	3
BOT*260	Administrative Management (a)	3
BOT*295	Administrative Practicum (a)	3
	Fine Arts Elective (f)	3
	General Elective	3

Total..... 60-61

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

‡ **NOTE:** If a student presents evidence of satisfactory completion of two years of high school study or its equivalent, or achieves a passing grade on the college administered Course Credit Exam, the student may choose to substitute an elective. This requires faculty consent.

## **Business Office Technology (A.S. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. understand and apply terminology used in today's technological business office; and organize, maintain, interpret, and communicate information using computers when appropriate
2. keyboard with speed and accuracy that meets industry standards. Key and format business documents and demonstrate proofreading skills
3. demonstrate and apply knowledge and skill utilizing transcription equipment; records management; mathematical skills in formatting documents; and preparing resumes, applications and follow-up letters
4. research and write a report using the library, the Internet, interviews, and other sources, and present an oral report
5. demonstrate decision-making ability; acquire and utilize information to solve problems; demonstrate computer knowledge; communication skills and business procedures using ability-based projects; and demonstrate responsibility, positive attitude, self-management, honesty, and confidentiality
6. develop a portfolio that showcases talents, promotes self-evaluation, and provides validation for employment or promotion.



# Business Office Technology: Medical Option

## Associate in Science Degree

Prepares students for positions in physicians' offices and health service agencies. The curriculum provides a knowledge of office administrative procedures, business practices, and liberal arts.

### First Semester

Course #	Title	Credits
BOT*111	Keyboarding for Information Processing I ‡	3
BOT*137	Word Processing Applications (a) ‡	3
BOT*180	Medical Terminology (a)	3
ENG*101	Composition (a)	3
	Fine Arts Elective (f)	3

### Second Semester

BOT*181	Medical Coding I (a)	3
BOT*215	Word Processing Applications II (a)	3
BOT*280	Medical Transcription & Document Production (a)	3
	Mathematics Elective (a)(e)	3-4
	Science Elective (c)	3-4

### Third Semester

BOT*182	Medical Coding II (a)	3
BOT*210	Computerized Office Applications (a)	3
BOT*251	Administrative Procedures (a)	3
BOT*284	Claims Processing Applications (a)	3
ENG*106	Writing for Business (a)	3

### Fourth Semester

BOT*219	Integrated Office (a)	3
BOT*260	Administrative Management (a)	3
BOT*295	Administrative Practicum (a)	3
	Social Science Elective (b)	3

#### Select one of the following courses:

COM*172	Interpersonal Communication (a) <b>or</b>	
COM*173	Public Speaking (a) <b>or</b>	
ENG*293	Survey of Literary Genres (a)	3

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Total..... 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology.
- (c) Human Biology recommended—to be selected in consultation with faculty advisor based on student's program of study.
- (e) To be selected from any college-level Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

‡ **NOTE:** If a student presents evidence of satisfactory completion of two years of high school study or its equivalent, or achieves a passing grade on the college administered Course Credit Exam, the student may choose to substitute an elective. This requires faculty consent.

## Business Office Technology: Medical Option (A.S. Degree)

### Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. understand and apply terminology used in today's technological business office; and organize, maintain, interpret, and communicate information using computers when appropriate
2. keyboard with speed and accuracy that meets industry standards. Key and format business documents and demonstrate proofreading skills
3. demonstrate and apply knowledge and skill utilizing transcription equipment; records management; mathematical skills in formatting documents; and preparing resumes, applications and follow-up letters
4. research and write a report using the library, the Internet, interviews, and other sources, and present an oral report
5. demonstrate decision-making ability; acquire and utilize information to solve problems; demonstrate computer knowledge; communication skills and business procedures using ability-based projects; and demonstrate responsibility, positive attitude, self-management, honesty, and confidentiality
6. develop a portfolio that showcases talents, promotes self-evaluation, and provides validation for employment or promotion.

## Certificate Program in Business Office Technology: Medical Transcription

Prepares a student for a position as a transcriptionist or a typist in a medical office. All credits earned may be applied toward an associate in science degree in Business Office Technology at the College.

Course #	Title	Credits
BOT*111	Keyboarding for Information Processing I ‡	3
BOT*137	Word Processing Applications (a) ‡	3
BOT*180	Medical Terminology (a)	3
BOT*215	Word Processing Applications II (a)	3
BOT*251	Administrative Procedures (a)	3
BOT*280	Medical Transcription & Document Production (a)	3
BOT*295	Administrative Practicum (a)	3
ENG*101	Composition (a)	3
ENG*106	Writing for Business (a)	3

Total .....27

(a) Prerequisite and/or co-requisite required.

‡ **NOTE:** If a student presents evidence of satisfactory completion of two years of high school study or its equivalent, he/she may, with faculty consent, choose to substitute an elective with faculty consent or achieve a passing grade on the course credit exam administered by the College.

# Certificate Program in Business Office Technology: Health Claims Processing

Prepares individuals for employment in health-service industries as professional claims processors. Students will become proficient in medical terminology and ICD-9/CPT Coding as well as in claims payment systems. All credits earned may be applied toward an associate in science degree in Business Office Technology at the College

Course #	Title	Credits
BOT*111	Keyboarding for Information Processing I ‡	3
BOT*137	Word Processing Applications (a) ‡	3
BOT*180	Medical Terminology (a)	3
BOT*181	Medical Coding I (a)	3
BOT*182	Medical Coding II (a)	3
BOT*284	Claims Processing Applications (a)	3
BOT*295	Administrative Practicum (a)	3
ENG*101	Composition (a)	3
ENG*106	Writing for Business (a)	3

Total.....27

(a) Prerequisite and/or co-requisite required.

‡ **NOTE:** If a student presents evidence of satisfactory completion of two years of high school study or its equivalent, he/she may, with faculty consent, choose to substitute an elective or achieve a passing grade on the course credit exam administered by the College.

# Certificate Program in Business Office Technology: Office Applications

Provides the student minimum skills necessary to qualify for a position as a typist, machine transcriptionist, or entry-level word processing operator in a business office. All credits earned may be applied toward an associate in science degree in Business Office Technology at the College.

Course #	Title	Credits
BOT*111	Keyboarding for Information Processing I ‡	3
BOT*137	Word Processing Applications (a) ‡	3
BOT*210	Computerized Office Applications (a)	3
BOT*215	Word Processing Applications II (a)	3
BOT*251	Administrative Procedures (a)	3
BOT*295	Administrative Practicum (a)	3
COM*172	Interpersonal Communication (a)	3
ENG*101	Composition (a)	3
ENG*106	Writing for Business (a)	3

Total.....27

(a) Prerequisite and/or co-requisite required.

‡ **NOTE:** If a student presents evidence of satisfactory completion of two years of high school study or its equivalent, he/she may choose, with faculty consent, to substitute an elective or achieve a passing grade on the course credit exam administered by the College.



# Certificate Program in Communication

Provides basic information and skills in the areas of public information and advertising. Students who complete this program will find it a useful foundation for further study and an aid to seeking employment in the field of communication.

Through the externship, there is a post-certificate opportunity available to students who complete the certificate program. Externships are offered to enhance individuals' experience in the field.

Course #	Title	Credits
BMK*201	Principles of Marketing (a)	3
BMK*230	Advertising and Promotion (a)	3
COM*121	Journalism I (a)	3
COM*154	Film Study & Appreciation (a)	3
COM*167	Film and Video Techniques (a)	3
ENG*101	Composition (a)	3
GRA*101	Design Principles	3
	Externship (Optional) (a)	3

Select one of the following courses:

COM*172	Interpersonal Communication (a)	<b>or</b>
COM*173	Public Speaking (a)	3

Total.....24-27

(a) Prerequisite and/or co-requisite required.



# Computer Information Systems

## Associate in Science Degree

Provides students with a broad range of information skills and technology. Students gain theoretical and technical knowledge in the areas of programming, networking, operating systems, systems analysis, and application software, as outlined in the Association for Computing Machinery degree guidelines. This degree prepares students for employment in today's rapidly-changing information technology field.

### First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
ENG*101	Composition (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4
	Social Science Elective (b)	3

### Second Semester

CST*130	Network Essentials I (a)	3
CST*150	Web Design & Development I (a)	3
	Computer Programming Elective (h)	4
	Science Elective (d)	3-4

Select one of the following courses:

COM*172	Interpersonal Communication (a) <b>or</b>	
COM*173	Public Speaking (a) <b>or</b>	
ENG*106	Writing for Business (a)	3

### Third Semester

CST*210	Operating Systems (a)	3
	Applications Software Elective (e)	3
	Directed CIS Elective (c)	3
	Computer Programming Elective (h)	4
	Humanities Elective (g)	3

### Fourth Semester

CSC*231	Database Design I (a)	3
CSC*250	Systems Analysis and Design (a)	3
CSC*292	Computer Information Systems Practicum (a)	3
	Directed CIS Elective (c)	3
	Fine Arts Elective (f)	3

Total.....63-64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) Applications Software Electives: Keyboarding for Information Processing I (BOT\*111), Spreadsheet Applications (CSA\*135), Database Applications (CSA\*140), Presentation Software (CSA\*150), SQL Server Administration (CSA\*160), Special Topic: Applications Software Specialist I.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy, or Theater.
- (h) Computer Programming Electives: Advanced Visual Basic (CSC\*208), C Programming (CSC\*210), Advanced C++ Programming (CSC\*214), Object-oriented Programming Using Java (CSC\*220), Advanced Java Programming I (CSC\*221).

## **Computer Information Systems (A.S. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, the Computer Information Systems student will have demonstrated the following abilities:

1. produce a simple database design and implement database applications using standard query language
2. create, publish and maintain a web site
3. solve computer-related problems
4. apply the use of the Program Development Life Cycle
5. practical knowledge of a high-level programming language such as Java, C++, or Visual Basic
6. analyze and design computer systems using the information system life cycle phases
7. synthesize computer information systems knowledge and skills in solving basic information processing systems problems
8. understand the components of an operating system
9. install, administer, and maintain an operating system
10. knowledge of industry standard networking and communication technology
11. analyze and evaluate a networking scenario and recommend appropriate solutions



# Computer Information Systems: Computer Programming Option

## Associate in Science Degree

This degree provides students with a competitive edge through instruction in the most current object-oriented programming methodologies and the opportunity to pursue a career in computer programming.

### First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
CST*130	Network Essentials I (a)	3
ENG*101	Composition (a)	3

Select one of the following courses:

COM*172	Interpersonal Communication (a)	3
COM*173	Public Speaking (a)	3
ENG*106	Writing for Business (a)	3

### Second Semester

CSC*208	Advanced Visual Basic (a)	4
CSC*231	Database Design I (a)	3
CST*210	Operating Systems (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4
	Directed CIS Elective (a)(h)	3

### Third Semester

CSC*215	Programming with Object-Oriented C++ (a)	4
CST*150	Web Design & Development I (a)	3
	Directed CIS Elective (a)(h)	3
	Humanities Elective (g)	3
	Social Science Elective (b)	3

### Fourth Semester

CSC*226	Object-Oriented Programming in Java (a)	3
CSC*250	Systems Analysis and Design (a)	3
CSC*292	Computer Information Systems Practicum (a)	3
	Fine Arts Elective (f)	3
	Science Elective (d)	3-4

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Total.....64-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy, or Theater.
- (h) Programming Electives: Advanced Visual Basic (CSC\*208), Advanced C++ Programming (CSC\*214), Advanced Java Programming I (CSC\*221).

## Computer Information Systems: Computer Programming Option (A.S. Degree) Program Abilities:

Upon successful completion of all courses in the program, the Computer Information Systems Programming student will have demonstrated the following abilities:

1. demonstrate and apply algorithmic thinking ability
2. apply structured programming techniques in a variety of programming languages
3. apply object-oriented programming techniques in a variety of programming languages
4. utilize a visual design environment to develop programs and applications
5. utilize various programming constructs such as data types, variables, decisions, repetition, arrays and file handling in a variety of programming languages as needed to solve problems
6. apply programming skills and constructs to develop large-scale programs and applications.

## Certificate Program in Computer Programming

Provides the skills to solve problems in a variety of disciplines utilizing object-oriented methodology and graphical user interface design. This program can be completed in one year if first semester courses are completed during the summer. The certificate can lead to entry-level programming positions using Visual Basic, Java, or C++.

### First Semester

Course #	Title	Credits
CSC*101 .....	Introduction to Computers (a).....	3
CSC*126 .....	Programming Logic & Design with Visual Basic .....	3

### Second Semester

CSC*208 .....	Advanced Visual Basic (a).....	4
CSC*215 .....	Programming with Object-Oriented C++ (a) .....	4
CSC*150 .....	Web Design and Development I (a).....	3

### Third Semester

CSC*226 .....	Object-Oriented Programming in JAVA (a).....	4
CSC*250 .....	Systems Analysis and Design (a) .....	3
	Directed CIS Elective (a)(c) .....	3

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Total.....27

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

# Computer Information Systems: Network Administration Option

## Associate in Science Degree

Provides strong theoretical knowledge of Computer Information Systems and prepares students for positions in the field of network administration and support. This curriculum provides specialized knowledge in the areas of network design, operating systems, and system administration.

### First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
CST*130	Network Essentials I (a)	3
ENG*101	Composition (a)	3

Select one of the following courses:

COM*172	Interpersonal Communication (a)	<b>or</b>
COM*173	Public Speaking (a)	<b>or</b>
ENG*106	Writing for Business (a)	3

### Second Semester

CST*150	Web Design & Development I (a)	3
CST*230	Network Essentials II (a)	3
CST*210	Operating Systems (a)	3
CST*270	Network Security Fundamentals (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4

### Third Semester

CST*163	Windows Server Administration (a)	3
CST*193	Introduction to TCP/IP (a)	3
CST*264	Unix/Linux System Administration (a)	3
	Directed CIS Elective (c)	3
	Humanities Elective (g)	3
	Social Science Elective (b)	3

### Fourth Semester

CSC*231	Database Design (a)	3
CSC*250	Systems Analysis and Design (a)	3
CST*292	Computer Information Systems Practicum (a)	3
	Fine Arts Elective (f)	3
	Science Elective (d)	3-4

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Total..... 64-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy or Theater

## Computer Information Systems: Network Administration Option (A.S. Degree) Program Abilities:

Upon successful completion of all courses in the program, the Computer Information Systems Network Administration student will have demonstrated the following abilities:

1. identify and select a LAN architecture based on a given set of requirements
2. identify and understand the function of each of the layers of the OSI model
3. describe the concept and function of a Virtual LAN and the associated protocols
4. identify the technologies used for WAN communications and determine when to use a given WAN technology
5. install, administer and maintain a Linux network
6. install, administer and maintain a Windows Server network
7. develop and implement a backup, recovery and disaster recovery plan for a network
8. install, maintain, administer and troubleshoot a network using the various TCP/IP protocols.

## Certificate Program in Network Administration

This certificate is designed to provide students with skills in the areas of network design, local and wide area networks, networks, network operating systems, and networking administration. This certificate can lead to entry-level positions in network administration and help desk support.

### First Semester

Course #	Title	Credits
CSC*101 .....	Introduction to Computers (a).....	3
CSC*126 .....	Programming Logic & Design with Visual Basic .....	3
CST*130.....	Network Essentials I (a).....	3

### Second Semester

CST*163.....	Windows Server Administration (a).....	3
CST*230.....	Network Essentials II (a).....	3
CST*210.....	Operating Systems (a).....	3
CST*270 .....	Network Security Fundamentals (a).....	3

### Third Semester

CST*193.....	Introduction to TCP/IP (a) .....	3
CST*264.....	Unix/Linux Administration (a) .....	3

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Total.....27

(a) Prerequisite and/or co-requisite required.

## Network Administration (Certificate) Program Abilities:

Upon successful completion of all courses in the program, the Computer Information Systems Network Administration student will have demonstrated the following abilities:

1. identify and select a LAN architecture based on a given set of requirements
2. identify and understand the function of each of the layers of the OSI model
3. describe the concept and function of a Virtual LAN and the associated protocols
4. identify the technologies used for WAN communications and determine when to use a given WAN technology
5. install, administer and maintain a Linux network
6. install, administer and maintain a Windows Server network
7. develop and implement a backup, recovery and disaster recovery plan for a network
8. install, maintain, administer and troubleshoot a network using the various TCP/IP protocols.

# Certificate Program in Microcomputer Processing

Provides students experience and expertise using a variety of software applications including word processing, spreadsheets, and databases. Students will also be introduced to web design and programming. This certificate can lead to entry-level positions in desktop and administrative support services including help desk and applications specialists positions.

## First Semester

Course #	Title	Credits
BOT*111	Keyboarding for Information Processing I	3
CSC*101	Introduction to Computers (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3

## Second Semester

BOT*137	Word Processing Applications (a)	3
CSC*231	Database Design I (a)	3

## Third Semester

CSA*135	Spreadsheet Applications	3
CSA*150	Web Design & Development I (a)	3

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Total.....21

(a) Prerequisite and/or co-requisite required.





# Criminal Justice

## Associate in Science Degree

Enables graduates to effectively and efficiently perform the duties of entry-level Criminal Justice personnel. The program is designed to instill students with a love of learning, a sensitivity to civic responsibility and community service, and an appreciation for human rights and a multicultural society.

### First Semester

Course #	Title	Credits
CJS*101	Introduction to Criminal Justice	3
ENG*101	Composition (a)	3
SOC*101	Principles of Sociology (a)	3
	Directed Elective (c)	3

Select one of the following courses:

HIS*201	U.S. History I (a) <b>or</b>	
POL*111	American Government (a)	3

### Second Semester

CJS*102	Introduction to Corrections	3
PSY*111	General Psychology I (a)	3
	Fine Arts Elective (f)	3
	History Elective (a)	3

Select one of the following courses:

COM*172	Interpersonal Communication (a) <b>or</b>	
COM*173	Public Speaking (a) <b>or</b>	
ENG*293	Survey of Literary Genres (a)	3

### Third Semester

CJS*213	Evidence and Criminal Procedures (a)	3
CJS*290	Practicum in Criminal Justice (a)	3
SOC*241	Juvenile Delinquency (a)	3
	Directed Elective (c)	3
	Mathematics Elective (a)(e)	3-4

### Fourth Semester

CJS*211	Criminal Law I (a)	3
CJS*294	Contemporary Issues in Criminal Justice (a)	3
SOC*240	Criminology (a)	3
	Directed Elective (c)	3
	Science Elective (d)	3-4
	Social Science Elective (a)(b)	3

Total.....63-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from upper-division courses in Anthropology, Economics, Geography, Political Science, Psychology or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

**NOTES:** 1.) Students interested in pursuing a concentration in Law Enforcement may do so by taking Police & the Community (CJS\*120), Criminal Justice Supervision & Administration (CJS\*151) and Police Organization & Administration (CJS\*250) as electives. Courses may not be offered every semester.

2.) Graduates of The Police Training Academy may be awarded three credits in Police & the Community (CJS\*120) and three credits in Criminal Law I (CJS\*211). Students seeking award of such credits should contact the Criminal Justice Program Coordinator.

## **Criminal Justice (A.S. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate an understanding of and apply terminology to explain the roles and functions of the criminal justice systems and the agencies which work within it
2. demonstrate an understanding of constitutional principles that protect the rights of citizens and regulate criminal justice agencies
3. demonstrate the commitment to the moral, ethical and legal obligations of criminal justice professionals
4. research and explain relevant literature in the field of criminal justice
5. research and write a report using the library, the internet, interviews and other sources



# Criminal Justice: Corrections Option

## Associate in Science Degree

Enables graduates to perform effectively and efficiently the duties of entry-level correctional personnel and/or to perform effectively and efficiently in further academic endeavors. The program is also designed to instill students with a love of learning, a sensitivity to civic responsibility and community service, and an appreciation for human rights and a multicultural society.

### First Semester

Course #	Title	Credits
CJS*101	Introduction to Criminal Justice	3
CJS*102	Introduction to Corrections	3
ENG*101	Composition (a)	3
SOC*101	Principles of Sociology (a)	3
	Directed Elective (c)	3

### Second Semester

CJS*244	Community Based Corrections (a)	3
PSY*111	General Psychology I (a)	3
	Directed Elective (c)	3

Select one of the following courses:

HIS*201	U.S. History I (a) <b>or</b>	
POL*111	American Government (a)	3

Select one of the following courses:

COM*172	Interpersonal Communication (a) <b>or</b>	
COM*173	Public Speaking (a) <b>or</b>	
ENG*293	Survey of Literary Genres (a)	3

### Third Semester

CJS*213	Evidence & Criminal Procedures (a)	3
CJS*240	Correctional Administration (a)	3
CJS*292	Practicum in Corrections (a)‡	3
SOC*241	Juvenile Delinquency (a)	3
	Mathematics Elective (a)(e)	3-4
	History Elective (a)	3

### Fourth Semester

CJS*243	Institutional Treatment of the Offender (a)	3
SOC*240	Criminology (a)	3
	Fine Arts Elective (f)	3
	Science Elective (d)	3-4
	Social Science Elective (a)(b)	3

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Total..... 63-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from upper-division courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

‡ **NOTE:** Graduates of the Center for Training and Staff Development are eligible for an award of three general elective credits. An additional three credits are awarded to Corrections Officers upon completion of an individualized learning project. Students seeking award of such credits should contact the Criminal Justice Program Coordinator for information about the approval process.

## **Criminal Justice: Corrections Option (A.S. Degree) Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. explain the roles and functions of the criminal justice system and its subordinate agencies in a democratic society
2. communicate effectively in speech and writing
3. apply the constitutional principles that protect the rights of citizens and regulate correctional agencies
4. think logically and critically, and formulate, present, and defend logical arguments.
5. comprehend information presented in written or spoken form
6. research current correctional topics and issues, synthesize concepts, and apply them to operational activities
7. have the knowledge and skills to obtain entry-level employment in the correctional field and/or gain admission to a four-year college or university criminal justice program
8. demonstrate an enthusiasm for learning, and a curiosity about the world, in particular criminal justice topics
9. recognize current social problems and define the principles of good citizenship
10. demonstrate an understanding of and a commitment to the moral, ethical, and legal obligations of correctional professionals
11. work effectively in groups
12. explain the basic principles of human dignity, human rights, and multiculturalism, and demonstrate a personal commitment to the advancement of these principles
13. make ethical judgments.



# Criminal Justice: Drug and Alcohol Treatment Option

## Associate in Science Degree

This option is designed to prepare students for employment in criminal justice agencies that require basic knowledge of drug and alcohol treatment modalities and issues as they relate to the criminal justice system.

### First Semester

Course #	Title	Credits
CJS*101	Introduction to Criminal Justice	3
ENG*101	Composition (a)	3
SOC*101	Principles of Sociology (a)	3
	Directed Elective (c)	3

Select one of the following courses:

HIS*201	U.S. History I (a) <b>or</b>	
POL*111	American Government (a)	3

### Second Semester

CJS*102	Introduction to Corrections	3
PSY*111	General Psychology I (a)	3
	Fine Arts Elective (f)	3
	History Elective (a)	3

Select one of the following courses:

COM*172	Interpersonal Communication (a) <b>or</b>	
COM*173	Public Speaking (a) <b>or</b>	
ENG*293	Survey of Literary Genres (a)	3

### Third Semester

DAR*101	Public Health Issues in Abuse & Addiction (a)	3
DAR*111	Addiction Counseling I (a)	3
SOC*241	Juvenile Delinquency (a)	3
	Directed Elective (c)	3
	Mathematics Elective (a)(e)	3-4

### Fourth Semester

CJS*290	Practicum in Criminal Justice (a)	3
DAR*112	Group Counseling Theory and Techniques (a)	3
SOC*240	Criminology (a)	3
	Directed Elective (c)	3
	Science Elective (d)	3-4
	Social Science Elective (b)(c)	3

Total..... 63-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology or Sociology. Abnormal Psychology (PSY\*245) is preferred.
- (c) To be selected in consultation with faculty advisor based on student's program of study. To be selected from Criminal Justice or DARC courses. Institutional Treatment of the Offender (CJS\*243), Biology of Addiction (DAR\*158), Addiction Counseling II (DAR\*213), and Counseling Internship II (DAR\*252) are highly recommended.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

## **Criminal Justice: Drug and Alcohol Treatment Option (A.S. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. explain the roles and functions of the Criminal Justice System and its subordinate agencies in a democratic society
2. communicate effectively in both written and verbal form
3. define and explain the basic counseling strategies and therapies, and apply the fundamental principles of drug and alcohol counseling in a criminal justice setting
4. demonstrate individual and group counseling skills
5. demonstrate the skills and practical applications of the 12 core functions of an alcohol and drug counselor
6. think logically and critically, as well as formulate, present, and defend logical arguments
7. research current criminal justice and drug and alcohol counseling issues, synthesize concepts, and apply them to operational activities
8. obtain entry level employment as a drug and alcohol counselor in a criminal justice related agency, and/or gain admission to a four year college or university Criminal Justice or Drug and Alcohol Counseling Program
9. explain the basic principles of human dignity, human rights, and multiculturalism, and demonstrate a commitment to the advancement of those principles
10. demonstrate an understanding of and commitment to the moral, ethical, and legal obligations of the Criminal Justice and Drug and Alcohol Counseling Professions.



# Dental Hygiene

## Associate in Science Degree

Provides the skills and knowledge necessary to function effectively as an integral member of the dental health team. The program utilizes the facilities of the University of Connecticut School of Dental Medicine, federal, state and local hospitals, and community health clinics. Graduates of the program are eligible to take the examinations for licensure given by National and North East Regional Boards. Graduates who pass both boards are eligible for a Connecticut license.

**Specialized course work must be taken in the outlined sequence.** DHY\* designated courses are open to admitted dental hygiene students only. A minimum grade of C or better (75 or above) is required in ALL course for progression in the program.

*Prior to start of first semester, the student must complete the following courses:*

BIO*211.....	Anatomy and Physiology I (a).....	4
BIO*212.....	Anatomy and Physiology II (a).....	4
BIO*235.....	Microbiology (a).....	4
HLT*201.....	Nutrition for Allied Health Professionals (a).....	3
	Mathematics Elective (e).....	3-4

### First Semester

Course #	Title	Credits
DHY*209.....	Fundamentals of Dental Hygiene Theory (a).....	3
DHY*210.....	Clinic–Fundamentals of Dental Hygiene Theory (a).....	1
DHY*212.....	Dental Hygiene Diagnostic Technology I (a).....	2
DHY*228.....	Histology & Oral Anatomy for the Dental Hygienist (a).....	4
ENG*101.....	Composition (a).....	3

### Second Semester

DHY*207.....	Practice Management Law & Ethics (a).....	2
DHY*225.....	Dental Materials for the Dental Hygienist (a).....	2
DHY*232.....	Dental Hygiene Diagnostic Technology II (a).....	2
DHY* 233.....	Oral Medicine & Pathology (a).....	2
DHY*239.....	Dental Hygiene II Theory (a).....	2
DHY*240.....	Dental Hygiene II Clinic (a).....	2
PSY*111.....	General Psychology I (a).....	3

### Third Semester

COM*173.....	Public Speaking (a).....	3
DHY*259.....	Dental Hygiene III Theory (a).....	3
DHY*260.....	Dental Hygiene III Clinic (a).....	3
DHY*262.....	Periodontics (a).....	2
DHY*264.....	Pharmacology (a).....	3
DHY*267.....	Community Oral Health I (a).....	3
DHY*269.....	Dental Hygiene Research Seminar I (a).....	1

### Fourth Semester

DHY*279.....	Dental Hygiene IV Theory (a).....	2
DHY*280.....	Dental Hygiene IV Clinic (a).....	3
DHY*287.....	Community Oral Health II (a).....	3
DHY*289.....	Dental Hygiene Research Seminar II (a).....	1
DHY*295.....	Dental Hygiene Capstone Portfolio Experience (a).....	1
SOC*101.....	Principles of Sociology (a).....	3
	Fine Arts Elective (f).....	3

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Total.....66

(a) Prerequisite and/or co-requisite required.

(e) To be selected from any college-level Mathematics course.

(f) To be selected from any three-credit, non-studio course in Art or Music.

This program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Commission on Recognition of Post-secondary Accreditation and by the United States Department of Education. The Commission on Dental Accreditation may be contacted at 312.440.2719 or at 211 East Chicago Avenue, Chicago, Illinois 60611.

**NOTE:** The ability to obtain a license may be affected due to a felony conviction.

**Dental Hygiene Grading Scale for all *DHY\** designated courses:**

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
75-76	C
64-74	D
60-63	D-
< 60	F

**Dental Hygiene (A.S. Degree)  
Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. use basic techniques of the medium to communicate in assigned tasks
2. apply discipline specific and/or professional techniques to communicate in assigned tasks
3. identify and explain relationships, draw and justify reasonable inferences and conclusions, and demonstrate evidence of insight through reflection
4. understand the purpose, authority and relevance of information sources
5. appropriately and effectively use technology to accomplish assigned tasks
6. define and describe social, cultural, and political forces that shape the individual and society
7. analyze social, cultural, and political forces that shape the individual and society
8. identify and describe formal and aesthetic qualities
9. use numerical information, laws of logic, and mathematics to solve problems
10. recognize and appreciate the ethical dimensions of their own and others' actions, values, and responsibilities
11. demonstrate ethical behavior in academic and co-curricular activities, and/or professional internships and practica
12. effectively engage in interpersonal activities and teamwork
13. use discipline-specific terms, recall relevant theories, laws, and concepts, and identify components of the scientific method: hypothesis, procedure, observations and conclusions
14. provide care to all clients without regard to economic, social, cultural, religious, or health status based upon individualized human need, using the evidence based system which includes assessment, diagnosis, planning, implementation, education and evaluation
15. develop, implement and evaluate health promotion strategies directed toward helping individuals as well as diverse populations achieve oral wellness as well as overall health awareness.

**Special Admission Requirements:  
Dental Hygiene Associate's Degree Program**

All candidates must submit a college application, a special program application, and a \$20.00 application fee. All official transcripts from high school, educational institutions, or colleges the candidate has attended must be forwarded to the college.

In addition to the academic admission requirements for Dental Hygiene, and for continual progression in the program, the following essential functions are also expected of all students with or without accommodations. Students must be able to fulfill these essential functions of the job without endangering patients or other healthcare workers. Students with Disabilities may be eligible for accommodations.



Students must have the following abilities:

- proficiency in their use of the English language and must possess effective oral and written skills in order to accurately transmit appropriate information to patients/clients, faculty, colleagues, and other healthcare workers
- gross and fine motor skills sufficient to lift, position, and operate equipment
- interpersonal skills such that they are capable of interacting with individuals, families and groups from a variety of social, economic and ethnic backgrounds
- the physical mobility necessary to move from place to place in small spaces as well as full range of motion, manual and finger dexterity
- physical endurance that enables them to stay on task for a prolonged period while sitting, standing or moving
- a high degree of hand-eye coordination
- auditory ability and other sensory skills must be sufficient to monitor and assess the health needs and diagnose the oral conditions of patients as well as maintain patient safety
- visual acuity and adequate spatial perception
- intact proprioception (the ability to sense pressure/force)
- the ability to present a professional appearance, maintain personal health and be emotionally stable

### **Prerequisite Requirements Necessary to Apply to the Tunxis Dental Hygiene Program:**

- Applicant must complete Composition (ENG\*101), Concepts of Chemistry (CHE\*111), and Anatomy and Physiology I (BIO\*211) – **NOTE: Anatomy and Physiology I at Tunxis has General Biology I (BIO\*121) as a prerequisite** – with a minimum combined GPA in prerequisite courses of 2.7. All science courses must be taken within 5 years of applying to the program and be 4 credits with a laboratory component.
- Applicant must be ready for college level mathematics, evidenced either by successful completion of Elementary Algebra Foundations (MAT\*095) with a grade of C or better, or by placement into college level mathematics on Accuplacer. **It is highly recommended to complete Intermediate Algebra (MAT\*137) prior to the start of the program.**
- Applicant must attend a dental hygiene information session. Attendance will be verified with a certificate issued by the session presenter. **Contact Admissions Office to reserve a seat.**
- Applicant is encouraged to enroll in the Health Careers Pathway Certificate.
- Applicant is encouraged to complete science and general education courses prior to applying to the program.

### **Dental Hygiene Application Process for Admission**

*The applicant must submit ALL of the following by the **December 31** Deadline.*

- All college transcripts
- Two letters of recommendation
- A personal statement: "Please provide a comprehensive biographical sketch of no more than 250 words that includes information to assist the Admissions Committee in "getting to know you better." Examples of information that might be included in your biographical sketch include but are not limited to: details regarding dental hygiene procedures you have observed, a description of community service projects in which you have participated, and information concerning your interests, abilities and attitudes that have motivated you to make the commitment required for a career in dental hygiene."

**In addition to the admission requirements prior to the start of the first semester of the program:**

- Applicant must complete Anatomy and Physiology II with a grade of C or better.\*
- Applicant must complete either Microbiology or Nutrition for the Allied Health Professional with a grade of C or better. **If these courses are in progress at the time of interview, applicant must provide mid-terms grades for evaluation.\*\***

\* Final acceptance of the applicant is contingent upon successful completion of these courses.

\*\* Consideration will be given to the number of college courses successfully completed.

# Certificate Program in Dental Assisting

Provides students with the skills and knowledge necessary to function effectively as integral members of the dental health team. This 10-month program offers preparation in chairside assisting and related office and laboratory procedures under the direction and supervision of the dentist. All students who have not completed the equivalent of Composition must complete the college placement test and must place into Composition in order to begin the program.

**Specialized course work must be taken in the outlined sequence.**

## Fall Semester

Course #	Title	Credits
CSS-101 .....	First Year Experience (a) .....	3
DAS*115 .....	Dental Assisting Concepts (a) .....	3
DAS*120 .....	Oral Medicine for the Dental Assistant (a) .....	2
DAS*125 .....	Oral Anatomy & Essentials of Radiography (a) .....	3
DAS*130 .....	Dental Materials for the Dental Assistant (a) .....	2
ENG*101 .....	Composition (a) .....	3
HLT*112 .....	Basic Medical Support.....	2

## Spring Semester

DAS*155 .....	Dental Assisting Advanced Clinical Techniques (a) .....	4
DAS*160 .....	Oral Health Education (a) .....	2
DAS*165 .....	Dental Radiography for the Dental Assistant (a).....	2
DHY*207 .....	Practice Management, Law and Ethics (a) .....	2

*Select one of the following courses:*

COM*172 .....	Interpersonal Communication (a) <b>or</b>	
COM*173 .....	Public Speaking (a) .....	3

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Total.....31

(a) Prerequisite and/or co-requisite required.

This program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Commission on Recognition of Post-secondary Accreditation and by the United States Department of Education. The Commission on Dental Accreditation may be contacted at 312.440.2719 or at 211 East Chicago Avenue, Chicago, Illinois 60611.

**NOTES:** The ability to obtain a license may be affected due to a felony conviction. Students with disabilities may be eligible for accommodations.

## **Dental Assisting (Certificate) Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. provide competent proficient assisting skills and related responsibilities legally allotted to the dental assistant
2. improve public understanding and appreciation of oral health and its importance to the well-being of the individual
3. assist in the care of all patients utilizing an individualized human-needs approach without regard to race, creed, socioeconomic background, or health status
4. demonstrate educational, clinical, and professional judgment in delivery of dental assisting services, evolving technology, and professional standards
5. communicate effectively through various modes of verbal, nonverbal, and written expression
6. continuously self-assess through critical and problem-solving skills
7. advance the profession of dental assisting through service to the community and promotion of professional organizations

### **Students must have the following abilities:**

- proficiency in their use of the English language and must possess effective oral and written skills in order to accurately transmit appropriate information to patients/clients, faculty, colleagues, and other healthcare workers
- gross and fine motor skills sufficient to lift, position, and operate equipment
- interpersonal skills such that they are capable of interacting with individuals, families and groups from a variety of social, economic and ethnic backgrounds
- the physical mobility necessary to move from place to place in small spaces as well as full range of motion, manual and finger dexterity
- physical endurance that enables them to stay on task for a prolonged period while sitting, standing or moving
- a high degree of hand-eye coordination
- auditory ability and other sensory skills must be sufficient to monitor and assess the health needs and diagnose the oral conditions of patients as well as maintain patient safety
- visual acuity and adequate spatial perception
- intact proprioception (the ability to sense pressure/force)
- the ability to present a professional appearance, maintain personal health and be emotionally stable

The College recommends that you apply as early as possible because the program has a limited number of available spaces. To be admitted to the program, a student is required to take the **College Placement Test and demonstrate the ability to place into Composition (ENG\*101) by the end of the first summer session prior to the fall semester in which the student seeks to enroll.** In addition, students must meet core requirements for admission to the College.

# Drug and Alcohol Recovery Counselor

## Associate in Science Degree

Accommodates students with a wide range of academic and career goals while preparing them for employment or job advancement in the substance abuse treatment field. Students who complete this program will meet the Connecticut Certification Board educational requirements in preparation for becoming a Certified Addiction Counselor. Students are exposed to both traditional and current counseling theories; the biological, psychological and social effects of addiction; and the opportunity to apply this knowledge using critical thinking and communication skills.

### First Semester

Course #	Title	Credits
COM*172.....	Interpersonal Communication (a).....	3
DAR*101.....	Public Health Issues in Abuse and Addiction (a).....	3
DAR*111.....	Addiction Counseling I (a).....	3
ENG*101.....	Composition (a).....	3
PSY*111.....	General Psychology I (a).....	3

### Second Semester

BIO*115.....	Human Biology (a).....	4
DAR*112.....	Group Counseling Theory & Techniques (a).....	3
DAR*158.....	Biology of Addiction (a).....	3
PSY*245.....	Abnormal Psychology (a).....	3
.....	Humanities Elective (g).....	3

### Third Semester

DAR*213.....	Addiction Counseling II (a).....	3
DAR*251.....	Counseling Internship I (a).....	6
.....	Humanities Elective (g).....	3
.....	Psychology Elective (a)(c).....	3

### Fourth Semester

DAR*252.....	Counseling Internship II (a).....	6
.....	Fine Arts Elective (f).....	3
.....	Mathematics Elective (a)(e).....	3-4
.....	Social Science Elective (b).....	3

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Total.....61-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy or Theater.

### Special Requirements for DARC Program:

Students may declare a Drug and Alcohol Recovery Counselor (DARC) Program major at any time; however, students must apply for acceptance into the internship, which requires successful completion of Public Health Issues in Abuse and Addiction (DAR\*101), Addiction Counseling I (DAR\*111), Group Counseling Therapy and Techniques (DAR\*112), Biology of Addiction (DAR\*158), and Addiction Counseling II (DAR\*213), as well as an interview with the Program Coordinator.

For more information, visit the College's website at [tunxis.commnet.edu](http://tunxis.commnet.edu) or contact Dr. Harriet Cianci, Drug and Alcohol Recovery Counselor (DARC) Program Coordinator at 860.255.3635.

## **Drug and Alcohol Recovery Counselor (A.S. Degree) Program Abilities:**

Upon successful completion of all course work in the program, students will be able to:

1. demonstrate knowledge of and skill in basic counseling theories and strategies
2. define the models, theories, and characteristics of substance abuse and dependence, as they pertain to individuals, family systems, and diverse populations
3. demonstrate an understanding of the physiological and neurological effects of various substances on the brain and Centralized Nervous System
4. demonstrate knowledge of and skill in facilitating counseling groups
5. demonstrate knowledge of and skill in assessing co-occurring disorders
6. demonstrate an understanding of and commitment to the moral, ethical, and legal responsibilities of the addiction counselor
7. demonstrate knowledge and application of the 12 Core Functions
8. demonstrate competency in the documentation of assessments, treatment plans, progress notes, and discharge summaries
9. successfully complete capstone course



# Early Childhood Education

## Associate in Science Degree

Provides students with the skills and competencies necessary to work effectively with young children, birth through age eight, in the field of professional childcare and education. The program will prepare qualified students for positions as teachers and assistant teachers in a variety of early childhood settings. Instruction is designed to be practical for prospective teachers as well as individuals already in the field. In addition, the program will prepare students for academic work at the baccalaureate level.

### First Semester

Course #	Title	Credits
ECE*101	Introduction to Early Childhood Education (a)	3
ECE*176	Health, Safety and Nutrition (a)	3
ENG*101	Composition (a)	3
MAT*141	Number Systems (a)	3
PSY*111	General Psychology I (a)	3

### Second Semester

ECE*103	Creative Experiences/Children (a)	3
ENG*114	Children's Literature (a)	3
PSY*203	Child Development (a)	3
SOC*101	Principles of Sociology (a)	3
	Science Elective with Laboratory (a)(d)	4

### Third Semester

COM*172	Interpersonal Communication (a)	3
ECE*210	Observation, Participation and Seminar (a)	3
ECE*215	The Exceptional Learner (a)	3
ECE*231	Early Language and Literacy Development (a)	3
PSY*220	Educational Psychology (a)	3

### Fourth Semester

ECE*275	Child, Family and School Relations (a)	3
ECE*295	Student Teaching (a)(e)	6
	Directed Elective (b)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3

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Total.....64

- (a) Prerequisite and/or co-requisite required.
- (b) Music & Movement for Children (ECE\*106), Infant/Toddlers Growth & Development (ECE\*141), or Science & Math for Children (ECE\*109).
- (c) Psychology of Adjustment (PSY\*104), Theories of Personality (PSY\*243), or U.S. History I (HIS\*201) or U.S. History II (HIS\*202).
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) Thirty hours of approved course work that includes Introduction to Early Childhood Education (ECE\*101), Observation, Participation and Seminar (ECE\*210), The Exceptional Learner (ECE\*215), Child Development (PSY\*203) and Educational Psychology (PSY\*220). Additionally, a physical examination by a doctor is required prior to starting Student Teaching (ECE\*295). Signature of Program Coordinator is required.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

## **Early Childhood Education (A.S. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. use knowledge of how children develop and learn in order to provide opportunities that support the physical, emotional, social, language, cognitive, and aesthetic development of all young children from birth through age 8
2. use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children
3. create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities
4. apply knowledge of cultural and linguistic diversity to create environments and experiences that affirm and respect culturally and linguistically diverse children, support home-language preservation, and promote anti-bias approaches and the valuing of diversity
5. plan and implement developmentally-appropriate curriculum and instructional practices based on knowledge of individual children (typical and special needs), the community, and curriculum goals and content
6. use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, encourage positive social interactions
7. establish and maintain physically and psychologically safe and healthy learning environments for children.
8. establish and maintain positive collaborative relationships with families
9. demonstrate sensitivity to differences in family structure, and social and cultural backgrounds
10. communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being
11. use informal assessment strategies to plan and individualize curriculum and teaching practices to meet the needs of individual children and to ensure the continuous physical, social, emotional, aesthetic, and cognitive development of children
12. observe, record, and assess young children's development and learning for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences, including children with special needs
13. reflect on their practices, articulate a philosophy and rationale for decisions, and continually self-assess and evaluate the effects of their choices and actions on young children, parents, and other professionals as a basis for program planning and modification and continuing professional development
14. demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies that affect children, families, and programs for young children and the early childhood profession
15. demonstrate an understanding of the early childhood profession; its historical, philosophical, and social foundations; and how these foundations influence current thought and practice
16. demonstrate awareness of, and commitment to, the profession's Code of Ethical Conduct.
17. actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice
18. serve as an advocate on behalf of young children and their families, of improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.

# Certificate Program in Early Childhood Administration

Administrators and directors of child-care facilities have many responsibilities including business operations, staff training, and the planning of an appropriate learning environment for young children. To accomplish these tasks successfully, the individual must have skills in business management and leadership, and be knowledgeable in child development and developmentally-appropriate practices. This certificate program is designed to provide a well-balanced quality education to both current and prospective administrators and directors, to enable them to work effectively with their staffs as well as with the diverse population of children and families they serve, and to manage the day-to-day operations of a business.

## First Semester

Course #	Title	Credits
ECE*206	Administration and Supervision of Early Childhood Programs	3
	Directed Elective (b)	3
	Directed Elective (c)	3

## Second Semester

PSY*203	Child Development (a)	3
	Directed Elective (c)	3

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Total..... 15

- (a) Prerequisite and/or co-requisite required.
- (b) Section from Principles of Financial Accounting (ACC\*113) or Principles of Marketing (BMK\*201) must be made with and approved by a business faculty advisor.
- (c) Selection of the early childhood directed elective must be made with and approved by the Early Childhood Program Coordinator. This will assure that the student has selected the correct courses to meet his/her particular needs.

# Certificate Program in Early Childhood Education

Designed to prepare students who are interested in the field of early care and education, or others who are already working in child care, to work effectively with children from birth to age eight. The program will prepare students for positions as teacher assistants or classroom aides in child-care programs, or to work in family day-care homes, or to work as a nanny in a private home.

Course #	Title	Credits
ECE*101	Introduction to Early Childhood Education (a)	3
ECE*103	Creative Experiences/Children (a)	3
ECE*176	Health, Safety and Nutrition (a)	3
ECE*210	Observation, Participation and Seminar (a)	3
ECE*231	Early Language and Literacy Development (a)	3
ENG*101	Composition (a)	3
ENG*114	Children's Literature (a)	3
PSY*111	General Psychology I (a)	3
PSY*203	Child Development (a)	3
	Directed ECE Elective (c)	3

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Total..... 30

- (a) Prerequisite and/or co-requisite required.
- (b) All other courses in the program must be completed successfully before enrollment in Student Teaching (ECE\*295) is approved.
- (c) Music & Movement for Children (ECE\*106), Infant/Toddler Growth & Development (ECE\*141) or Science and Math for Children (ECE\*109).



# Engineering Science

## Associate in Science Degree

Focuses upon building a foundation in the fields of mechanical, industrial, or civil engineering. Graduates will receive a background in mathematics, science and general education courses for transfer into a four-year program. Engineering Science also offers students currently employed in technical positions an opportunity to retrain and upgrade their technical skills. Differences in various areas of specialization in engineering allow students to choose electives with reference to their programs of study. Core courses in Engineering Science may be offered at other community colleges in cooperation with Tunxis Community College.

### First Semester

Course #	Title	Credits
CHE*121	General Chemistry I (a)	4
ENG*101	Composition (a)	3
MAT*254	Calculus I (a)	4
EGR*111	Introduction to Engineering (a)	3
EGR*115	Programming for Engineers (a)	3

### Second Semester

CAD*133	CAD Mechanical AutoCAD (a)	3
CHE*122	General Chemistry II (a)	4
ENG*293	Survey of Literary Genres (a)	3
MAT*256	Calculus II (a)	4
	Humanities Elective (g)	3

### Third Semester

EGR*211	Engineering Statics (a)	3
MAT*268	Calculus III: Multivariable (a)	4
PHY*221	Calculus-Based Physics I (a)	4
	Humanities Elective (g)	3
	Social Sciences Elective (b)	3

### Fourth Semester

EGR*212	Engineering Dynamics (a)	3
MAT*285	Differential Equations (a)	3
PHY*222	Calculus-Based Physics II (a)	4
	Fine Arts Elective (f)	3

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Total.....64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (f) To be selected from any three-credit, non-studio course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy or Theater.

## **Engineering Science (A.S. Degree) Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. demonstrate an understanding of the foundational mathematical and scientific concepts appropriate to the fields of mechanical, civil, or industrial engineering
2. utilize basic design skills (CAD) as they apply to basic engineering problems
3. analyze data and scientific information using critical-thinking skills and problem-solving techniques
4. use appropriate devices, such as tables, graphs, spreadsheets, pictures, and algebraic equations to investigate, organize, and communicate mathematical data
5. utilize effective written, oral, visual, and graphical formats to communicate scientific, technical, and professional information
6. demonstrate an awareness and understanding of the moral, ethical, legal, and professional obligations of the developers and users of technology to protect human health and welfare, and the environment
7. use logic and organization when acquiring information, analyzing a situation, and solving problems
8. identify the need for lifelong learning and currency in one's profession
9. appreciate diverse cultures.



# Certificate Program in English as a Second Language

Prepares students whose native language is not English to acquire skills of reading, writing, listening comprehension, and speaking at a level which will permit them to continue their college studies or to function with effective language skills in the national or international job market.

Course #	Title	Credits
ESL*153	ESL: Writing & Reading V (a)	3
ESL*155	ESL: Grammar V (a)	3
ESL*162	Writing & Reading VI (a)	6
ENG*101	Composition (a)	3
ENG*173	Perspectives in the Humanities (a)	3
<i>Select one of the following courses:</i>		
COM*173	Public Speaking (a) <b>or</b>	
ESL*149	ESL Pronunciation Workshop (a) <b>or</b>	
ESL*157	Oral Communications V (a)	3
		Total.....21

(a) Prerequisite and/or co-requisite required.



# General Studies

## Associate in Science Degree

Offers a quality academic program with a broad selection of courses drawn from a wide range of disciplines. Provides students with a foundation for life-long learning, transfer to a four-year college or university, and the pursuit of career opportunities.

### Requirements

Course #	Title	Credits
ENG*101 .....	Composition (a) .....	3
ENG*103 .....	Composition II (a) .....	3
	Fine Arts Elective (f).....	3
	History Elective (a).....	3
	Humanities Elective (a)(g).....	3
	Mathematics Elective (a)(e) .....	3-4
	Science Elective (a)(d).....	3-4
	Social Science Elective (b).....	3
	General Electives (c) (select 12) .....	36

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Total.....60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) Open electives will be chosen in consultation with an advisor with no more than fifteen (15) hours selected from any one subject area (BOT Policy 3.6.6).
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy or Theater.

## General Studies (A.S. Degree)

### Program Abilities:

Upon successful completion of the program, students will be able to:

1. demonstrate a knowledge base that fulfills an interdisciplinary program that reflects their intellectual, academic, and professional goals
2. use basic techniques of the medium to communicate in assigned tasks
3. apply discipline-specific and/or professional techniques to communicate in assigned tasks
4. identify and explain relationships, draw and justify reasonable inferences and conclusions, and demonstrate evidence of insight through reflection
5. understand the purpose, authority and relevance of information sources
6. appropriately and effectively use technology to accomplish assigned tasks
7. define and describe social, cultural, and political forces that shape the individual and society
8. analyze social, cultural, and political forces that shape the Individual and society
9. identify and describe formal and aesthetic qualities
10. use numerical information, laws of logic, and mathematics to solve problems
11. recognize and appreciate the ethical dimensions of their own and others' actions, values, and responsibilities
12. demonstrate ethical behavior in academic and co-curricular activities, and/or professional internships and practice
13. effectively engage in interpersonal activities and teamwork
14. use discipline-specific terms, recall relevant theories, laws, and concepts, and identify components of the scientific method: hypothesis, procedure, observations and conclusions.

# Planning to Transfer from Tunxis?

Tunxis Community College works closely with four-year colleges and universities to arrange a seamless transition into bachelor's degree programs.

The associate's degrees in General Studies or Liberal Arts & Science at Tunxis are great options for students who plan to transfer into a four-year baccalaureate program.

The Tunxis Academic Advising Center is a valuable resource to assist you with exploring your transfer destinations. Contact them by calling 860.255.3540 or visit your Advisor for help with this important decision.

Students have transferred their credits to the colleges and universities listed below:

Albertus Magnus College	Rutgers University
American International College	Sacred Heart University
American University	Saint Joseph College
Arizona State University	Salve Regina University
Atlantic College of Art	Savannah College of Art & Design
Bay Path College	Smith College
Berklee College of Music	Southern CT State University
Bryant University	Southern Illinois University
Central CT State University	Southern New Hampshire University
Charter Oak State College	Southern Vermont College
Cornell University	Springfield College
Curry College	Stonehill College
Drexel University	Stony Brook University
Eastern CT State University	Temple University
Fashion Institute of Technology	Trinity College
Fordham University	University of Alabama
Framingham State College	University of Connecticut
Georgetown University	University of Florida
Green Mountain College	University of Hartford
Hampton University	University of Maine
Harvard University	University of Maryland
Iowa State University	University of Massachusetts
Ithaca College	University of Miami
John Jay College of Criminal Justice	University of New England
Johnson & Wales University	University of New Hampshire
Keene State College	University of New Haven
Laboratory Institute Of Merchandising	University of North Carolina
Lesley University	University of Notre Dame
Massachusetts Maritime Academy	University of Pittsburgh
Mount Holyoke College	University of Rhode Island
Northeastern University	University of Texas at Austin
Northwestern University	University of Vermont
Ohio University	Virginia Commonwealth University
Pace University	Wellesley College
Parsons School of Design	Wentworth Institute of Technology
Portland State University	Wesleyan University
Quinnipiac University	Western CT State University
Rochester Institute of Technology	Westfield State College
Roger Williams University	Yale University

# Graphic Design

## Associate in Science Degree

Offers an education in graphic design communications, using processes and technologies relevant to the professional design environment. Students develop skills in visual literacy, problem solving, image creation, graphic arts production, typography, layout, publication, design, and computer graphics.

### First Semester

Course #	Title	Credits
ART*111	Drawing I	3
ENG*101	Composition (a)	3
GRA*101	Design Principles	3
GRA*110	Introduction to Computer Graphics	3

Select one of the following courses:

ART*100	Art Appreciation <b>or</b> Art History Elective (h)	3
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### Second Semester

ART*112	Drawing II (a)	3
GRA*200	Visual Communications (a)	3
GRA*231	Digital Imaging (a)	3
	Humanities Elective (g)	3
	Mathematics Elective (a)(e)	3-4

### Third Semester

GRA*201	Typography and Design I (a)	3
GRA*236	Digital Illustration (a)	3
	Directed Studio Elective (c)	3
	Science Elective (d)	3-4
	Social Science Elective (b)	3

### Fourth Semester

ART*122	Three-Dimensional Design	3
GRA*203	Design and Production (a)	3
GRA*205	Typography and Design II (a)	3
	Directed Studio Elective (c)	3
	Social Science Elective (b)	3

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Total..... 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy, or Theater.
- (h) To be selected from Art History I (ART\*101), Art History II (ART\*102), Art History III (ART\*103), or History of Photography (ART\*205). Students planning to transfer to a baccalaureate program should take an Art History course.

## **Graphic Design (A.S. Degree)**

### **Program Abilities:**

Depending upon level of successful completion of coursework within the program, students will:

#### **Visual Literacy and Creative Expression –**

1. acquire skills in drawing and three-dimensional design using traditional materials and techniques
2. identify and apply the design principles to control aesthetic and compositional elements in the creation of visual solutions to art and design problems
3. demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects
4. understand the function and impact of design, and the roll of the design profession in our society

#### **Visual Communication, Conceptual and Critical Thinking –**

5. analyze a visual communication problem, develop visual concepts, and create design solutions that respond to client and audience needs through symbol and image creation, graphic illustration, paper selection, color, typography, and page composition
6. communicate an understanding of design concepts, processes, and techniques using the “language” of design and the design and creation of original typographically-based visual communications process

#### **Media and Technical Skills –**

7. gain competence in the Macintosh OS, file storage and retrieval, network navigation, and the output of digital images and designs
8. acquire skills in the use of image scanning, page layout, and vector and raster image software programs so as to be able to design and execute graphic symbols and illustrations, raster images, and page compositions incorporating typography and image
9. understand the basic concepts of printing and print production processes so as be able to successfully create electronic mechanical art for spot and process color graphic design projects

#### **Professional Practice –**

10. understand project management, marketing, and business related responsibilities of a graphic designer (and interactive design in Interactive Media option) in the design and production of visual communication pieces, the necessity of participating in a collaborative work environment, and adhering to professional ethical standards
11. demonstrate knowledge of design project goals, be able to set priorities to meet milestones for project completion, and show the ability to revise and refine designs based on ongoing evaluation
12. present design solutions and portfolio, in a manner suited to professional presentation showing knowledge and application of the concepts, skills, and techniques presented in courses during the program

#### **General Education –**

13. meet established general education requirements.

# Graphic Design: Interactive Media Option

## Associate in Science Degree

Provides visual, technical, and liberal arts education necessary for a career in Interactive Media or transfer to a four-year degree.

### First Semester

Course #	Title	Credits
ART*111 .....	Drawing I .....	3
ENG*101 .....	Composition (a) .....	3
GRA*101 .....	Design Principles .....	3
GRA*110 .....	Introduction to Computer Graphics .....	3
<i>Select one of the following courses:</i>		
ART*100 .....	Art Appreciation <b>or</b> Art History Elective (h) .....	3

### Second Semester

ART*112 .....	Drawing II (a) .....	3
GRA*200 .....	Visual Communications (a) .....	3
GRA*231 .....	Digital Imaging (a) .....	3
	Humanities Elective (g) .....	3
	Mathematics Elective (a)(e) .....	3-4

### Third Semester

GRA*201 .....	Typography and Design I (a) .....	3
GRA*236 .....	Digital Illustration (a) .....	3
GRA*260 .....	Web Design (a) .....	3
	Science Elective (d) .....	3-4
	Social Science Elective (b) .....	3

### Fourth Semester

ART*122 .....	Three-Dimensional Design .....	3
GRA*205 .....	Typography and Design II (a) .....	3
GRA*227 .....	Interactive Media (a) .....	3
	Directed Studio Elective (c) .....	3
	Social Science Elective (b) .....	3

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Total ..... 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science Psychology or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy or Theater.
- (h) To be selected from Art History I (ART\*101), Art History II (ART\*102), Art History III (ART\*103), or History of Photography (ART\*205). Students planning to transfer to a baccalaureate program should take an Art History course.



## **Graphic Design: Interactive Media Option (A.S. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

#### **Visual Literacy and Creative Expression –**

1. acquire skills in drawing and three-dimensional design using traditional materials and techniques
2. identify and apply the design principles to control aesthetic and compositional elements in the creation of visual solutions to art and design problems
3. demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects

#### **Visual Communication, Conceptual and Critical Thinking –**

4. understand the function and impact of design, and the roll of the design profession in our society
5. analyze a visual communication problem, develop visual concepts, and create design solutions that respond to client and audience needs through symbol and image creation, graphic illustration, paper selection, color; typography, page composition, interface design, sound, motion, and interactivity
6. communicate an understanding of design concepts, processes, and techniques using the “language” of design.

#### **Media and Technical Skills –**

7. gain competence in the Macintosh OS, file storage and retrieval, network navigation, and the output of digital images and designs
8. acquire skills in the use of image scanning, page layout, and vector and raster image software programs so as to be able to design and execute graphic symbols and illustrations, raster images, and page compositions incorporating typography and image
9. acquire skills in the use of interactive media, and 2D animation software programs so as to be able to design and execute motion graphics, animation, and interactive designs

#### **Professional Practice –**

10. understand project management, marketing, and business related responsibilities of a graphic designer (and interactive design in Interactive Media option) in the design and production of visual communication pieces, the necessity of participating in a collaborative work environment, and adhering to professional ethical standards
11. demonstrate knowledge of design project goals, be able to set priorities to meet milestones for project completion, and show the ability to revise and refine designs based on ongoing evaluation
12. present design solutions and portfolio, in a manner suited to professional presentation showing knowledge and application of the con-cepts, skills, and techniques presented in courses during the program

#### **General Education –**

13. meet established general education requirements.

# Certificate Program in Graphic Design

Incorporates career-related requirements of the associate's degree while preparing students for entry-level graphic design positions as well as continued study in the associate's degree program.

Course #	Title	Credits
ART*111	Drawing I	3
GRA*101	Design Principles	3
GRA*110	Introduction to Computer Graphics (a)	3
GRA*200	Visual Communications (a)	3
GRA*201	Typography and Design I (a)	3
GRA*203	Design and Production (a)	3
GRA*205	Typography and Design II (a)	3
GRA*231	Digital Imaging (a)	3
GRA*236	Digital Illustration (a)	3
<i>Select one of the following courses:</i>		
ENG*101	Composition (a)‡ or	
ENG*106	Writing for Business (a)	3
		Total.....30

(a) Prerequisite and/or co-requisite required.

‡ **NOTE:** Students planning to transfer to an associate or baccalaureate program should take Composition (ENG\*101).



## **Graphic Design (Certificate)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

#### **Visual Literacy and Creative Expression –**

1. acquire skills in drawing using traditional materials and techniques
2. Identify and apply the design principles to control aesthetic and compositional elements in the creation of visual solutions to art and design problems
3. demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects

#### **Visual Communication, Conceptual and Critical Thinking –**

4. understand the function and impact of design, and the roll of the design profession in our society
5. analyze a visual communication problem, develop visual concepts, and create design solutions that respond to client and audience needs through symbol and image creation, graphic illustration, paper selection, color, typography, and page composition
6. communicate an understanding of design concepts, processes, and techniques using the “language” of design

#### **Media and Technical Skills –**

7. gain competence in the Macintosh OS, file storage and retrieval, network navigation, and the output of digital images and designs
8. acquire skills in the use of image scanning, page layout, and vector and raster image software programs so as to be able to design and execute graphic symbols and illustrations, raster images, and page compositions incorporating typography and image
9. understand the basic concepts of printing and print production processes so as be able to successfully create electronic mechanical art for spot and process color graphic design projects

#### **Professional Practice –**

10. understand project management, marketing, and business related responsibilities of a graphic designer in the design and production of visual communication pieces, the necessity of participating in a collaborative work environment, and adhering to professional ethical standards
11. demonstrate knowledge of design project goals, be able to set priorities to meet milestones for project completion, and show the ability to revise and refine designs based on ongoing evaluation
12. present design solutions and portfolio, in a manner suited to professional presentation showing knowledge and application of the concepts, skills, and techniques presented in courses during the program.

# Certificate Program in Health Career Pathways

Designed to assist the student to achieve success in healthcare programs. Students will be provided the foundation necessary for healthcare professions. Credits from this program may be applied toward healthcare program requirements with Connecticut's Community College System.

Course #	Title	Credits
BIO*211	Anatomy & Physiology I (a)‡	4
BIO*212	Anatomy & Physiology II (a)	4
CHE*111	Concepts of Chemistry (a)‡	4
ENG*101	Composition (a)	3
HLT*103	Investigations in Health Careers (a)	3
MAT*137	Intermediate Algebra (a)	3
PSY*111	General Psychology (a)	3
<b>Select one of the following courses‡:</b>		
BIO*115	Human Biology (a) <b>or</b>	
BIO*121	General Biology I (a)‡	4
		Total.....28

(a) Prerequisite and/or co-requisite required.

‡ **NOTE:** General Biology I (BIO\*121) **AND** either Concepts of Chemistry (CHE\*111) or General Chemistry I are prerequisites for Anatomy and Physiology I (BIO\*211).



# Honors Computer Science/Mathematics

## Associate in Science Degree

Intellectually motivated students planning on pursuing a bachelor's degree with the intention of going into the Computer Science field or becoming a high school mathematics teacher would be interested in this program. Under the provisions of an approved articulation agreement with Central Connecticut State University, Tunxis Community College graduates of this program with a grade point average of 2.7 or better may enter Central Connecticut State University's School of Arts and Sciences at the junior level and apply their credits toward a Bachelor of Science in Mathematics for Secondary Teaching Certification, a Bachelor of Science in Computer Science Honors, or a Bachelor of Science in Computer Science Alternative Program. The agreement is subject to space availability and completion of the required Central Connecticut State University admission process.

### First Semester

Course #	Title	Credits
CSC*210	C Programming (a)	3
ENG*101	Composition (a)	3
MAT*186	Precalculus (a)	4
	Directed Elective (c)	3
	Humanities Elective (g)	3

### Second Semester

CSC*214	Advanced C++ Programming (a)	3
ENG*293	Survey of Literary Genres (a)	3
MAT*254	Calculus I (a)	4
	Directed Elective (c)	3
	Social Science Elective (b)	3

### Third Semester

CSC*220	Object Oriented Programming Using Java (a)	3
MAT*256	Calculus II (a)	4
	Directed Elective (c)	3
	Humanities Elective (g)	3

Select one of the following courses:

CHE*121	General Chemistry I (a) <b>or</b>	
PHY*221	Calculus-Based Physics I (a)	4

### Fourth Semester

CSC*221	Advanced Java Programming I (a)	3
MAT*268	Calculus III: Multivariable (a)	4
	Fine Arts Elective (f)	3

Select one of the following courses:

CHE*122	General Chemistry II (a) <b>or</b>	
PHY*222	Calculus-Based Physics II (a)	4

Total.....63

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, Philosophy or Theater.

## Honors Computer Science/Mathematics (A.S. Degree)

### Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. design high-quality, object-oriented software
2. identify and understand the function of stacks, and queues and linked files
3. develop and implement multithreaded software
4. utilize hashing algorithms
5. utilize differentiation and partial differential techniques
6. solve problems using multiple integrations
7. apply Green's theorem and Stoke's theorem
8. identify and utilize vector valued functions.

# Human Services

## Associate in Science Degree

Prepares students to work in the broad and diverse field of human services, a profession developing in response to and in anticipation of the direction of human needs and human problems in the 21st century. The goal of the program is to improve the quality of life for all of society. The associate's degree curriculum provides a general background for work with children, families, and adults. Most professions in human services require academic work beyond the associate's degree for continuing professional work and advancement. Individuals with an associate's degree may be employed as case management aides, human services workers, residential managers, gerontology aides, special-education teacher aides, mental-health technicians, and social-service technicians. The program prepares each student through exposure to the most current thinking in the field, hands-on experience, and community networking.

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3

Select one of the following courses:

HIS*202	U.S. History II (a) <b>or</b>	
POL*111	American Government (a)	3

### Second Semester

BIO*115	Human Biology (a)	4
ENG*293	Survey of Literary Genres (a)	3
SOC*103	Social Problems (a)	3
SOC*210	Sociology of the Family (a)	3
	Directed Elective (c)	3

### Third Semester

ECN*101	Principles of Macroeconomics (a)	3
ENG*103	Composition II (a)	3
HSE*243	Human Services Skills and Methods (a)	3
	Directed Elective (a)(c)	3

Select one of the following courses:

MAT*135	Topics in Contemporary Mathematics (a) <b>or</b>	
MAT*165	Elementary Statistics with Computer Applications (a)	3-4

### Fourth Semester

HSE*236	Legal Issues In Human Services (a)	3
HSE*281	Human Services Field Work I (a)	3
SOC*220	Racial and Ethnic Diversity (a)	3
	Directed Elective (a)(c)‡	3
	Fine Arts Elective (f)	3

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Total.....61-62

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

(f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

‡ May be chosen from one of the following courses: Life Span Development (PSY\*201), Child Development (PSY\*203), Psychology of Adult Development & Aging (PSY\*208), Psychology of Aging (PSY\*209), Psychology of Women (PSY\*211), Social Psychology (PSY\*240), Theories of Personality (PSY\*243), Abnormal Psychology (PSY\*245), Sociology of Aging (SOC\*114).

## Human Services (A.S. Degree) Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. understand and apply terminology used in today's human services field, and interpret and communicate information when appropriate
2. analyze the interaction of social policies on client systems, workers, and agencies
3. read and explain relevant literature in the field of human services
4. describe and evaluate the ways in which data are collected and applied in the field of human services
5. research and write a report utilizing the library, the Internet, informational interviews, and other sources
6. develop critical thinking skills within the context of professional human services practice to solve problems, to apply learning and reasoning strategies, and to acquire and utilize information
7. be knowledgeable about formal and informal assessment practices that reflect both the needs and strengths of disadvantaged people
8. develop an understanding and awareness of cultural diversity
9. identify causes, consequences, and solutions to inequality due to race, age, religion, and economics.



# Human Services: Family Violence Intervention Option

## Associate in Science Degree

Provides the student with a broad knowledge base through core classes in Human Services, and with the knowledge and skills essential to working with perpetrators as well as victims of abuse. Domestic violence is a growing societal problem that may be addressed through competent counseling by trained professionals who understand the dynamics involved. This program also provides students with a liberal arts background and application-oriented instruction in a broad range of Human Services skills. The student who chooses the Family Violence Option will participate in a field experience, working within the domestic violence and family violence network.

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3
	Directed Elective (a)(c)	3

### Second Semester

BIO*115	Human Biology (a)	4
COM*172	Interpersonal Communication (a)	3
HSE*185	Family Violence Intervention (a)	3
SOC*210	Sociology of the Family (a)	3

Select one of the following courses:

HIS*202	U.S. History II (a) <b>or</b>	
POL*111	American Government (a)	3

### Third Semester

ENG*103	Composition II (a)	3
PSY*245	Abnormal Psychology (a)	3
SOC*103	Social Problems (a)	3
	Directed Human Services Elective (a)(c)	3

Select one of the following courses:

MAT*135	Topics in Contemporary Math (a) <b>or</b>	
MAT*165	Elementary Statistics with Computer Applications (a)	3-4

### Fourth Semester

HSE*236	Legal Issues in Human Services (a)	3
HSE*243	Human Services Skills & Methods (a)	3
HSE*281	Human Services Field Work I (a)	3
SOC*220	Racial and Ethnic Diversity (a)	3
	Fine Arts Elective (f)	3
	Directed Elective (a)(c)‡	3

Total.....64-65

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

(f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

‡ May be chosen from one of the following courses: Life Span Development (PSY\*201), Child Development (PSY\*203), Psychology of Adult Development & Aging (PSY\*208), Psychology of Women (PSY\*211), Social Psychology (PSY\*240), Theories of Personality (PSY\*243), Abnormal Psychology (PSY\*245), Sociology of Aging (SOC\*114)



## Human Services: Family Violence Intervention Option (A.S. Degree) Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. understand and apply terminology used in today's family violence field, and interpret and communicate information when appropriate
2. analyze the interaction of social policies on client systems, workers, and agencies.
3. read and explain relevant literature in the field of family violence
4. describe and evaluate the ways in which data are collected and applied in the field of family violence
5. research and write a report utilizing the library, the Internet, informational interviews, and other sources
6. develop critical-thinking skills within the context of professional family violence practice in order to solve problems, to apply learning and reasoning strategies, and to acquire and utilize information
7. be knowledgeable about formal and informal assessment practices that reflect both the needs and strengths of disadvantaged people
8. develop an understanding and awareness of cultural diversity, and identify causes, consequences, and solutions to inequality due to race, age, religion, and economics
9. practice within the values and ethics of the human services profession and with an understanding of and respect for the positive value of diversity.

## Certificate Program in Family Violence Intervention

Designed to provide a general background in family violence that will provide students not yet in the field with the basic knowledge and skills that would be of special value to social-service agencies.

Course #	Title	Credits
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
HSE*185	Family Violence Intervention (a)	3
HSE*236	Legal Issues in Human Services (a)	3
HSE*243	Human Services Skills and Methods (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3
SOC*103	Social Problems (a)	3
SOC*210	Sociology of the Family (a)	3
	Directed Human Services Elective (a)(c)	3

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Total.....30

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

# Certificate Program in Human Services

Provides organizations with a means of offering education at a post-secondary level to employees who seek theoretical understanding of the duties they perform as well as new skills that will lead to job advancement. The program is also designed to provide a general background in human services that will prepare students not yet employed in the field with basic knowledge and skills of value to social service agencies or to the personnel departments of business and industry. All credits earned in the certificate in Human Services may be applied toward the Associate in Science degree in Human Services at the College.

Course #	Title	Credits
ECN*101	Principles of Macroeconomics (a)	3
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
HSE*243	Human Services Skills and Methods (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3
SOC*103	Social Problems (a)	3
	Directed Human Services Elective (a)‡	3
	Directed Elective (a)(c)	3

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Total.....27

(a) Prerequisite and/or co-requisite required.

(c) Directed elective to be selected from courses in Foreign Languages, Psychology, or Sociology.

‡ May be chosen from one of the following courses: Life Span Development (PSY\*201), Child Development (PSY\*203), Psychology of Adult Development & Aging (PSY\*208), Psychology of Aging (PSY\*209), Psychology of Women (PSY\*211), Social Psychology (PSY\*240), Theories of Personality (PSY\*243), Abnormal Psychology (PSY\*245), Sociology of Aging (SOC\*114).

# Liberal Arts and Sciences

## Associate in Arts Degree

Provides a comprehensive two-year undergraduate education designed to meet the needs of those who plan to complete a bachelor's degree in an area of the liberal arts and sciences, or who wish to explore an area of intellectual interest. The electives in the program allow students to develop concentrations in such fields as the fine arts, English, history, languages, science, mathematics, philosophy, or social science. Students must complete a foreign language requirement in this program.

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
	Fine Arts Elective (c)(f)	3
	Foreign Language Elective (a)‡	3
	Mathematics Elective (a)(c)(e)	3-4
	Social Science Elective (b)	3

### Second Semester

ENG*103	Composition II (a)	3
	Foreign Language Elective (a)‡	3
	General Elective (c)	3
	History Elective (a)	3
	Mathematics Elective (a)(c)(e)	3-4

### Third Semester

PHL*101	Introduction to Philosophy (a)	3
	Foreign Language Elective (a)‡	3
	General Elective (c)	3
	Science Elective (c)(d)	3-4
	Social Science Elective (b)	3

### Fourth Semester

COM*173	Public Speaking (a)	3
	Directed 200-level Elective (c)	3
	Foreign Language Elective (a)‡	3
	Lab Science (a)(d)	4
	Literature Elective (a)	3

---

Total.....60-64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course, MAT\*141 or above.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

‡ Foreign language requirement may be fulfilled by any of the following:

1. completion of three years of study of a single foreign language at the high school level, and the approval of the Humanities Department Chair. If the foreign language requirement has been met, Liberal Arts Electives must be substituted to complete degree requirements.
2. completion of two years of study of a single foreign language at the high school level and six semester hours in the same language at the college intermediate level. (Students wishing to continue in a language not offered at Tunxis must consult with the Humanities Department Chair.)
3. completion of 12 semester hours on the college-level in a single foreign language. If the foreign language requirement has been met, Liberal Arts Electives must be substituted to complete degree requirements.

**NOTES:** 1.) Students planning to transfer to a college offering a four-year liberal arts degree should check with that college regarding foreign language and transfer requirements.

2.) Students interested in pursuing a degree in Liberal Arts & Sciences with a focus on Native American Studies should contact Dr. Fran O'Neil at [foneil@txcc.commnet.edu](mailto:foneil@txcc.commnet.edu) for more information.

## **Liberal Arts and Sciences (A.A. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. analyze, synthesize, and manipulate new information, ideas, and language in their historical and cultural context
2. present ideas in oral, written, and visual form in a variety of contexts and formats appropriate to their audience and purpose
3. use systematic, logical, critical, and creative processes to identify and research problems, and propose/evaluate alternative solutions
4. identify, locate, evaluate and use electronic, print and/or media information sources
5. demonstrate awareness of a range of theoretical, cultural, and/or philosophical views related to an issue in the liberal arts and sciences
6. identify aesthetic elements in literature and the arts, and draw appropriate inferences about the artistic product and the environment in which it was produced
7. identify a range of intellectual and/or artistic contributions to human knowledge and life
8. analyze and apply numerical concepts in varied contexts
9. use cognitive skills and problem-solving techniques to analyze data and scientific information
10. demonstrate the ability to speak, comprehend, read, and write in a foreign language using the common vocabulary of home, school, and work at an intermediate level of fluency and accuracy
11. demonstrates knowledge of the geography and culture connected to the language studied.

# Liberal Arts and Sciences

## Associate in Science Degree

Provides a comprehensive two-year undergraduate education designed to meet the needs of those who plan to complete a bachelor's degree in an area of liberal arts and sciences, or who wish to explore an area of intellectual interest. The electives in the program allow students to develop concentrations in such fields as the fine arts, English, history, languages, science, mathematics, philosophy, or social sciences.

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
	Fine Arts Elective (f)	3
	General Elective (c)	3
	Mathematics Elective (a)(c)(e)	3-4
	Social Science Elective (b)	3

### Second Semester

ENG*103	Composition II (a)	3
	General Elective (c)	3
	General Elective (c)	3
	History Elective (a)	3
	Mathematics Elective (a)(c)(e)	3-4

### Third Semester

PHL*101	Introduction to Philosophy (a)	3
	Liberal Arts Elective (g)	3
	Liberal Arts Elective (g)	3
	Science Elective (c)(d)	3-4
	Social Science Elective (b)	3

### Fourth Semester

COM*173	Public Speaking (a)	3
	Directed Elective (c)	3
	Directed Elective (c)	3
	Lab Science (c)(d)	3-4
	Literature Elective (a)	3

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Total..... 60-64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-level Mathematics course, MAT\*141 or above.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.
- (g) To be selected from courses in Communication, English, Fine Arts, Foreign Languages, History, Mathematics, Music, Philosophy, Science, and Social Sciences.

**NOTES:** 1.) Students planning to transfer to a college offering a four-year liberal arts degree should check with that college regarding foreign language and transfer requirements.

2.) Students interested in pursuing a degree in Liberal Arts & Sciences with a focus on Native American Studies should contact Dr. Fran O'Neil at [foneil@txcc.commnet.edu](mailto:foneil@txcc.commnet.edu) for more information.

## **Liberal Arts and Sciences (A.S. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. analyze, synthesize, and manipulate new information, ideas, and language in their historical and cultural contexts.
2. present ideas in oral, written, and visual form in a variety of contexts and formats appropriate to their audience and purpose.
3. use systematic, logical, and critical processes to identify and research problems and to propose/evaluate alternative solutions.
4. identify, locate, evaluate, and use electronic, print and/or media information services.
5. demonstrate awareness of a range of theoretical, cultural, and/or philosophical views related to an issue in the liberal arts and sciences.
6. identify aesthetic elements in literature and the arts, and draw appropriate inferences about the artistic product and the environment in which it was produced.
7. identify a range of intellectual and/or artistic contributions to human knowledge and life.
8. analyze and apply numerical concepts in varied contexts.
9. use cognitive skills and problem-solving techniques to analyze data and scientific information.



# New Media Communication

## Associate in Science Degree (Pending Board Approval for Accreditation )

Tunxis Community College's New Media Communication program provides students with foundational knowledge in new media problem solving, new media literacy, project development, and the conceptual and technical skills for those seeking baccalaureate and graduate degrees in professional and academic new media disciplines such as web science, digital studies, communications, education, art, and software studies and development.

### First Semester

Course #	Title	Credits
CSC*126	Programming Logic and Design w/Visual Basic	3
ENG*101	Composition (a)	3
GRA*101	Design Principles	3
NMC*101	New Media Perspectives (a)	3
	Directed Fine Arts Elective	3

### Second Semester

COM*173	Public Speaking (a)	3
ENG*103	Composition II (a)	3
GRA*110	Introduction to Computer Graphics	3
NMC*200	Digital Narrative (a)	3
	Directed Mathematics Elective (a)(c)	3
	Directed Social Science Elective(a)(c)	3

### Third Semester

CSA*157	Programming for New Media	1
COM*101	Introduction to Mass Communications (a)	3
NMC*220	Writing with Video (a)	3
NMC*240	Topics In New Media (a)	3
NMC*290	Internship in New Media Communication (a)	1
	Directed CIS Elective (c)	3
	Directed Humanities Elective (c)	3

### Fourth Semester

ART*102	Art History II	3
NMC*295	New Media Portfolio (a)	3
NMC*299	Independent Study in New Media (a)	3
	Fine Arts Elective (f)	3
	Science Elective (a)(d)	3-4

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Total..... 65-66

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

(d) To be selected from courses in Biology, Chemistry, Physics, or Science.

(f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

# Pathway to Teaching Careers

## Associate in Arts Degree

This program is designed to parallel the first two years of study at Central Connecticut State University (CCSU) for students preparing to enter a baccalaureate program in primary or secondary education. Students who successfully complete this program with a cumulative grade point average of 2.8 or higher, receive the associate degree, and pass the Praxis I examination will be considered for admission to the baccalaureate program at CCSU on an equal basis with native CCSU students.

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
MAT*137	Intermediate Algebra (a)	3
PHL*101	Introduction to Philosophy (a)	3
PSY*111	General Psychology (a)	3
	Foreign Language Elective ‡	3

### Second Semester

ENG*103	Composition II (a)	3
PSY*201	Life Span Development (a)	3
	Directed Elective (c)	3
	Foreign Language Elective (a) ‡	3
	Mathematics Elective (a)(c)(e)	3-4

### Third Semester

	Directed Elective (c)	3
	English Elective (200 level)(c)	3
	Fine Arts Elective (f)	3
	Science Elective w/lab (a)(c)(d)	4

Select one of the following courses:

HIS*201	U.S. History I (a) <b>or</b>	
HIS*202	U.S. History II (a)	3

### Fourth Semester

	Directed Elective (c)	3
	Directed Elective (c)	3
	Science Elective (a)(c)(d)	3-4
	Social Science Elective (b)(c)	3

Select one of the following courses:

COM*172	Interpersonal Communication (a) <b>or</b>	
COM*173	Public Speaking (a)	3

Total.....61-63

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) To be selected from any college-credit Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

‡ Foreign language requirement may be fulfilled by any of the following:

1. completion of three years of study of a single foreign language at the high school level, and the approval of the Humanities Department Chair. If the foreign language requirement has been met, Liberal Arts Electives must be substituted to complete degree requirements.
2. completion of two years of study of a single foreign language at the high school level and six semester hours in the same language at the college intermediate level. (Students wishing to continue in a language not offered at Tunxis must consult with the Humanities Department Chair.)
3. completion of 12 semester hours on the college-level in a single foreign language. If the foreign language requirement has been met, Liberal Arts Electives must be substituted to complete degree requirements.

**NOTE:** Students planning to transfer to a college offering a four-year liberal arts degree should check with that college regarding foreign language and transfer requirements.



# Physical Therapist Assistant

## Associate in Science Degree

Makes the student eligible for registration/licensure as a Physical Therapist Assistant, a paraprofessional in the practice of physical therapy who delivers physical therapy services under the supervision of a physical therapist. This is a consortium program offered in conjunction with Naugatuck Valley Community College. Please note that credits from the Physical Therapist Assistant Program are not directly transferable to the educational requirements of a physical therapist.

Specialized course work must be taken in the outlined sequence:

### Required prerequisite

Course #	Title	Credits
BIO*211	Anatomy and Physiology I (a)	4
<b>First Semester (Spring)</b>		
BIO*212	Anatomy and Physiology II (a)	4
ENG*101	Composition (a)	3
PSY*111	General Psychology I (a)	3
PTA*120	Introduction to Physical Therapy (a)	3
PTA*125	Physical Therapy for Function (a)	4
<b>Summer Semester</b>		
PTA*220	Introduction to Physical Therapy Clinic (a)	1
<b>Second Semester (Fall)</b>		
ENG*293	Survey of Literary Genres (a)	3
PTA*230	Physical Agents in Physical Therapy (a)	4
PTA*235	Kinesiology for Rehabilitation (a)	4
	Mathematics Elective (a)(e)	3-4
<i>Select one of the following courses:</i>		
COM*172	Interpersonal Communication (a) <b>or</b>	
COM*173	Public Speaking (a)	3
<b>Third Semester (Spring)</b>		
PTA*250	Therapeutic Exercise (a)	5
PTA*253	Pathophysiology for Rehabilitation (a)	3
PTA*258	PTA in the Healthcare Arena (a)	2
	Arts/Humanities Elective (c)(f)	3
	Social Science Elective (b)	3
<b>Fourth Semester (Fall)</b>		
PTA*260	Physical Therapy Seminar (a)	2
PTA*262	PTA Internship II (a)	5
PTA*265	PTA Internship III (a)	5

Total..... 67-68

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- (c) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.
- (e) To be selected from any college-level Mathematics course.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

## **Physical Therapist Assistant (A.S. Degree)**

### **Program Abilities:**

Upon successful completion of all courses in the program, students will be able to:

1. sit for examination for state licensure/registration as a physical therapist assistant
2. perform physical therapy interventions under the supervision of a physical therapist
3. accurately obtain patient information through data collection
4. demonstrate accurate problem-solving abilities when working as a physical therapist assistant
5. competently communicate with physical therapists, patients, families, and other health-care providers
6. effectively provide education to parents, families, and other caregivers
7. produce documentation supporting physical therapy services
8. demonstrate behaviors that comply with appropriate statutes and with the ethical standards established by the American Physical Therapy Association
9. competently function within an interdisciplinary health-care team.

## **Physical Therapist Assistant Associate's Degree Program**

### **Special Admissions Requirements: Application Deadline: October 15**

Prior to the application deadline, applicants must meet the following minimum requirements with a grade of "C" or better and have an overall GPA of 2.5 to be considered for this selective program:

- Complete college placement testing and complete any developmental courses as necessary
- Within five years of the program start date, complete a course in Chemistry, Concepts of Chemistry (CHE\*111) is recommended as it is a prerequisite to BIO\*211, Anatomy and Physiology I (BIO\*211), or Physics with a lab component, Introductory Physics (PHY\*110) is recommended with a minimum overall GPA of 2.5
- Within five years of the program start date, complete Intermediate Algebra (MAT\*137) with a minimum overall GPA of 2.5

**NOTES:** Concepts of Chemistry (CHE\*111) and General Biology I (BIO\*121) are prerequisites to Anatomy and Physiology I (BIO\*211) at Tunxis Community College.

High school students can complete the above requirements by taking an appropriate Advanced Placement (AP) course and passing the AP exam with a grade of 3 or better. Students enrolled in Anatomy and Physiology I (BIO\*211) during the fall term may be considered for the program and may receive conditional acceptance, but must complete the course with a grade of "C" or better and provide official transcripts noting the same prior to the beginning of the program. All science courses completed prior to entering the PTA program must have been done within five (5) years of entering the program.

The ability to obtain a license may be affected due to a felony conviction.

# Technology Studies

## Associate in Science Degree

The Technology Studies program is part of the statewide College of Technology. The College of Technology curriculum includes course work that prepares students for technical positions in the workforce while simultaneously providing a seamless pathway to a four-year degree at Central Connecticut State University in Industrial Management, Technology Teacher Preparation, or Engineering Technology. In addition to certificate programs, options in Industrial Management include the Television Operations program, and Electrical Contractors Concentration.

### First Semester

Course #	Title	Credits
CAD*133 .....	CAD Mechanical AutoCAD (a).....	3
COM*173.....	Public Speaking (a) .....	3
ENG*101 .....	Composition (a) .....	3
MAT*165.....	Elementary Statistics with Computer Application (a).....	4
<i>Select one of the following courses:</i>		
CHE*111 .....	Concepts of Chemistry (a) <b>or</b>	
CHE*121 .....	General Chemistry I (a).....	4

### Second Semester

ENG*202.....	Technical Writing (a) .....	3
MAT*186.....	Precalculus (a).....	4
	Economics Elective (a)(c).....	3
<i>Select one of the following courses:</i>		
	Geography Elective (a)(c) <b>or</b>	
	History Elective (a)(c) <b>or</b>	
	Political Science Elective (a)(c).....	3

### Select one of the following courses:

PHY*110 .....	Introductory Physics (a) <b>or</b>	
PHY*121 .....	General Physics I (a).....	4

### Third Semester

	Directed Elective (c) .....	3
	Technology Elective (c).....	3
	Technology Elective (c).....	3
<i>Select one of the following courses:</i>		
	Economics Elective (a)(c) <b>or</b>	
	History Elective (a)(c).....	3

### Select one of the following courses:

	Psychology Elective (a)(c) <b>or</b>	
	Sociology Elective (a)(c).....	3

### Fourth Semester

	Philosophy Elective (a)(c).....	3
	Directed Elective (c) .....	3
	Fine Arts Elective (f).....	3
	Technology Elective (c).....	3
	Technology Elective (c).....	3
	Technology Elective (c).....	3

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Total.....67

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

(f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

## Technology Studies (A.S. Degree)

### Program Abilities:

Upon successful completion of all courses in the program, students will be able to:

1. identify and apply the design principles of engineering and technology when solving basic engineering problems
2. utilize the tools, materials, techniques, and technical processes of engineering and technology when solving technical problems
3. apply the basic concepts of science and mathematics to the study of electricity and electronics, materials, computer-aided design (CAD), manufacturing, and construction
4. utilize appropriate computer software when creating technical drawings and presentations
5. create two-dimensional technical drawings, solid models, and surface models, according to current engineering standards
6. identify energy conversion processes and their relation to engineering and technology
7. demonstrate technical competency in a functional area of technology. The specialization may include, but is not limited to: electricity, computer aided drafting and design, manufacturing, and construction.

## Technology Studies: Biomolecular Science Option

### Associate in Science Degree

This option provides an area of specialty for students who wish to go into a biomolecular science career in various laboratory environments such as an academic research laboratory, environmental laboratory, or medical laboratory.

#### First Semester

Course #	Title	Credits
BIO*121	General Biology I (a)	4
CHE*121	General Chemistry I (a)	4
COM*173	Public Speaking (a)	3
ENG*101	Composition (a)	3
MAT*186	Precalculus (a)	4

#### Second Semester

BIO*122	General Biology II (a)	4
ECN*102	Principles of Microeconomics (a)	3
ENG*202	Technical Writing (a)	3
	Directed Elective (c)	3
	Psychology <b>or</b> Sociology Elective (a)	3

#### Third Semester

PHL*111	Ethics (a)	3
PHY*121	General Physics I (a)	4
	Directed Elective (c)	3
	Geography <b>or</b> Political Science Elective (a)	3
	History Elective (a)	3

#### Fourth Semester

PHY*122	General Physics II (a)	4
	Directed Electives (c)	9
	Fine Arts Elective (f)	3

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Total.....66

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

(f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

# Technology Studies: Computer-Aided Design Option

## Associate in Science Degree

### First Semester

Course #	Title	Credits
CAD*133 .....	CAD Mechanical AutoCAD (a).....	3
COM*173.....	Public Speaking (a) .....	3
ENG*101 .....	Composition (a).....	3
MAT*165.....	Elementary Statistics with Computer Application (a).....	4
<i>Select one of the following courses:</i>		
CHE*111 .....	Concepts of Chemistry (a) <b>or</b>	
CHE*121 .....	General Chemistry I (a).....	4

### Second Semester

MFG*127.....	Engineering Graphics (a) .....	3
ENG*202.....	Technical Writing (a) .....	3
	Directed Elective (c) .....	3
	Economics Elective (a)(c).....	3
<i>Select one of the following courses:</i>		
PHY*110 .....	Introductory Physics (a) <b>or</b>	
PHY*121 .....	General Physics I (a).....	4

*Select one of the following courses:*

Geography Elective (a)(c) <b>or</b>	
History Elective (a)(c) <b>or</b>	
Political Science Elective (a)(c).....	3

### Third Semester

CAD*218 .....	CAD 3D Mechanical AutoCAD (a).....	3
MEC*264.....	Introduction to Materials Science (a).....	3
MAT*186.....	Precalculus (a).....	4

*Select one of the following courses:*

Economics Elective (a)(c) <b>or</b>	
History Elective (a)(c) .....	3

*Select one of the following courses:*

Psychology Elective (a)(c) <b>or</b>	
Sociology Elective (a)(c).....	3

### Fourth Semester

CAD*268 .....	Mechanical Design and Modeling (a) .....	3
TCN*293.....	Practicum in Technology I (a).....	3
	Directed Elective (c) .....	3
	Fine Arts Elective (f).....	3
	Philosophy Elective (a)(c).....	3

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Total.....67

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

(f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

# Certificate Program in Computer Aided Drafting (CAD)

Prepares an individual to apply in the workplace invaluable skills for this rapidly-growing field. Employment opportunities include, but are not limited to, the following careers: CAD Operator, Design Assistant, Mechanical Draftsperson, Architectural Draftsperson, CAD Technician, Layout Draftsperson, and Engineering Technician. Credits earned in this certificate program are applicable to the Associate in Science degree in Technology Studies.

Course #	Title	Credits
CAD*133	CAD Mechanical AutoCAD (a)	3
ENG*101	Composition (a)	3
ENG*202	Technical Writing (a)	3
MAT*186	Pre-calculus (a)**	4
MFG*127	Engineering Graphics (a)	3
TCN*293	Practicum in Technology I (a)	3
	Directed CAD Elective ‡ (a)(c)	3
	Directed CAD Elective ‡ (a)(c)	3
Total		25

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

‡ Students must select one of the following specializations:

### Mechanical specialization

CAD\*218 CAD 3D Mechanical AutoCAD (a)(c)

CAD\*268 Mechanical Design and Modeling (a)(c)

### Architectural specialization

CAD\*204 CAD 3D Architectural AutoCAD (a)(c)

CAD\*252 Architectural Design and Modeling (a)(c)

\*\* Recommended for transfer into Technology Studies associate's degree program.

# Technology Studies: Electrical Option

## Associate in Science Degree

Offered in conjunction with other community colleges, this program provides an opportunity for individuals who have completed the apprenticeship training program available through the Independent Electrical Contractors of Connecticut to receive credit for their Electrical Contractors Certificate. Upon completion of the training program, students will receive 12 credits toward fulfillment of the 66 credits required for a degree in the Technology Studies Pathway Program. Four technical electives are fulfilled with a documented independent electrical contractors certification, or students may fulfill the Electrical Option with the following courses: Fundamentals of Electricity; Fundamentals of Electronics; Electrical Machines; and Practicum in Technology.

### First Semester

Course #	Title	Credits
CAD*133 .....	CAD Mechanical AutoCAD (a).....	3
CHE*111 .....	Concepts of Chemistry <b>or</b>	
CHE*121 .....	General Chemistry I (a).....	4
COM*173.....	Public Speaking (a) .....	3
ENG*101 .....	Composition (a) .....	3
MAT*165.....	Elementary Statistics with Computer Application (a).....	4

### Second Semester

ENG*202.....	Technical Writing (a).....	3
MAT*186.....	Pre-calculus (a).....	4
	Economics Elective (a)(c).....	3

Select one of the following courses:

PHY*110.....	Introductory Physics (a) <b>or</b>	
PHY*121 .....	General Physics I (a).....	4

Select one of the following courses:

	Geography Elective (a)(c) <b>or</b>	
	History Elective (a)(c) <b>or</b>	
	Political Science Elective (a)(c).....	3

### Third Semester

EET*103.....	Fundamentals of Electricity (a).....	3
EET*142.....	Electric & Power System Fundamentals (a).....	3
EGR*111 .....	Introduction to Engineering (a).....	3

Select one of the following courses:

	Economics Elective (a)(c) <b>or</b>	
	History Elective (a)(c).....	3

Select one of the following courses:

	Psychology Elective (a)(c) <b>or</b>	
	Sociology Elective (a)(c).....	3

### Fourth Semester

EET*132.....	Electronics (a) .....	3
	Directed Elective (c) .....	3
	Directed Elective (c) .....	3
	Fine Arts Elective (f).....	3
	Philosophy Elective (a).....	3

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Total.....66

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

## Technology Studies: Electrical Option (A.S. Degree) Program Abilities:

Upon successful completion of all courses in the program, in addition to the objectives of the A.S. degree in Technology Studies, students will be able to:

1. complete the electrical apprenticeship program through the Connecticut Department of Labor
2. utilize the National Electrical Code when installing electrical equipment
3. identify and apply electrical theory to simulated wiring situations.

## Certificate Program in Electrical

Provides an opportunity for individuals who have completed the apprenticeship training program through the Independent Electrical Contractors of Connecticut to receive credit for their electrical certification. Upon completion of the training program, students will receive 12 college credits towards the certificate that can be applied towards the Electrical Option of the Associate in Science degree in Technology Studies.

Course #	Title	Credits
CHE*111	Concepts of Chemistry	4
CSC*101	Introduction to Computers (a)	3
ENG*101	Composition (a)	3
MAT*137	Intermediate Algebra (a)	3
PHY*110	Introductory Physics (a)	4
Sub Total		17
Independent Electrical Contractor's Certification <sup>‡</sup>		12
Total		29

(a) Prerequisite and/or co-requisite required.

<sup>‡</sup> Students also may fulfill the requirements of this option by completing the following courses: Fundamentals of Electricity (EET\*103); Electronics (EET\*132); Machine Design with lab (EET\*182); and Practicum in Technology (TCN\*293).



# Certificate Program in Electronics Technology

Provides students with a foundation in basic DC and AC circuit theory as well as electronic devices and their applications. The program provides students with skills in analyzing, testing, troubleshooting, and repairing basic circuits and electronic systems. Employment opportunities exist in fields such as communications, consumer electronics, automation, industrial controls, instrumentation, microprocessors, and computer electronics. Credits earned in this certificate program are applicable to the associate's degree in Technology Studies.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CSC*101 .....	Introduction to Computers (a).....	3
MAT*137.....	Intermediate Algebra (a) .....	3
MAT*186.....	Pre-calculus (a).....	4
EET*103.....	Fundamentals of Electricity (a).....	4
EET*132.....	Electronics (a) .....	4
EET*182.....	Machine Design with lab (a).....	3
TCN*293.....	Practicum in Technology I (a).....	3
<i>Select one of the following courses:</i>		
ENG*101 .....	Composition (a)‡ <b>or</b>	
ENG*106 .....	Writing for Business (a).....	3
<hr/>		
Total.....		27

(a) Prerequisite and/or co-requisite required

‡ For students who wish to transfer credits to another program or college, Composition (ENG\*101) is recommended.

# Technology Studies: Engineering Technology Option

## Associate in Science Degree

### First Semester

Course #	Title	Credits
CAD*133 .....	CAD Mechanical AutoCAD (a).....	3
CHE*121 .....	General Chemistry I (a).....	4
COM*173.....	Public Speaking (a) .....	3
ENG*101 .....	Composition (a) .....	3
MAT*186.....	Precalculus (a).....	4

### Second Semester

ENG*202.....	Technical Writing (a) .....	3
MAT*165.....	Elementary Statistics with Computer Application (a).....	4
MAT*254.....	Calculus I (a).....	4
PHY*121 .....	General Physics I (a).....	4

Select one of the following courses:

Geography Elective (a)(c) <b>or</b>	
History Elective (a)(c) <b>or</b>	
Political Science Elective (a)(c).....	3

### Third Semester

EGR*211 .....	Engineering Statics (a) .....	3
MAT*256.....	Calculus II (a).....	4
	Economics Elective (a)(c).....	3

Select one of the following courses:

CHE*121 .....	General Chemistry II (a) <b>or</b>	
PHY*122.....	General Physics II (a).....	4

Select one of the following courses:

Psychology Elective (a)(c) <b>or</b>	
Sociology Elective (a)(c).....	3

### Fourth Semester

EGR*212 .....	Engineering Dynamics (a).....	3
	Directed Elective (c) .....	3
	Fine Arts Elective (f).....	3
	Philosophy Elective (a)(c).....	3

Select one of the following courses:

Economics Elective (a)(c) <b>or</b>	
History Elective (a)(c).....	3

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Total.....67

(a) Prerequisite and/or co-requisite required.

(c) To be selected in consultation with faculty advisor based on student's program of study.

(f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

# Technology Studies: Technology and Engineering Education Option

## Associate in Science Degree

### First Semester

Course #	Title	Credits
CAD*133	CAD Mechanical AutoCAD (a)	3
CHE*111	Concepts of Chemistry (a)	4
COM*173	Public Speaking (a)	3
ENG*101	Composition (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4

### Second Semester

ENG*202	Technical Writing (a)	3
MAT*186	Precalculus (a)	4
PHY*110	Introductory Physics (a)	4
	Directed Elective (c)	3
	Economics Elective (a)(c)	3

Select one of the following courses:

Geography Elective (a)(c) <b>or</b>	
History Elective (a)(c) <b>or</b>	
Political Science Elective (a)(c)	3

### Third Semester

MEC*264	Introduction to Materials Science (a)	3
EET*103	Fundamentals of Electricity (a)	3
	Directed Elective (c)	3

Select one of the following courses:

Economics Elective (a)(c) <b>or</b>	
History Elective (a)(c)	3

Select one of the following courses:

Psychology Elective (a)(c) <b>or</b>	
Sociology Elective (a)(c)	3

### Fourth Semester

MEC*250	Strength of Materials (a)	3
	Philosophy Elective (a)(c)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Technology Elective (c)	3

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Total.....67

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with faculty advisor based on student's program of study.
- (f) To be selected from any three-credit course in Art, Music, Graphic Design or Theater.

# Certificate Program in Lean Manufacturing

(Parent program – Technology Studies: Lean Manufacturing & Supply Chain Management Option through the College of Technology). This certificate was developed and approved by the College of Technology. It was developed in response to the expressed future and current needs of the manufacturing community.

Course #	Title	Credits
MFG*171	Introduction to Lean Manufacturing	3
MFG*271	Advanced Lean Manufacturing (a)	3
Total		6

(a) Prerequisite and/or co-requisite required



# COURSE DESCRIPTIONS



Tunxis Community College

*Education That Works For a Lifetime*

[tunxis.commnet.edu](http://tunxis.commnet.edu)

Note: The courses taken at Tunxis may or may not be transferable to other public/private institutions. For more information, the student should contact the college he/she is planning on transferring to.

## Accounting

### **ACC\*100 Basic Accounting**

3 credits

An introduction to basic accounting concepts and principles, with an emphasis on their practical application to recording, classifying, and summarizing financial information that flows within a business enterprise. The accounting cycle is examined; along with such areas as sales, purchases, cash, receivables, and payroll. This course is recommended for all students who wish to pursue a degree in accounting and have not taken accounting courses at the high school or college level. *Students who have had prior accounting courses and/or have worked in accounting positions should take ACC\*113- Principles of Financial Accounting.*

### **ACC\*113 Principles of Financial Accounting**

3 credits

(ACC-105)

Basic concepts and practice of accounting and its role in the economic decision-making process. Topics include the financial statement preparation process for balance sheets; income statements; accounting for cash; receivables; inventories; plant and intangible assets, liabilities and stockholders' equity. *Prerequisites: C- or better in Prealgebra–Number Sense/Geometry (MAT\*075) or appropriate placement test score, AND C- or better in Integrated Reading and Writing I (ENG\*065) or appropriate placement test score, OR C- or better in Basic Accounting (ACC\*100) OR permission of Department Chair.*

### **ACC\*117 Principles of Managerial Accounting**

3 credits

(ACC-205) (27-205)

The use of accounting data by managers for planning and controlling business activities is covered. Topics include cost accounting systems; cost behavior relationships; capital expenditure decision-making; budgeting; and variance analysis. *Prerequisite: C- or better in Principles of Financial Accounting (ACC\*113).*

### **ACC\*123 Accounting Software Applications**

3 credits

(ACC-111) (27-110)

Examination of general accounting applications as they apply to computerized financial records for each step of the accounting cycle to the completion of financial statements, as well as management accounting applications. *Prerequisite: C- or better in Principles of Financial Accounting (ACC\*113).*

### **ACC\*241 Federal Taxes I**

3 credits

(ACC-161) (27-161)

The federal tax structure is examined as it applies to reportable income and allowable deductions in the preparation of the individual income tax return.

### **ACC\*271 Intermediate Accounting I**

3 credits

(ACC-201) (27-201)

Introduction to financial statement analysis. Intensive study of classification and evaluation of current assets. *Prerequisite: C- or better in Principles of Financial Accounting (ACC\*113).*

### **ACC\*272**

3 credits

### **Intermediate Accounting II**

(ACC-202) (27-202)

Study of non-current assets, analysis of total equity classification, and application of funds-flow reporting are examined. *Prerequisite: C- or better in Intermediate Accounting I (ACC\*271).*

### **ACC\*292**

3 credits

### **Accounting Practicum**

This course provides students the opportunity to apply and integrate knowledge and skills gained in the Accounting program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Accounting Practicum should meet with the Program Coordinator or Practicum Instructor to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. The student must then either ask their current employer to arrange with the Program Coordinator or Practicum Instructor such an internship or seek the internship position through a job search. With permission of the Program Coordinator or Practicum instructor, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. *Prerequisites: C- or better in Composition II (ENG\*103), permission of the Program Coordinator, and matriculation in the Accounting program.*

## Anthropology

### **ANT\*101**

3 credits

### **Introduction to Anthropology**

(ANTH-101) (57-121)

Exploration of the diversity of the human community including the search for human origins. Focus is on the cultural evolution of man, lost civilizations, archaeology, and the societies and cultures of nonwestern peoples. How the traditional ways of life of hunter-gatherers, pastoral nomads and tribal cultivators are being challenged by present-day technological advancements is also explored. The student's awareness of cross-cultural diversity in a global context, and understanding of how human societies came to be formed,

will be broadened. *Prerequisites: C- or better in Integrated Reading and Writing I (ENG\*065); OR placement into Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading and Writing (ENG\*093).*

**ANT\*142      The Navajo Indians**  
3 credits

Surveys the past and present experiences of the Navajo Indians, featuring filmed interviews with tribal members on a variety of topics that are integral to their lives. There will be a multi-disciplinary examination of their religion and religious ceremonies, history, psychology, life styles, linguistic patterns, social structure, art forms, and health care.

**ANT\*143      The Mojave Indians**  
3 credits      (IDS-110)

An introduction to the past and present experiences of our Native American population through a many-faceted study of the Mojave Indians and their relations with neighboring tribes in the southwestern United States. Religion, myths, history, psychology, linguistic style, kinship patterns, art forms, and health care will be examined. Interviews with Mojave elders and other tribal members will be featured.

**ANT\*144      Native Peoples of the Southwest**  
3 credits

An introduction to the past and present experiences of five Native American tribes of southwestern United States. These indigeneous peoples have been selected to demonstrate a wide geographical, as well as cultural, range: the Luiseno of the California coast and the Mojave of the California desert, the Navajo from northern Arizona and southern Utah, the White Mountain Apache of southern Arizona, and the Zuni of New Mexico. Religion, myths, ceremonies, history, life styles, kinship patterns, art forms, and health care will be considered. Videotaped interviews with respected elders and other tribal members will serve as important sources of information.

**ANT\*145      The Pueblo Indians**  
3 credits

Deals with the experiences of the twenty Pueblo tribes, both currently and in the past. Against this backdrop, the course will focus on five of the tribes which are located in Arizona and western and central New Mexico: the Hopi, Zuni, Acoma, Laguna, and the Taos. Through filmed interviews and selected readings, the course will offer a multi-faceted study of Pueblo religion and religious ceremonies, psychology, history, language, and literature, daily life, health care, and artistic expression.

**ANT\*205      Cultural Anthropology**  
3 credits

An introduction to the cross-cultural study of human behavior and society. Focus will be on enculturation, marriage and family, kinship and descent, gender, community organization, economic institutions, political organization, religion, art, globalization,

and change. *Prerequisites: C- or better in either Introduction to Anthropology (ANT\*101) OR Principles of Sociology (SOC\*101), OR permission of Department Chair.*

## Art/Photography

**ART\*100      Art Appreciation**  
3 credits      (ART-100) (70-101)

Focus on cultural influence and evolutionary changes in art media as they affect painting, sculpture, architecture, and the minor arts. This course does not fulfill degree requirements for Graphic Design or Visual Fine Arts. (*Note: Field trips may be required by the instructor.*)

**ART\*101      Art History I**  
3 credits      (ART-103) (70-103)

Study of the major historical periods in Western Civilization. Prehistoric; Ancient; Classical; Early Christian; and Byzantine painting, sculpture, architecture, and the minor arts are examined and analyzed according to art principles and the societies from which they emanate. *Museum trips are required.*

**ART\*102      Art History II**  
3 credits      (ART-104) (70-104)

An extensive study of art through the major periods in Western Civilization. Medieval; Renaissance; Mannerist; Baroque; Rococo; and Modern painting, sculpture, architecture, and the minor arts are examined and analyzed according to art principles and the societies from which they emanate. *Museum trips are required.*

**ART\*103      Art History III**  
3 credits      (ART-227)

An in-depth look at one of the most dynamic periods in the history of art as they trace the radical changes that occurred in the visual arts from the late 19th century through the post-World War II era. Emphasis will be placed upon the major artists, works, and theories of this period.

**ART\*109      Color Theory**  
3 credits      (ART-120) (75-121)  
2 lecture/2 studio

Study of the theory and application of color and light. Includes an explanation of color systems as they affect hue, chroma and tone, as well as the psychological implications of color.

**ART\*109      Color Theory**  
3 credits      (ART-120) (75-121)  
2 lecture/2 studio

(*Effective Spring 2012*) Exploration and study of color relationships as they apply to diverse media. Investigation of the color wheel and other various applied color schemes. Study of the visual, psychological, and emotional effect color has in our world. Color is examined through fine art, interior design, graphic presentations, industrial applications, and commercial use.

**ART\*111      Drawing I**  
3 credits      (ART-109) (74-111)  
2 lecture/2 studio

Students develop an understanding of perception through observational techniques as well as drawing from imagination. Emphasis is on the consideration of line, shape, form, texture, movement, and space.

**ART\*112      Drawing II**  
3 credits      (ART-110) (74-112)  
2 lecture/2 studio

An advanced-level drawing course, Drawing II emphasizes composition, materials, personal expression, and an understanding of drawing history in relation to contemporary issues of drawing. Projects are designed to enhance the quality of handling materials within a given format. Creative problem-solving techniques are discussed and applied. **Prerequisite:** C- or better in Drawing I (ART\*111).

**ART\*113      Figure Drawing**  
3 credits      (ART-150) (75-171)  
2 lecture/2 studio

Introduction to human figure drawing concepts and techniques with emphasis on anatomy and personal style. Using the live model as a point of reference, students will explore anatomy, proportion, skeletal structure, musculature, and foreshortening. The figure will be used as a vehicle to express a multitude of ideas concerning interpretive drawing. Mark making, material control, expressive techniques, visual interest, and image styling are major components of this course. **Prerequisite:** C- or better in Drawing II (ART\*112) or consent of Program Coordinator, or Department Chair.

**ART\*122      Three-Dimensional Design**  
3 credits      (ART-102) (74-122)  
2 lecture/2 studio

Introduces the student through studio work to the fundamentals of visual design. Assigned problems include explorations of three-dimensional application of line, texture, surface, tone, space, composition, and optics.

**ART\*131      Sculpture I**  
3 credits  
1 lecture/3 studio

An introduction to the basic concepts of sculptural forms. A project based curriculum focused on diverse materials, spatial concerns, methodologies, symbolism, craft and subject. Students will explore the use of various tools and construction techniques including fabrication and assemblage. Established sculptural artists will be examined in terms of perception and style. **Prerequisite:** C- or better in Three-Dimensional Design (ART\*122).

**ART\*132      Sculpture II**  
3 credits  
1 lecture/3 studio

A continuation of Sculpture I, advancing technical skills, sculptural theories, material investigation, and conceptual thinking within the three-dimensional framework. Personal style and creative problem solving with three-dimensional forms both contemporary and/or traditional methods will be the primary direction. The class will have serial content as its basis. Material selection will be chosen with the concepts of the pieces and the target presentation site in mind. **Prerequisite:** C- or better in Sculpture I (ART\*131).

**ART\*141      Photography I**  
3 credits      (PHTG-110) (77-101)  
2 lecture/2 studio

Introduction to the fundamental operations of the single-lens reflex camera with black & white photographic materials. Darkroom techniques are explored through lecture, demonstration, and assignment. Students will photograph, process negatives, and print enlargements of their own work. Emphasis will be placed on proper camera and darkroom techniques.

**ART\*142      Photography II**  
3 credits      (PHTG-112) (77-103)  
2 lecture/2 studio

In this extension of Photography I, students can expand into more advanced, experimental and individual work in black & white photography. Exploring the creative potential of the medium, students will explore various speed black & white printing including hand-coloring, surfacing, toning and various darkroom alterations. Large-format cameras are introduced and used to photograph studio setups. **Prerequisite:** C- or better in Photography I (ART\*141).

**ART\*151      Painting I (Acrylics/Oils)**  
3 credits      (ART-211) (75-143)  
2 lecture/2 studio

Introduction to studio painting techniques, applications, materials and theory. Observational painting from direct sources is the primary focus. Assignments cover progressive skill levels from basic to refined interpretations of subject matter. Painting history is incorporated into discussions and class evaluations. **Prerequisite:** C- or better in Drawing II (ART\*112) AND Design Principles (GRA\*101), OR permission of Program Coordinator.

**ART\*152      Painting II (Acrylics/Oils)**  
3 credits      (ART-212) (75-144)  
2 lecture/2 studio

A continuation of Painting I with a strong emphasis on serial images, expressive paint handling, compositional structure and content. Personal development of ideas is encouraged through class assignments and critiques. **Prerequisite:** C- or better in Painting I (ART\*151).



**ART\*155 Watercolor I**  
3 credits (ART-215)

2 lecture/2 studio

An introduction to watercolor; this course involves the study of equipment, painting surfaces, and painting techniques. *Prerequisite: C- or better in Drawing I (ART\*111)*

**ART\*201 Contemporary Art in the USA**  
3 credits

Study of the development of the diversity of styles in contemporary art and their reflections of the society in which they were created. Reviews modern trends, emphasizing 1940 to the present.

**ART\*205 History of Photography**  
3 credits (PHTG-100)

Surveys the history of photography from its inception in 1839 to the present. Examines major photographic artists, movements in photography, technical developments in the medium, and the relationships between photography and the historical and cultural contexts in which it is developed.

**ART\*211 Drawing III**  
3 credits (ART-210)

2 lecture/2 studio

An extension of Drawing II, this course moves into evolved image-making with numerous materials, including pastels, watercolors, and collage. The subjective information will address narrative, serial, and large- and small- scale issues. Various drawing formats will be discussed and applied within the student's personal stylistic direction. *Prerequisite: C- or better in Drawing II (ART\*112).*

**ART\*212 Drawing IV**  
3 credits (ART-223)

2 lecture/2 studio

A culminating drawing course in the visual fine art program emphasizing refinement and technical skill. Upon completion of Drawing III the student will explore technical refinement and study aspects of interpretive drawing that relate to the development of an individual's process. Building on the Drawing III, content the individual will continue to pursue a self-chosen style of drawing that becomes the focus for subjective and ideological concerns. *Prerequisite: C- or better in Drawing III (ART\*211) OR permission of Program Coordinator.*

**ART\*215 Illustration**  
3 credits (ART-200) (75-211)

2 lecture/2 studio

Problems in illustration are presented to introduce the many facets of the illustration field. Reproduction processes are discussed and applied. Emphasis is placed on concept and pictorial composition. *Prerequisites: C- or better in Drawing II (ART\*112) AND Design Principles (GRA\*101).*

**ART\*215 Illustration**  
3 credits (ART-200) (75-211)

2 lecture/2 studio

*(Effective Spring 2012)* Problems in illustration are presented to introduce the student to the many facets of the illustration field. Print illustration, book illustration, catalog illustration, and web illustration are a few of the topics covered in this class. Digital and 3-D computer illustration will be presented as alternatives to traditional illustration techniques. Processes involved during the course are as followed but not limited to: Scratchboard, watercolor, ink, fine acrylic, gouache, colored pencil, and pastel. *Prerequisite: C- or better in Drawing II (ART\*112).*

**ART\*220 Electronic Painting and Drawing**  
3 credits (74-220)

2 lecture/2 studio

Designed for either fine art or graphic design majors focused primarily on free interpretation with the computer. Assignments will cover a broad range of subject matter from the representational to creative abstraction. Emphasis is on compositional arrangement, and color usage within the computer environment. Diverse computer output formats are presented and applied. *Prerequisites: C- or better in Drawing I (ART\*111) AND either C- or better in Introduction to Computer Graphics (GRA\*110) OR consent of the Program Coordinator.*

**ART\*220 Electronic Painting and Drawing**  
3 credits (74-220)

2 lecture/2 studio

*(Effective Spring 2012)* Designed for either Fine Art or Graphic Design majors focused on creative interpretation of art forms with the program Painter on the computer. Projects cover a broad range of subject matter from the representational to creative abstraction. Emphasis is on compositional arrangement, color, form, and creative use of Painter's tools and palettes. Completed projects are printed on high-end ink jet printers. *Prerequisite: C- or better in Drawing I (ART\*111).*

**ART\*221 Electronic Painting and Drawing II**  
3 credits (74-220)

2 lecture/2 studio

An advanced course in computer art imaging that increases the students' abilities in producing computer images that demonstrate greater technical skills, advanced form construction, narrative image making, personal style, and content. Professional artists are discussed through their respective works and analyzed for their specific content and technique. Projects are oriented towards large scale with thematic structures, and a framework of consistent ideas. Electronic collage is a featured aspect of this course. *Prerequisite: C- or better in Electronic Painting and Drawing (ART\*220).*

**ART\*240 Nature Photography**

3 credits (PHTG-215)

2 lecture/2 studio

An advanced photography course focusing on nature, the elements of nature and the various approaches to nature from a photographic standpoint. Landscape imagery, close range subjects, atmospheric conditions, and natural and artificial lighting techniques will be presented and applied. All shooting will occur in natural settings and in various locations. Both black and white and color photography will be employed. *(It is recommended that Studio Photography I (ART\*243) be taken prior to this course, but it is not required. Prerequisite: C- or better in Photography I (ART\*141).*

**ART\*243 Studio Photography I**

3 credits (PHTG-213)

2 lecture/2 studio

In this study of the diverse variations and applications of lighting, studio strobes, flash, reflectors, tungsten, and natural-lighting situations will be examined. Combinations of various techniques and environments will also be explored. Exercises range from portraiture to experimental work. *Prerequisite: C- or better in Photography I (ART\*141).*

**ART\*245 Photographic Computer Manipulation**

3 credits (PHTG-214)

This computer-based course focuses on the use of the computer to alter and manipulate photographic images. Slide scanning, flatbed scanning, and image conversion will be addressed. A thorough examination is made of basic digital electronic techniques, output means, and the possibility of image alterations. Styles and opportunities in the field will be discussed. *Prerequisites: C- or better in Photography I (ART\*141), AND C- or better in Introduction to Computer Graphics (GRA\*110) OR Electronic Painting and Drawing (ART\*220); OR permission of the Program Coordinator.*

**ART\*246 Photographic Image Development**

3 credits (PHTG-212) (77-106)

2 lecture/2 studio

This culminating course in the photography program emphasizes stylistic and content development. The final result of the course will be a portfolio of work presented in a professional manner. Focus will be on individual concepts and ideations. *Prerequisites: C- or better in Studio Photography I (ART\*243) AND C- or better in Photography II (ART\*142).*

**ART\*248 Object and Portrait Photography**

3 credits (PHTG-220)

2 lecture/2 studio

An advanced photographic lighting course specializing in photographing objects and portraits in the professional studio environment. The course is based on creating quality photographic images in the studio through controlled

lighting conditions and visual styling techniques. Technical understanding and personal style are primary concerns in creating visual images in the photographic medium. *Prerequisites: C- or better in Photography I (ART\*141) AND C- or better in Studio Photography I (ART\*243).*

**ART\*250 Digital Photography**

3 credits (PHTG-230)

2 lecture/2 studio

A course completely devoted to the photographic digital environment. The digital camera will be used as the primary tool to photograph all subject matter. Digital output, scanning, and file management are concerns that are addressed and detailed within the course content. Students will learn to control the digital camera and peripherals to attain the best results with the digital photograph. All normal circumstances of photography (lighting, etc.) are applied to the digital environment. *Prerequisite: C- or better in Photography I (ART\*141) OR permission of Program Coordinator.*

**ART\*284 Pastels**

3 credits

2 lecture/2 studio

A course devoted exclusively to the medium of chalk pastel. Exploration of drawing, blending, and shaping of forms in color with soft pastels on various pastel papers using diverse techniques. Subject matter will be extracted from observation, nature, the human figure, imagination, abstraction, semi-abstraction, and the photographic image. *Prerequisites: C- or better in Drawing II (ART\*112) or consent of Department Chair.*

## Astronomy

**AST\*111 Introduction to Astronomy**

4 credits (SCI-178) (52-131)

3 lecture/2 lab

Descriptive overview of the origin and evolution of the universe; historical evolution of our earth and moon and other planets and satellites in our solar system. Understanding our sun and basic concepts of nuclear processes fueling the sun and other stars in the Milky Way as well as distant galaxies; and study of cosmology. Descriptive and historical principles are emphasized. Lecture and laboratory.

## Biology

**BIO\*111 Introduction to Nutrition**

3 credits (BIO-111) (57-156)

Investigates the principles of nutrition with respect to basic body needs, the scope of nutrients and foods satisfying those needs, and the results that can be expected in terms of human health when nutrient intake is adequate, deficient, or excessive. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**BIO\*115 Human Biology**  
4 credits (BIO-117) (57-173)  
3 lecture/2 lab

Emphasizes basic human physiology and provides students with an understanding of the human body in health and disease. Aids students in coping with particular health concerns. Attention is drawn to such environmental problems as the relationship between sunlight and skin cancer and the ecological effects of biotechnology. No dissection is required. This one semester course cannot be used to fulfill prerequisites for advanced biology courses. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**BIO\*121 General Biology I**  
4 credits (BIO-121) (57-141)  
3 lecture/3 lab

Study of the physical and chemical nature of the cell, including biochemistry, photosynthesis, and cellular respiration. Additional focus on topics of cell division, genetics, and understanding of DNA and RNA processes. *Prerequisites: C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement test into Composition (ENG\*101), AND C- or better in Elementary Algebra Foundations (MAT\*095). NOTE: It is recommended that the student take Concepts of Chemistry (CHE\*111) prior to or concurrently with this course.*

**BIO\*122 General Biology II**  
4 credits (BIO-122) (57-142)  
3 lecture/3 lab

A comparative study of systems, covering specific organisms in the five major Kingdoms: Monera, Fungi, Protists, Plants, and Animals. Emphasis on taxonomy, diversity of life, and the evolution of systems as manifested by the influences of genetics and the environment. Dissection is required. *Prerequisite: C- or better in General Biology I (BIO\*121).*

**BIO\*155 General Botany**  
4 credits (BIO-222) (63-121)  
3 lecture/3 lab

Introduces basic principles of plant structure, function, and reproduction including the diversity of plants and environmental influences on plant growth and survival. Applied topics include human uses of plants in agriculture, commerce, medicine and ecology. Lecture and laboratory. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**BIO\*211 Anatomy and Physiology I**  
4 credits (BIO-225) (61-111)  
3 lecture/3 lab

The structure and function of the human body will be discussed in depth for each of the organ systems. Physiology will be presented from a biochemical and organ point of view.

*Prerequisites: C- or better in Concepts of Chemistry (CHE\*111) or General Chemistry I (CHE\*121), AND C or better in General Biology I (BIO\*121), AND C or better in Composition (ENG\*101).*

**BIO\*212 Anatomy and Physiology II**  
4 credits (BIO-226) (61-112)  
3 lecture/3 lab

Continuation of Anatomy and Physiology I. Lecture and Laboratory. Dissection is required. *Prerequisite: C or better in Anatomy & Physiology I (BIO\*211).*

**BIO\*235 Microbiology**  
4 credits (BIO-250) (57-261)  
3 lecture/3 lab

Introduction to microorganisms: bacteria, fungi, protozoa, viruses, microscopic algae, and some multicellular parasites. Bacteria and their role in health and disease are emphasized. Skills of observing, gathering, and reporting data, drawing conclusions, identifying problems, and procedure evaluation emphasized. *Prerequisite: C- or better in General Biology I (BIO\*121), and C- or better in either Concepts of Chemistry (CHI\*111) or General Chemistry I (CHE\*121). NOTE: The department recommends that Anatomy & Physiology I (BIO\*211) and Microbiology (BIO\*235) not be taken concurrently.*

**BIO\*235 Microbiology**  
4 credits (BIO-250) (57-261)  
3 lecture/3 lab

*(Effective Spring 2012)* Introduction to microorganisms: bacteria, fungi, protozoa, viruses, microscopic algae, and some multicellular parasites. Bacteria and their role in health and disease are emphasized. Skills of observing, gathering, and reporting data, drawing conclusions, identifying problems, and procedure evaluation emphasized. *Prerequisites: C- or better in General Biology I (BIO\*121), C- or better in Concepts of Chemistry (CHE\*111) or General Chemistry I (CHE\*121), C- or better in Composition (ENG\*101), or the consent of Department Chair. The science department strongly recommends that A&P I be taken before Microbiology.*

## Business—General

**BBG\*101 Introduction to Business**  
3 credits

Introduces the principles and practices of business management. Topics include: Informational and legal foundations for business management; economic, regulatory, and societal environment of business; entrepreneurship, finance, and marketing; planning, organizing, leading and controlling a business organization.

**BBG\*214 e-Business**  
3 credits

Covers the basics of how to start and manage an e-business enterprise and examines the impact of the internet on business and how it has expanded a firm's ability to customize

its product and service offerings. Emphasis is on new venture finance, the economics of e-commerce, as well as the special finance and business management problems associated with e-commerce such as on-line payments, security, customer service, and inventory control. *Prerequisite: C- or better in Principles of Financial Accounting (ACC\*113). Co-requisite: Principles of Microeconomics (ECN\*102).*

**BBG\*214 e-Business**

3 credits

(Effective Spring 2012) This course covers the basics of how to start and manage an e-business enterprise and examines the impact of the internet on business and how it has expanded a firm's ability to customize its product and service offerings. Emphasis is on new venture finance, the economics of e-commerce, as well as the special finance and business management problems associated with e-commerce such as on-line payments, security, customer service, and inventory control.

**BBG\*215 Global Business**

3 credits

An examination of international trade and multinational business and the expanding global economic integration. Topics discussed include the economic, political, legal, social, and cultural environment for global business, international trade theory and praxis, international financial markets and system, international economic and financial institutions, and an analysis of global business management issues such as global marketing, distribution, production, financial control, and managing a multicultural workforce, as well as questions of ethics and social responsibility. *Prerequisites: C- or better in Principles of Macroeconomics (ECN\*101) AND Principles of Marketing (BMK\*201).*

**BBG\*231 Business Law I**

3 credits

(BUS-102) (29-141)

Examines the history and evolution of law in the United States. Specific topics include: Constitutional Law, the Bill of Rights, courts and procedures, tort law, criminal law, contract law, and business organizations. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**BBG\*232 Business Law II**

3 credits

(BUS-202) (29-142)

A study of business law as defined by the Uniform Commercial Code (UCC). Specific topics include contracts involving the sale of goods, warranties and product liability, negotiable instruments, secured transactions, property law, and creditors' rights and bankruptcy. *Prerequisite: C- or better in Business Law I (BBG\*231).*

**BBG\*237 e-Commerce Law & Ethics**

3 credits

The legal environment of e-commerce and global commerce and the ethical issues relevant to e-commerce and global commerce are examined. The scope of the global legal context is applied to internet based businesses that, through necessity, operate across borders and legal systems. Here we establish a foundation for students to understand the legal implications of this new business environment. *Prerequisite: C- or better in Business Law I (BBG\*231).*

**BBG\*237 e-Commerce Law & Ethics**

3 credits

(Effective Spring 2012) The legal environment and ethical issues of e-commerce are examined. The scope of the global legal context is applied to internet-based businesses that, through necessity, operate across borders and legal systems. This course establishes a foundation for students to understand the legal and ethical implications of this new business environment.

**BBG\*240 Business Ethics**

3 credits

(BUS-204) (25-127)

A critical examination (both practical and theoretical) of contemporary moral problems in business, such as employee rights and responsibilities, pay equity and comparable worth, whistle-blowing, trade secrets and confidentiality, conflict of interest, discrimination and sexual harassment, pollution, consumer protection, professional ethics, truth-telling in business dealings, social responsibility of business, and fiduciary responsibility to stockholders and stakeholders. It is recommended that students take at least six (6) credits in Business, Economics, or Philosophy, or English prior to taking this course. *Prerequisite: C- or better in Composition (ENG\*101) or permission of Department Chair.*

**BBG\*290 Business Programs Capstone**

1 credits

For students who are in their final semester of study in the Business Administration Degree and Option programs, but will not be taking a Practicum course, the Business Programs Capstone is designed to help students demonstrate competency in General Education Abilities and Program Learning Outcomes. Throughout their program at Tunxis, students will have been compiling a portfolio of best work that demonstrates mastery of General Education Abilities, as well as Program Learning Outcomes. In this course, students will complete the development of their portfolio and, depending on the program, possibly sit for an exit exam or project. Students will also reflect on their learning experience at Tunxis and in their program. *Prerequisites: C- or better in Composition (ENG\*101), and 12 credits in Business courses. Note: Students should be enrolled in their final semester of classes.*

**BBG\*292 Business Practicum**  
3 credits

This course provides students the opportunity to apply and integrate knowledge and skills gained in the Business Administration program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Business Practicum should meet with the Program Coordinator or Practicum Instructor to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. The student must then either ask their current employer to arrange with the Program Coordinator or Practicum Instructor such an internship or seek the internship position through a job search. With permission of the Program Coordinator or Practicum instructor, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. **Prerequisites:** C- or better in *Composition II (ENG\*103)*, *permission of the Program Coordinator*, and *matriculation in the Business Administration program*.

## **Business—Entrepreneurship**

**BES\*218 Entrepreneurship**  
3 credits (BUS-225)

Introduces students to the art of entrepreneurship and the skills needed for starting and managing small businesses. It begins with a self-assessment of entrepreneurial skills and continues through a survey of all the major issues in new and small business management. Students are expected to develop a complete business plan. The teaching methodology relies heavily on experimental exercises, student team projects and case studies. **Prerequisites:** C- or better in *Principles of Marketing (BMK\*201)*, *Principles of Financial Accounting (ACC\*113)* AND *Composition (ENG\*101)*, OR *permission of Department Chair*.

## **Business—Finance**

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

Provides an overview of the financial planning and investing process. It examines personal incomes and budgets, home and consumer financing, insurance of personal assets, personal investing and retirement planning. Topics covered will include the time value of money, investments, loans and credit, cash management, taxes, life and health insurance, and estate planning. **Prerequisite:** C- or better in *Integrated Reading and Writing II (ENG\*075)* OR *Introduction to College Reading & Writing (ENG\*093)*, or *placement into Composition (ENG\*101)*.

**BFN\*201 Principles of Finance**  
3 credits (BUS-209)

An introduction to the principles of financial management and the impact of the financial markets and institutions on that managerial function. Major topics include the environment of financial management, evaluation of a firm's financial performance, financial forecasting, working capital management, corporate securities and financing the short- and long-term requirements of the firm, time value of money, capital and cash budgeting, the relationship of risk to return, cost of capital, leverage, and evaluation of alternative methods of financing. An analytical emphasis will be placed on the tools and techniques of the investment, financing, and dividend decision. **Prerequisites:** C- or better in *Principles of Financial Accounting (ACC\*113)*, C- or better in *Integrated Reading & Writing II (ENG\*075)* OR *Introduction to College Reading and Writing (ENG\*093)*, or *placement into Composition (ENG\*101)*, OR *permission of Department Chair*. **Prerequisite or co-requisite:** *Intermediate Algebra (MAT\*137)*, or *placement into higher mathematics*, OR *permission of Department Chair*.

**BFN\*203 Investment Principles**  
3 credits (BUS-207) (23-111)

Encompasses the topics of investment objectives and values, securities market and value, market procedures, analytical techniques, and speculative and institutional markets. **Prerequisites:** C- or better in *Principles of Financial Accounting (ACC\*113)* and *Managerial Finance*.

**BFN\*203 Investment Principles**  
3 credits (BUS-207) (23-111)

*(Effective Spring 2012)* An introduction to the principles and concepts of investment analysis and the valuation of various financial instruments. Topics include the functioning of financial markets; valuation of various investment vehicles, such as common stocks, preferred securities, bonds, mutual funds, warrants, options, and other derivatives; and modern portfolio theory. Students will participate in an investment simulation to provide realistic experience in portfolio management. **Prerequisite:** C- or better in *Principles of Finance (BFN\*201)*.

**BFN\*292 Finance Practicum****3 credits**

This course provides students the opportunity to apply and integrate knowledge and skills gained in the Finance program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Finance Practicum should meet with the Program Coordinator or Practicum Instructor to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. The student must then either ask their current employer to arrange with the Program Coordinator or Practicum Instructor such an internship or seek the internship position through a job search. With permission of the Program Coordinator or Practicum instructor, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. *Prerequisites: C- or better in Composition II (ENG\*103), permission of the Program Coordinator, and matriculation in the Finance program.*

**Business—Management****BMG\*202 Principles of Management****3 credits****(BUS-101) (28-111)**

*(Effective Spring 2011)* Integrates the study of management principles with the development of leadership, teamwork, and interpersonal skills. Topics include the planning, organizing, leading, and controlling functions of management; as well as group dynamics, team building, leadership, conflict and change, diversity, and organizational culture. Through experiential and group exercises and case studies, students will gain experience in teamwork, leadership, problem solving, and decision-making. *Prerequisite: C- or better in Composition (ENG\*101).*

**BMG\*210 Organizational Behavior****3 credits****(BUS-201) (28-112)**

Study of individual and group processes and behavior in organizational context, organizational structure and design, organizational culture and the management of organizational

change. Topics include motivation, learning, group dynamics, communication, decision-making, leadership, conflict, power, political behavior, and organizational culture. *Prerequisite: C- or better in Principles of Management (BMG\*202).*

**BMG\*210 Organizational Behavior****3 credits****(BUS-201) (28-112)**

*(Effective Spring 2012)* Study of individual and group processes and behavior in organizational context, organizational structure and design, organizational culture and the management of organizational change. Topics include motivation, learning, group dynamics, communication, decision making, leadership, conflict, power, political behavior, and organizational culture. *Prerequisite: C- or better in Composition (ENG\*101).*

**BMG\*220 Human Resources Management****3 credits****(BUS-203) (28-261)**

Introduction to the functions of Human Resource Management in today's dynamic business environment. Topics include but are not limited to personnel, planning, recruitment, testing, training, compensation, motivation, appraisals, discipline, and career management. In addition, the welfare and safety of employees, harmonious working relations, equal employment, and international and diversity issues will be discussed. *Prerequisites: C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**BMG\*280 Management of the Virtual Organization****3 credits**

The science and application of management principles are constantly changing as organizations change to be more flexible and cost effective. The virtual organization, team based organizations, and networked organizations are just a few of the new configurations that are encountered in today's business world. This course exposes students to these new organizations, to help them apply management principles to these structures and equip them to work in the present-day global workplace. *Prerequisite: C- or better in Internet Marketing (BMK\*216) OR permission of Department Chair.*

**BMG\*280 Management of the Virtual Organization****3 credits**

*(Effective Spring 2012)* The science and application of management principles are constantly changing as organizations change to be more flexible and cost effective. The virtual organization, team based organizations, and networked organizations are just a few of the new configurations that are encountered in today's business world. This course exposes students to these new organizations, to help them apply management principles to these structures and equip them to work in the present-day global workplace. *Prerequisite: C- or better in eBusiness (BBG\*214) OR permission of Department Chair.*

## Business—Marketing

### **BMK\*103 Principles of Retailing** 3 credits (MKT-103) (25-101)

Introduction to the technical and theoretical aspects of retailing. Areas of emphasis include merchandise management, buying, pricing, site selection, operations, and human resources management. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075), OR C- or better in Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

### **BMK\*201 Principles of Marketing** 3 credits (MKT-101) (25-111)

Introduction to the fundamental concepts of marketing. Examination of effective practices of product development, distribution, price structure, and promotion throughout the marketing process, including research, execution and evaluation. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075), OR C- or better in Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

### **BMK\*207 Consumer Behavior** 3 credits (MKT-201) (25-121)

A study of consumer behavior with an emphasis on the complexity of consumer decision-making and how consumers influence current marketing practices. Topics include consumer decision-making, advertising, consumer-trend analysis, marketing strategy, and consumer buying behavior. *Prerequisite: C- or better in Principles of Marketing (BMK\*201).*

### **BMK\*214 International Marketing** 3 credits

An analysis of the techniques, procedures, and strategies used by multinational firms. Emphasis on the economic, cultural, political/legal and technological factors that influence the marketing of consumer and business goods. Methods and sources of data for determining products to sell and countries in which to sell them are studied. *Prerequisites: C- or better in Principles of Marketing (BMK\*201).*

### **BMK\*216 Internet Marketing** 3 credits

This course examines how the Internet has brought new capabilities to the marketing function. Students revisit the basic tenets of marketing and assess the impact of the Internet on these basic principles, addressing benefits as well as the limitations of Internet Marketing. Emphasis is on the practical application of electronic commerce technology solutions to the elements of the marketing mix and the implementation of marketing plans. *Prerequisite: C- or better in Principles of Marketing (BMK\*201).*

### **BMK\*230 Advertising and Promotion** 3 credits (MKT-202) (26-221)

Studies the planning, implementation, and evaluation of persuasive communication processes that are used by marketing management for the purpose of presenting the company and its products to prospective customers. Topics include consumer behavioral research, media strategy, use of personal selling resources, and the design and implementation of promotional campaigns. *Prerequisite: C- or better in Principles of Marketing (BMK\*201).*

### **BMK\*245 Integrated Marketing Communications** 3 credits

The planning, design, integration, and management of contemporary marketing communications. The course focuses on the unification of advertising, direct marketing, Internet and interactive marketing, sales promotion, publicity and public relations, and personal selling with an emphasis on the competitive and strategic value of communications in the marketplace. *Prerequisite: C- or better in Principles of Marketing (BMK\*201).*

### **BMK\*000 Marketing Management** 3 credits

*(Effective Spring 2012)* The management application of marketing to the decision-making process in profit and nonprofit enterprises. Primary emphasis is on the development, implementation, management and evaluation of total marketing programs through case-study analysis. *Prerequisites: C- or better in Integrated Marketing Communications (BMK\*245) OR Consumer Behavior (BMK\*207), AND C- or better in Composition (ENG\*101).*

### **BMK\*292 Practicum in Marketing** 3 credits (MKT-250)

This course provides students the opportunity to apply and integrate knowledge and skills gained in the Marketing program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Marketing Practicum should meet with the Program Coordinator or Practicum Instructor to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. The student must then either

ask their current employer to arrange with the Program Coordinator or Practicum Instructor such an internship or seek the internship position through a job search. With permission of the Program Coordinator or Practicum instructor, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. **Prerequisites:** *C- or better in Composition II (ENG\*103), permission of the Program Coordinator, and matriculation in the Marketing program.*

**BMK\*294      Retail Business  
Management Practicum**  
*(MKT-204) (27-431)*

*3 credits*  
This course provides students the opportunity to apply and integrate knowledge and skills gained in the Retail Business Management program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Retail Business Management Practicum should meet with the Program Coordinator or Practicum Instructor to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. The student must then either ask their current employer to arrange with the Program Coordinator or Practicum Instructor such an internship or seek the internship position through a job search. With permission of the Program Coordinator or Practicum instructor, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. **Prerequisites:** *C- or better in Composition II (ENG\*103), permission of the Program Coordinator, and matriculation in the Retail Business Management program.*

## **Business Office Technology**

**BOT\*111      Keyboarding for  
Information Processing I**  
*(BOT-101) (22-101)*

*3 credits*  
An introduction to the keyboard. The student will learn to keyboard by the touch method covering the entire letter, figure, and symbol reaches. The course will also provide students with applications of keyboarding skill. This will be in the form of both accuracy and speed development and in the following basic word processing skills: create, format, save, print and open a document. Other basic formatting applications such as centering copy horizontally and vertically, proper word division and personal and business correspondence will also be emphasized. All course work is to be completed on an IBM compatible pc. This is a touch-typing course at the beginning level of skill designed to familiarize the student with the keyboard and correct keyboarding techniques.

**BOT\*137      Word Processing Applications**  
*(BOT-102) (22-102)*

*3 credits*  
An intermediate course with tabulation problems, special forms, various models of business letters, reports, and rough drafts with special attention paid to good judgment and problem-solving activities. There will also be the continuation of speed and accuracy building. All course work is to be completed on a window-based computer using Microsoft Word 2010. The student must be able to follow oral and written instructions with minimum supervision. **Prerequisite:** *C- or better in Keyboarding for Information Processing I (BOT\*111) OR permission of Program Coordinator OR waiver.*

**BOT\*180      Medical Terminology**  
*(BOT-113)*

*3 credits*  
A basic study of medical vocabulary. It introduces word construction, pronunciation, prefixes, suffixes, and root words. This course is designed to provide application of complex medical terminology to areas of medical science, hospital service and health-related professions. **Prerequisites:** *C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101), OR permission of Program Coordinator. Co-requisite: Keyboarding for Information Processing I (BOT\*111) OR permission of Program Coordinator.*

**BOT\*181      Medical Coding I**  
*(BOT-214)*

*3 credits*  
The study of basic ICD-9-CM and CPT coding. Diagnoses, procedures, signs and symptoms will be studied and coded using the necessary textbooks and professional publications. **Prerequisite:** *C- or better in Medical Terminology (BOT\*180) OR permission of Program Coordinator.*



**BOT\*182 Medical Coding II**

3 credits

A continuation of concepts introduced in Medical Coding I. Students will utilize medical records and case histories to code the diagnoses and procedures according to the level of care received in the appropriate medical facilities. *Prerequisites: C- or better in Medical Coding I (BOT\*181) OR permission of Program Coordinator.*

**BOT\*210 Computerized Office Applications**

3 credits (BOT-216)

Provides students with hands-on experience in spreadsheet applications and presentation graphics. Students will utilize an integrated software package to complete business projects. *Prerequisite: C- or better in Word Processing Applications II (BOT\*215) OR permission of Program Coordinator.*

**BOT\*215 Word Processing Applications II**

3 credits (BOT-201) (22-107)

Equips students with the problem-solving and decision-making skills necessary to operate a word processing system. The course covers more complex operations performed on a word processor as well as continued speed and accuracy development. 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 pagination, will be utilized. Proofreading and communications as they relate to the efficient operation of a word-processing system will be essential. Individualized self-instructional programs will be used for hands-on learning. *Prerequisite: C- or better in Word Processing Applications (BOT\*137) OR permission of Program Coordinator.*

**BOT\*219 Integrated Office**

3 credits (BOT-204) (22-239)

Provides students with hands-on experience in database management. Topics include the role of administrative support services, use of various computer software skills, electronic communication, and the internet. Students will utilize an integrated software package (word processing, spreadsheet, database, and presentation graphics) to complete business projects. *Prerequisite: C- or better in Computerized Office Applications (BOT\*210) OR permission of Program Coordinator.*

**BOT\*251 Administrative Procedures**

3 credits (BOT-203) (22-238)

Introduces students to up-to-date methods of information management in the office. Topics include records management, setting priorities, and machine transcription. Students are introduced to effective self-marketing techniques and business research methods. *Pre- or co-requisite: C- or better in Word Processing Applications (BOT\*137) OR permission of Program Coordinator.*

**BOT\*260 Administrative Management**

3 credits (BOT-206) (22-237)

Designed for the college-educated secretary who will perform both operational and managerial functions of the automated office. Topics covered include basic principles of management, selecting and orienting office staff, interpersonal skills, equipping the office, measuring office productivity, and labor management relations. *Prerequisite: C- or better in Administrative Procedures (BOT\*251) OR permission of Program Coordinator.*

**BOT\*280 Medical Transcription & Document Production**

3 credits (BOT-213)

Designed to reinforce the use of the application of medical terminology through machine transcription utilizing a computer. The materials for transcription will be from case histories, hospital records, and medical records. Production of a variety of medical documents is also included. *Prerequisite: C- or better in Medical Terminology (BOT\*180) OR permission of Program Coordinator.*

**BOT\*284 Claims Processing Applications**

3 credits (BOT-218)

Provides an overview of health claims processing, the concepts and procedures of the insurance/billing process and the role and function of the health claims processing/billing specialist. Comparison of commercial health policies and analysis of insurance forms and application of information to the forms is also included. Topics covered include eligibility, provider types, determining benefits, coding benefits, finalizing claims and a variety of practice management responsibilities. *Prerequisites: C- or better in Word Processing Applications (BOT\*137) AND Medical Terminology (BOT\*180); AND, C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101); OR permission of Program Coordinator.*

**BOT\*295 Administrative Practicum**

3 credits (BOT-207)(22-227)

Provides an integration of knowledge gained in previous program courses through review and practical application with special emphasis on decision-making responsibilities. On-the-job experience in a business or professional office previously approved by the Program Coordinator will be required. Parameters of the work experience will be established under the direction of the faculty member. Students will participate in the work experience under the supervision of personnel in the assigned position who will coordinate and evaluate a student's performance with the college instructor. Hours will be arranged by mutual consent of the student and employer. *Prerequisites: Program Enrollment, completion of 12 credits in the BOT discipline, and permission of Program Coordinator.*

## Chemistry

### **CHE\*111 Concepts of Chemistry**

4 credits

3 lecture/2 lab

(CHE-110) (54-128)

Fundamental principles, theories and laws of chemistry are studied: including atomic theory, bonding, stoichiometry, thermochemistry, solutions, reactions, ionic equilibria and pH, nuclear and organic chemistry. Descriptive concepts are emphasized; suitable for students needing a brief survey course for allied health; not intended for science majors. Lecture and laboratory. *Prerequisite: C- or better in Elementary Algebra Foundations (MAT\*095).*

### **CHE\*111 Concepts of Chemistry**

4 credits

3 lecture/2 lab

(CHE-110) (54-128)

(Effective Spring 2012) Fundamental principles and methods of chemistry are studied, including atomic theory, bonding, stoichiometry, and thermodynamics. Provides an introduction to physical, nuclear, organic, and biological chemistry. Suitable for students needing a brief survey course or science elective; not intended for science or engineering majors. Lecture and laboratory. *Prerequisite: C- or better in Elementary Algebra Foundations (MAT\*095).*

### **CHE\*121 General Chemistry I**

4 credits

3 lecture/3 lab

(CHE-121) (54-131)

The fundamental principles, theories, and laws of chemistry are studied. Topics include: atomic theory and the structure of the atom, the aggregated states of matter, kinetic molecular theory, chemical bonding, stoichiometry, periodicity, solutions and colloids. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or satisfactory score on placement test.*

### **CHE\*122 General Chemistry II**

4 credits

3 lecture/3 lab

(CHE-122) (54-132)

Further study of the principles, theories and laws of chemistry. Topics include: thermodynamics, kinetics, chemical equilibria, oxidation and reduction reactions, descriptive chemistry of the elements and their compounds and an introduction to organic and nuclear chemistry. Lecture and laboratory. *Prerequisite: C- or better in General Chemistry I (CHE\*121).*

### **CHE\*210 Introduction to Organic Chemistry**

4 credits

3 lecture/4 lab

A one-semester survey of organic chemistry. Includes nomenclature, aliphatic, aromatic and heterocyclic compounds, functional groups, reaction mechanisms, biochemistry, organic syntheses and modern techniques of instrumental analyses. Lecture and laboratory. *Prerequisite: C- or better in General Chemistry I (CHE\*121) or permission of Department Chair.*

### **CHE\*211 Organic Chemistry I**

4 credits

3 lecture/4 lab

(CHE-211)

A general introduction to organic chemistry, the study of carbon compounds. Topics include: molecular structure and properties, including molecular orbitals and bonding; conjugation and resonance; reaction; thermodynamics, including energy of activation and transition state; stereochemistry; stereoselective and stereospecific reactions; chemistry of aliphatic compounds: alkanes, alkenes, and alkynes and their derivatives; free-radical and electrophilic reactions; and cyclic aliphatic compounds. Laboratory sessions will illustrate fundamental techniques of organic chemistry using semi-micro and micro scale apparatus as well as instrumental methods of analysis, including gas chromatography and infrared spectroscopy. This course is the first of a two-semester sequence. *Prerequisite: C- or better in General Chemistry II (CHE\*122) or permission of Department Chair or 1 year general college Chemistry.*

### **CHE\*212 Organic Chemistry II**

4 credits

3 lecture/4 lab

(CHE-212)

Continuation of Organic Chemistry I. Topics include aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives, amines, phenols, and aryl halides. Reaction mechanism studies include carbanions, electrophilic substitutions and nucleophilic additions and nucleophilic substitutions. Laboratory sessions continue principles initiated in the precursor course. *Prerequisite: C- or better in Organic Chemistry I (CHE\*211).*

## Chinese

### **CHI\*101 Elementary Chinese I**

3 credits

Presents the essentials of Modern Standard Mandarin Chinese. Course includes essential grammar needed to read, write, and interact in Chinese using simple phrases and common expressions, and highlights the diverse cultures of Chinese-speaking peoples. Context for learning is self, family, school and community. *Note: Not appropriate for native speakers of Chinese.*

### **CHI\*102 Elementary Chinese II**

3 credits

Builds and expands skills from Elementary Chinese I with further study of Chinese grammar, sentence patterns, vocabulary and the diverse cultures of Chinese-speaking peoples. Students begin to negotiate simple transactions and address the challenges of daily life in the Chinese culture. Context for learning is based on activities from daily life. *Note: Course is not appropriate for Native Speakers of Chinese. Prerequisite: C- or better in Elementary Chinese I (CHE\*101) or permission of Department Chair.*

## College Preparation

### **CSS-013**      **College Study Skills**

3 credits

Provides students with the academic skills necessary for success in college and begins to prepare them for the rigors of college level work. Students learn and practice specific study skills and strategies through reading, writing, class discussions, lectures, group presentations and workshops. Students discover their own learning styles and develop learning and study plans based on their educational goals and current lifestyles. *This three-credit course is strongly recommended for all students who have placed in Integrated Reading and Writing I (ENG\*065). This course does not satisfy an elective in any degree program; neither do its credits count toward graduation.*

### **CSS-100**      **Student Development Seminar** 3 credits      (01-102)

Student Development Seminar is a course for first-year students that addresses issues relating to the transition to college. Students learn strategies for academic success through the use of learning styles research, goal setting/academic planning, and learning and practicing study skills. Students reflect on and analyze learning experiences, learn about campus resources, and explore career options. *This three-credit course can be used as a general elective.*

### **CSS-101**      **First Year Experience** 3 credits

First Year Experience prepares students to develop their own plan for academic, personal and professional success through self-evaluation, application of specific strategies, discussions, guided journaling and classroom exercises. These activities help students acquire effective study strategies, stimulate critical thinking, practice oral and written expression, establish goals, identify and participate in the co-curricular life of the college, encourage meaningful relationships with professors and classmates, and choose behaviors leading to a more successful academic experience. *This three credit college-level course is strongly recommended for all students who are new to Tunxis and have placed into Integrated Reading and Writing II (ENG\*075), Introduction to College Reading & Writing (ENG\*093), or Composition (ENG\*101). Prerequisite: C or better in Integrated Reading and Writing I (ENG\*065), OR placement into Integrated Reading and Writing II (ENG\*075), Introduction to College Reading & Writing (ENG\*093), or Composition (ENG\*101).*

## Communication

### **COM\*100**      **Introduction to Communication** 3 credits

Introduces students to fundamental theories of effective communication in intrapersonal, interpersonal, and small group

settings. In a workshop environment, students will practice effective oral communication strategies and offer a narrative and a group presentation.

### **COM\*101**      **Introduction to Mass Communication** 3 credits

Surveys mass communication and media literacy in today's society by investigating forms of media (print, radio, music, movies, television, and the Internet), the messages of media (news, public relations, advertising, and entertainment), and the ethical, legal, and cultural issues surrounding media. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

### **COM\*121**      **Journalism I** 3 credits      (ENG-107) (80-141)

Students receive an introduction to news-writing, reporting, and information-gathering through completion of writing assignments and study of work done by journalists in print, television, Internet, and radio news. Attention is given to the tasks and responsibilities of persons who write for today's varied media. Students also explore ethical questions that confront news media and those who work in news media. *May be used as an English elective. Prerequisite: C or better in Composition (ENG\*101).*

### **COM\*154**      **Film Study & Appreciation** 3 credits      (COMM-100) (71-142)

In this introduction to American film, students learn its history, individual styles of directors, the language of the art of the moving image and film genres. Selected films will be viewed and analyzed. *Prerequisite: C- or better in Composition (ENG\*101).*

### **COM\*167**      **Film & Video Techniques** 3 credits

Introduces the basic principles of video production by providing practical experience in how to conceive, shoot, and edit a short film, a public service announcement, and a news interview piece. In a collaborative environment, students will learn how to create audio/visual messages in the contexts of entertainment, journalism, and advertising/public relations to effectively communicate a narrative. *Prerequisite: C- or better in Composition (ENG\*101).*

### **COM\*172**      **Interpersonal Communication** 3 credits      (SPE-101)

Students are introduced to fundamental theories of communication, perception and listening, verbal and non-verbal communication, the role of conflict in relationships, and the impact of media and other technologies. In a workshop environment, students will apply these theories and principles to enhance their interpersonal communication. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**COM\*173 Public Speaking**  
3 credits (SPE-103)

Introduces students to the principles of oral communication with an emphasis on the public speaking skills needed for academic and professional presentations. Students will apply their knowledge of the theories of effective oral communication and present a variety of speeches that appropriately use audio visual aids and outside research. In a workshop environment, students will enhance their skills in critical thinking and listening by assessing their own public speaking and providing feedback on the public speaking of others. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**COM\*201 Introduction to Public Relations**  
3 credits

Examines public relations as a management function in corporate, government, and nonprofit organizations. Focus is given to research, development, implementation, and evaluation of a planned communication program for internal and external publics, including promotion, media relations and special events. Using both theoretical foundations and case studies, students explore the past, present, and future roles of public relations in an organization's branding, ethics and social responsibility, and crisis management strategies. *Prerequisite: C- or better in Composition.*

**COM\*211 Screenwriting**  
3 credits

An introduction to the standard practices of screenwriting. Students will analyze cinematic techniques along with character and plot development in films and screenplays. Students will practice writing in an accepted screenwriting format and share their work in a workshop environment. Students will write treatments, "pitch" project proposals, and analyze storyboards that visually communicate ideas to others. This course will serve as an English elective. The Humanities Department may require submission of relevant writing sample or portfolio material. *Prerequisite: Satisfactory achievement in any college-level literature course or permission of Department Chair.*

## Computers—Applications

*NOTE:* Any three-credit computer information systems course satisfies the requirements of a business elective.

**CSA\*105 Introduction to Software Applications**  
3 credits

This hands-on introductory course is intended for students interested in learning to use the computer as a productivity tool. Course content includes the fundamentals of Windows XP, Word, PowerPoint, Excel, Access, and the Internet.

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

Introduces students to the features and functionality of Microsoft Excel. This course is ideal for beginner students and takes students to an advanced level of proficiency. Students begin by creating basic worksheets and using built in functions and formulas. Students will learn to create a chart and use advanced charting options, work with lists and tables and learn to use web queries. Students will be introduced to analytical features of Excel, macros and VBA.

**CSA\*140 Database Applications**  
3 credits

Covers the basic functions and features of Access and takes users to an advanced level of proficiency. Initially students will learn how to design and create databases; work with tables, understand data structure, create basic queries, reports and forms. Students build on the skills to develop advanced complex queries, reporting and creating subforms. Students will create charts, use pivot tables and pivot charts.

**CSA\*150 Presentation Software**  
1 credit (CIS-116) (65-110)

Introduces students to presentation graphics applications using Microsoft PowerPoint. Students learn to create effective electronic presentations along with handouts, overheads and slideshows. A hands-on approach is used. *Familiarity with the Windows operating system required.*

**CSA\*157 Programming for New Media**  
3 credits

Introduces students to programming technologies, with focus on Web-based interactions, database technologies, and emergent coding environments. This course emphasizes problem solving, project building, and new media literacy. The subject for this course changes by semester. *Prerequisites: C- or better in Programming Logic and Design with Visual Basic (CSC\*126) and Intermediate Algebra (MAT\*137).*

**CSA\*160 Introduction to the Internet**  
1 credit (CIS-115) (65-115)

Introduces students to the Internet. Students learn to gain access to the Internet, to navigate through Web pages and to use Internet tools and resources such as search engines and email. *Familiarity with the Windows operating system required.*

**CSA\*260 SQL Server Administration**  
3 credits

Introduces students to Microsoft SQL Server. Students will gain practical experience performing database administration tasks using SQL Server. Topics such as installation, maintenance and administration, object security, query analyzer, backup and recovery will be covered. *Prerequisite: C- or better in Database Design I (CSC\*231).*

## Computers—Computer Science

### **CSC\*101 Introduction to Computers** 3 credits (CIS-101) (65-101)

Provides the necessary background for and provides hands-on practice using popular microcomputer office applications including word processing, spreadsheets, database and presentation management. The course also covers computer concepts including hardware, software, multimedia, privacy and security, and current computing trends. Students spend approximately three hours per week on hands-on computer assignments mastering Microsoft Office. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

### **CSC\*126 Programming Logic & Design with Visual Basic** 3 credits

Introduces student to the function and logic of common programming methods, such as assignment, memory declaration, decision, and repetition. The Program Development Life Cycle is emphasized. Event-driven programming is introduced using Visual Basic as students practice solving practical and realistic cases. *Familiarity with the Windows operating system required.*

### **CSC\*208 Advanced Visual Basic** 4 credits 2 lecture/2 lab

In this Advanced Visual Basic course, database access is introduced, using Visual Basic's ADO Control and data-aware components like the Data Grid, Data Environment Designer and DBList control. Students will learn how to build flexible, fast, and scalable data access objects and applications. The course includes an introduction to object-oriented programming techniques, integrating help files, and using the Packaging and Deployment tool to deliver completed applications to end users. This course covers building web applications with web forms, creating custom control for windows and web forms, and finally creating and consuming web services. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126).*

### **CSC\*210 C Programming** 3 credits (CIS-209) (65-280)

The C/C++ language combines the efficiency and speed of assembly language with the structure of PASCAL. C/C++ language fundamentals will be covered. Basic construction of C/C++ language will be the primary emphasis of this course. *Prerequisite: C- or better Programming Logic & Design with Visual Basic (CSC\*126) or permission of Program Coordinator.*

### **CSC\*214 Advanced C++ Programming** 3 credits (CIS-210) (65-290)

Advanced programming and data structures are the focus of this course. Emphasis is placed on techniques and procedures appropriate to production of reliable and easily modifiable programs. Aggregate data types, advanced pointer usage linked lists, multilevel control breaks, sequential file update, and random file update are explored. *Prerequisite: C- or better in C Programming (CSC\*210).*

### **CSC\*215 Programming with Object-Oriented C++** 4 credits

Introduces students to the C++ programming language. Techniques for solving problems with both numerical and non-numerical applications will be explored, incorporating rules of syntax, expressions and operators. Sequential and direct-access file processing are discussed. Concepts and examples of data types, recursive & virtual functions, arrays, pointers, vectors, strings, namespaces, data abstraction with classes, objects, overloading, inheritance, and data structures are presented. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126).*

### **CSC\*220 Object Oriented Programming Using JAVA** 3 credits (CIS-214)

The design of high-quality, object-oriented software is the focal point of this course. Problem-solving, utilizing applets and applications will be emphasized. Software engineering principles involving class hierarchy, arrays of objects, collections, encapsulation, and packages will be explored. The impact and significance of the Internet and World Wide Web with respect to Java will be demonstrated. *Prerequisite: C- or better in C Programming (CSC\*210).*

### **CSC\*221 Advanced Java Programming I** 3 credits (CIS-215)

Sound software engineering principles involving polymorphism, abstract classes and interfaces will be developed. Layout manages and graphics will be explored. Fault-tolerant software will be written. Exception handlers will be created. Robust software development will be encouraged. Multithreading will be covered. *Prerequisite: C- or better in Object Oriented Programming using JAVA (CSC\*220).*

### **CSC\*226 Object-Oriented Programming in Java** 3 credits

This course will introduce students to the Java programming language. Object-oriented topics covered will include encapsulation, inheritance, interfaces, polymorphism and multithreading. Students will gain experience designing interactive programs that involve systems of cooperating objects. The design of high-quality, object-oriented software is the focal point of this course. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126).*

**CSC\*230 Network Essentials II**

3 credits

This course builds on the knowledge gained in Network Essentials I. Topics covered will include network security, wireless and optical networking, voice over IP, and designing and maintaining campus and industrial networks. Hands-on network simulation software will be used throughout the course. *Prerequisite: C- or better in Network Essentials I (CST\*130).*

**CSC\*231 Database Design I**

3 credits (CIS-252)

Introduces students to the design, implementation, and management of database systems. A variety of database models will be presented including relational, entity-relationship and object-oriented. Topics such as normalization, Structured Query Language (SQL), distributed databases, client server systems and data warehouses will be covered. Students will have the opportunity to design and implement a small database system. *Prerequisite: C- or better in Introduction to Computers (CSC\*101) OR Database Applications (CSA\*140).*

**CSC\*250 Systems Analysis and Design**

3 credits (CIS-221) (65-351)

The principles of systems analysis and design, and a basic framework for an analytical method, are presented. The student is given practical business problems and is guided in the analysis and design of automated solutions. *Prerequisite: C- or better in Advanced Visual Basic (CSC\*208) or Programming with Object-Oriented C++ (CSC\*215) or Advanced Java Programming I (CSC\*221).*

**CSC\*292 Practicum in Computer Science**

3 credits

Students will complete an 8-10 hour per week industry work experience in a computer-related position. Students will be supervised by assigned personnel at the field site and by the college instructor. Hours are arranged by mutual consent of the student and employer. Students also participate in on-campus seminars that focus on timely employment-related topics, maintain a weekly log of on-the-job activities, and critique the practicum experience in a final project. Students will complete both an assessment ePortfolio and a showcase ePortfolio as a major component of the course. *Prerequisites: C- or better in Database Design I (CSC\*231), Systems Analysis & Design (CSC\*250), Operating Systems (CST\*210), Network Essentials I (CST\*130), Web Design and Development I (CST\*150) and Permission of Program Coordinator.*

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

3 credits (CIS-270)

Work experience provides opportunities for students to apply theories and skills gained in the CIS program to a computer position in industry. Students will be supervised

by assigned personnel at the field site and by the college instructor. Hours are arranged by mutual consent of the student and employer. Students also participate in on-campus seminars that focus on timely employment-related topics, maintain a weekly log of on-the-job activities, and critique the practicum experience in a final project. Students who are employed full-time in a computer position are exempt from the practicum requirement, and instead must complete a course chosen in consultation with the Program Coordinator. *Prerequisites: Program Enrollment, completion of 12 credits in the CIS discipline, and permission of the Program Coordinator.*

**CSC\*298 Special Topics in Computer Science**

3 credits (CIS-260) (CIS-199) (65-560)

Topics of current interest in the field of computer science are covered. It is recommended that this course be taken during the latter portion of the student's matriculation and may be repeated (under different topics) for no more than six semester hours. *Prerequisites: C- or better in Programming Logic and Design with Visual Basic (CSC\*126), OR permission of Program Coordinator.*

**Computers—Technology****CST\*130 Network Essentials I**

3 credits (CIS-225)

Introduces students to the underlying concepts of data communications, telecommunications, and networking. Provides a general overview of computer networks, and focuses on terminology and current networking environment technologies. Topics to be covered include network topologies, protocols, architectures, components, and operating systems. *Prerequisite: C- or better in Integrated Reading and Writing II; (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**CST\*150 Web Design and Development I**

3 credits (CIS-105)

Designed primarily for the CIS student, this course will introduce the student to the rudimentary concepts and applications of the HTML, XHTML, Cascading Style Sheets, XML and JavaScript to produce and publish both static and interactive Web sites. Students will produce a Web site that will integrate these techniques in both client- and server-side applications. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126).*

**CST\*163 Windows Server Administration**

3 credits (CIS-235)

Introduces the student to Microsoft Windows Server. Students will learn the basics of installing, administrating and maintaining a Windows Server implementation. Administration of user and group accounts, Active Directory, network protocols and services such as virtual private networking, Routing

and Remote Access Service, DHCP, DNS, backup, recovery and disaster planning will be covered. *Prerequisites: Network Essentials I (CST\*130) and Operating Systems (CST\*210).*

**CST\*193 Introduction to TCP/IP**  
3 credits (CIS-245)

Students learn the underlying applications, components, and protocols of TCP/IP and its necessary link to the Internet, and how to identify TCP/IP layers, components, and functions. Navigation tools, TCP/IP services, and troubleshooting methodologies are also discussed. *Prerequisite: C- or better in Network Essentials I (CST\*130).*

**CST\*201 Introduction to Management Information Systems**  
3 credits

(Effective Spring 2011) Provides the background necessary for understanding the role of information systems in organizations and for using computer tools and technology in solving business problems. Topics include organizational and technical foundations of information systems, theory of information systems design, fundamental database principles, network systems, e-commerce and supply chain systems, information network security management, and meeting global challenges. Microsoft Excel, Access, PowerPoint and Project are used to demonstrate selected topical concepts. *Prerequisite: C- or better in Integrated Reading/Writing II (ENG\*075) or placement into Composition (ENG\*101).*

**CST\*210 Operating Systems**  
3 credits (CIS-231) (65-451)

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, device management, and user interfaces will be explored. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126).*

**CST\*264 Unix/Linux System Administration**  
3 credits (CIS-240)

Introduces the Unix/Linux environment and its history. Students will learn the basics of installing, administering, and maintaining a Linux implementation. Topics such as the shell, fault tolerance, managing system resources, backup and recovery will be presented. *Prerequisite: C- or better in Network Essentials I (CST\*130).*

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

Introduces students to the subject of network security. Topics include security models, authentication, attacks, infrastructure devices, intrusion detection, and the basics of cryptography along with physical security and disaster recovery. This course emphasizes preparing the student for the CompTIA Security+ certification. *Prerequisites: C- or better in Network Essentials I*

*(CST\*130) AND Windows Server Administration (CST\*163) (may be taken as a co-requisite).*

**CST\*298 Special Topics in Computer Technology**  
3 credits

Topics of current interest in the field of computer technology are covered. It is recommended that this course be taken during the latter portion of the student's matriculation and may be repeated (under different topics) for no more than six semester hours. *Prerequisites: C- or better in Programming Logic and Design with Visual Basic (CSC\*126); OR permission of Program Coordinator.*

## Criminal Justice

**CJS\*101 Introduction to Criminal Justice**  
3 credits (CJ-101) (35-121)

A survey of the evolution, principles, concepts, and practices of law enforcement. The structure and organization of our courts is examined with regard to the administration of criminal justice. Topics include the American model of criminal justice, police and the community, police and the Constitution, and the American legal system.

**CJS\*102 Introduction to Corrections**  
3 credits (CJ-102) (35-101)

Study of the history, philosophy and evolution of corrections. An examination is included of the processes used by our courts, which result in sentencing of offenders: probation, parole, treatment programs and rehabilitation models. A study of punishment is undertaken and the functions that our jails and prisons provide are reviewed. Topics include plea bargaining, speedy trial, sentencing, prisoners' rights, victimization, and juvenile justice.

**CJS\*105 Introduction to Law Enforcement**  
3 credits (CJ-100) (35-111)

A comprehensive examination of the public safety and law-enforcement functions of government in a modern society. Considered are the evolution, history and philosophy of the law-enforcement function; the role of the police in a democratic and pluralistic society; police accountability, corruption and deviance; police operational principles and practices; and current problems confronting the police in their relationship to the community they serve.

**CJS\*120 Police and the Community**  
3 credits (CJ-140) (35-253)

An investigation of the numerous and complex factors involved in human relations in policing and police management. Students will also examine police practices that have resulted in disputed public responses.

**CJS\*155 Probation Practices and Policies**  
3 credits (CJ-138)

A comprehensive examination of probation services, current practices, and policies for both juvenile and adult offenders. This course will consider local, state, and federal models for the delivery of probation services, as well as innovative and experimental approaches. Students will explore the functions and duties of probation officers, including pre-sentence investigations, risk assessments, strategies for supervision and counseling, community resource development, supervision of sexual offenders, addiction services, and Alternative to Incarceration Programs. *Prerequisite: C- or better in Introduction to Criminal Justice (CJS\*101).*

**CJS\*211 Criminal Law I**  
3 credits (CJ-231) (35-231)

Introduction to the theory, history, and purpose of criminal law. Included is a study of offenses such as those against the person, against habitation and occupancy, and against property. The Connecticut Penal Code is discussed. *Prerequisite: C- or better in Evidence and Criminal Procedure (CJS\*213).*

**CJS\*213 Evidence and Criminal Procedure**  
3 credits (CJ-221) (35-232)

A study of criminal procedure as applied to arrest, force, search, and seizure, this course considers the evaluation of evidence and proof with regard to kind, degree, admissibility, competence, and weight. *Prerequisites: C- or better in Introduction to Criminal Justice (CJS\*101) AND C- or better in US History I (HIS\*201) OR US History II (HIS\*202).*

**CJS\*220 Criminal Investigation**  
3 credits (CJ-122) (35-234)

A study of the theory and application of criminal investigation beyond the crime scene. The development of information sources, identification by witnesses, interviews and interrogation, admissions, and case preparation are considered. *Prerequisite: C- or better in Introduction to Criminal Justice (CJS\*101) OR permission of Program Coordinator.*

**CJS\*223 Fraud Investigation**  
3 credits (CJ-130) (35-235)

Introduction to techniques and methods used in fraud investigation. Includes a review of general laws pertaining to specific types of credit card fraud, corporate fraud, trick and device, theft by false pretenses, and evidence required for prosecution. *Prerequisite: C- or better in Introduction to Criminal Justice (CJS\*101) OR permission of the Program Coordinator.*

**CJS\*243 Institutional Treatment of the Offender**  
3 credits (CJ-151) (35-130)

The management of the offender in an institutional environment is examined. From admission to release, the offender is processed through a system that addresses and balances the security and treatment needs of each individual. These needs

and the system are studied in terms of current correctional approaches. *Prerequisite: C- or better in Introduction to Criminal Justice (CJS\*101) OR Introduction to Corrections (CJS\*102).*

**CJS\*244 Community Based Corrections**  
3 credits (CJ-152) (35-251)

The relationship between institutional confinement and community-based supervision is examined. Probation and parole programs are examined in terms of organization and administration. Includes a study of programs and activities that are rehabilitative and community reintegration. *Prerequisite: C- or better in Introduction to Criminal Justice (CJS\*101) OR Introduction to Corrections (CJS\*102).*

**CJS\*290 Practicum in Criminal Justice**  
3 credits (CJ-251) (99-105)

Open to students in Criminal Justice programs, this practicum offers participants the opportunity to put learned theory to practical application. Assignments are individualized and may vary. Those who are not currently employed in a field directly related to their program may be assigned either to a research project or a supervised internship experience. Those currently employed in a field directly related to their study will be required to relate their experiences through appropriate assignments. This course, but not the assignment, may be repeated once. *Prerequisites: C- or better in Introduction to Criminal Justice (CJS\*101), Introduction to Corrections (CJS\*102), and Principles of Sociology (SOC\*101). Can be taken concurrently with: Evidence and Criminal Procedure (CJS\*213), Criminology (SOC\*240), Juvenile Delinquency (SOC\*241), or General Psychology I (PSY\*111).*

**CJS\*294 Contemporary Issues in Criminal Justice**  
3 credits (CJ-211) (35-221)

The effects of contemporary trends upon the police, the courts, and the correctional processes are studied. Emphasis is on research and methodology as useful tools in criminal justice planning. Topics include secrecy and the police, court plea bargaining, and prisoners' rights. *Prerequisite: C- or better in Introduction to Criminal Justice (CJS\*101) OR Introduction to Corrections (CJS\*102).*

## Dental Assisting

A minimum grade of C in Dental courses is required for progression in the program. Courses are open to admitted dental assisting students only.

**DAS\*115 Dental Assisting Concepts**  
3 credits  
2 lecture/7 clinical

Provides basic knowledge and skill application for general chairside assisting procedures including professionalism, infection control, evaluation of patient medical and dental history, assessment data, and four-handed dentistry. *Prerequisite:*



C- or better in *Integrated Reading & Writing II (ENG\*075)* OR *Introduction to College Reading & Writing (ENG\*093)*, or placement into *Composition (ENG\*101)*. Co-requisites: *Oral Medicine for the Dental Assistant (DAS\*120)*, *Oral Anatomy & Essentials of Radiography (DAS\*125)*, *Dental Materials for the Dental Assistant (DAS\*130)*, *Basic Medical Support (HLT\*112)*, and *First Year Experience (CSS-101)*. Other requirements: *Maintain cardiopulmonary resuscitation certification at the healthcare provider/professional level.*

**DAS\*120 Oral Medicine for the Dental Assistant**  
2 credits

Investigation of human diseases as found within all of the tissues represented in the area of the oral cavity. Includes basic sciences, clinical presentations, disease manifestations, diagnostic methods and treatment modalities. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).* Co-requisites: *Dental Assisting Concepts (DAS\*115)*, *Oral Anatomy and Essentials of Radiography (DAS\*125)*, *Basic Medical Support (HLT\*112)*, *Dental Materials for the Dental Assistant (DAS\*130)*, and *First Year Experience (CSS-101)*. Other requirements: *Maintain cardiopulmonary resuscitation certification at the healthcare provider/professional level.*

**DAS\*125 Oral Anatomy & Essentials of Radiography**  
3 credits  
2 lecture/2 lab (DAS\*104)

Provides a working knowledge of the gross anatomy of the hard and soft structures of the head and neck region including skeletal; muscular; circulatory; nervous; lymphatic; glandular systems; and tooth morphology. The skills acquired from the study of the oral anatomy will be practically applied via the introduction to radiographic interpretation and mounting. Principles of X-ray production; radiation physics; radiation biology and safety are introduced. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).* Co-requisites: *Dental Assisting Concepts (DAS\*115)*, *First Year Experience (CSS-101)*, *Basic Medical Support (HLT\*112)*, and *Dental Materials for the Dental Assistant (DAS\*130)*.

**DAS\*130 Dental Materials for the Dental Assistant**  
2 credits  
1 lecture/2 lab

Provides the knowledge and skills required of the dental assistant in the preparation and application of dental materials. Laboratory exercises will compliment the didactic theory through manipulation of dental materials. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).* Co-requisites: *Dental Assisting Concepts (DAS\*115)*, *Oral Anatomy & Essentials of Radiography (DAS\*125)*, and *First Year Experience (CSS-101)*.

**DAS\*155 Dental Assisting Advanced Clinical Techniques**  
4 credits

1 lecture/1 seminar/2 lab/14 clinic

Coordination of didactic, clinic, laboratory and seminar activities to become proficient and efficient in general dentistry chairside performance and familiar with the different dental specialties as well as expanded functions. *Prerequisites: C or better in Dental Assisting Concepts (DAS\*115), Oral Medicine for the Dental Assistant (DAS\*120), Oral Anatomy and Essentials of Radiography (DAS\*125), Basic Medical Support (HLT\*112), AND Dental Materials for the Dental Assistant (DAS\*130).* Co-requisites: *Oral Health Education (DAS\*160); Dental Radiography for the Dental Assistant (DAS\*165); Practice Management, Law & Ethics (DHY\*207).* Other requirements: *Maintain cardiopulmonary resuscitation certification at the healthcare provider/professional level..*

**DAS\*160 Oral Health Education**  
2 credits

Etiology and methods of controlling and preventing dental diseases will be covered including fluorides, oral hygiene instructions, diet analysis and tobacco cessation. *Prerequisites: C or better in Dental Assisting Concepts (DAS\*115), Oral Medicine for the Dental Assistant (DAS\*120), Oral Anatomy AND Essentials of Radiography (DAS\*125).* Co-requisites: *Dental Assisting Advanced Clinical Techniques (DAS\*155).*

**DAS\*165 Dental Radiography for the Dental Assistant**  
2 credits  
1 lecture/2 lab (DAS\*105)

Integrates the concepts introduced in Oral Anatomy & Essentials of Radiography with the laboratory and clinical application of current radiographic techniques in all dental specialties. Includes a study of infection control; quality assurance; intraoral and extraoral procedures and techniques; interpretation; and patient management. *Prerequisite: C or better in Oral Anatomy & Essentials of Radiography (DAS\*125).* Co-requisite: *Dental Assisting Advanced Clinical Techniques (DAS\*155).*

## Dental Hygiene

These courses are open to admitted dental hygiene students only. A minimum grade of C or better (75 or above) is required in all courses for progression in the program.

**DHY\*207 Practice Management, Law and Ethics**  
2 credits  
(DE-107/DED\*107/DHY\*107)(61-042)

Introduction to the office management skills utilized in a contemporary dental practice. Current biomedical issues related to ethical decision-making, employee rights and responsibilities, and interpersonal communications are examined. The Connecticut State Dental Practice Act is compared with other practice acts in various states. *Prerequisite: Matriculation in the Dental Hygiene or Dental Assisting Program.*

**DHY\*209      Fundamentals of  
3 credits      Dental Hygiene Theory**  
3 lecture hours/1 seminar hour

Presents a comprehensive theoretical introduction to dental hygiene and is designed to familiarize the student with the concept of total client/patient care. *Prerequisite: Matriculation in the Dental Hygiene program.*

**DHY\*210      Fundamentals of  
1 credit      Dental Hygiene Clinic**  
6 clinic hours

Presents a comprehensive clinical introduction to dental hygiene care designed to familiarize students with the concept of total patient care via practical application and self assessment. *Prerequisite: Matriculation in the Dental Hygiene program. Co-requisites: Dental Materials for the Dental Hygienist (DHY\*225), Dental Hygiene Diagnostic Technologies I (DHY\*212), Histology and Oral Anatomy for the Dental Hygienist (DHY\*228), AND Fundamentals of Dental Hygiene Theory (DHY\*209).*

**DHY\*212      Dental Hygiene  
2 credits      Diagnostic Technology I**  
1 lecture hour/2 lab hours

Concentrates on production and evaluation of conventional intraoral radiographs, radiation safety and biology. Conventional radiographic competency must be met in the production and evaluation of diagnostic full mouth series in the laboratory setting as well as on a client/patient. *Prerequisite: Matriculation in the Dental Hygiene program. Co-requisites: Histology and Oral Anatomy for the Dental Hygienist (DHY\*228), Fundamentals of Dental Hygiene Theory (DHY\*209), AND Fundamentals of Dental Hygiene Clinic (DHY\*210).*

**DHY\*225      Dental Materials for  
2 credits      the Dental Hygienist**  
1 lecture/2 lab (DH-/DHY\*106)

Provides a comprehensive study of dental materials, including the properties and manipulation, biomechanical function, physical and chemical properties, and biocompatibility of dental materials. An emphasis will be placed on those materials and skills utilized by the dental hygiene practitioner for dental hygiene diagnosis and treatment planning. Critical analysis of current evidence based literature will be an integral part of this course. *Prerequisite: C or better in Concepts of Chemistry (CHE\*111) AND Anatomy & Physiology I (BIO\*211).*

**DHY\*228      Histology & Oral Anatomy  
4 credits      for the Dental Hygienist**  
3 lecture/2 lab

Provides a comprehensive study of microscopic morphology of the head, neck and oral tissues, anatomy of the head and neck, including embryology and structures and functions of the human dentition. This study is specific and relevant to the practice of dental hygiene for utilization in skill development, radiographic interpretation, and client education. *Prerequisites: Admission to dental hygiene program and C or better in Anatomy*

*& Physiology I (BIO\*211).*

**DHY\*232      Dental Hygiene  
2 credits      Diagnostic Technology II**  
1 lecture/2 lab hours

Continuation of studies, application and interpretation of diagnostic and radiographic techniques. Use of technologies to enhance management of information specifically periodontal, dental caries, and dental hygiene diagnostic services. *Prerequisite: C or better in Dental Hygiene Diagnostic Technology I (DHY\*212).*

**DHY\*233      Oral Medicine and Pathology  
2 credits      (DH-/DHY\*113) (61-022)**  
2 lecture

Introduces the student to the results of local, as well as systemic conditions that have oral manifestations. The student will become familiar with the disease processes that impact patient care. *Prerequisites: C or better in Histology and Oral Anatomy for the Dental Hygienist (DHY\*228), AND Fundamentals of Dental Hygiene Theory (DHY\*209).*

**DHY\*239      Dental Hygiene II Theory  
2 credits      2 lecture/1 seminar**

Presents the principles and assessment of oral health, dental hygiene care planning, treatment methods, and the preventive measures employed against dental disease. The course establishes the scientific principles of disease prevention and focus is on instrumentation techniques. An overview of dental specialties is also included. *Prerequisites: C or better in Fundamentals of Dental Hygiene Theory (DHY\*209) AND C or better in Dental Hygiene Diagnostic Technology I (DHY\*212). (Note: This course must be taken concurrently with Dental Hygiene II Clinic (DHY\*240).)*

**DHY\*240      Dental Hygiene II Clinic  
2 credits/12 clinic**

Clinical application of principles and assessment of oral health, dental hygiene care planning, treatment methods, and preventive measures employed against dental disease. Student self-assessment of clinical skills is required. *Prerequisites: C or better in Fundamentals of Dental Hygiene Theory (DHY\*209), Fundamentals of Dental Hygiene Clinic (DHY\*210), Histology and Oral Anatomy for the Dental Hygienist (DHY\*228), and Dental Hygiene Diagnostic Technology I (DHY\*212). (Note: This course must be taken concurrently with Dental Hygiene II Theory (DHY\*239).)*

**DHY\*259      Dental Hygiene III Theory  
3 credits      2 lecture/1 seminar**

A comprehensive approach to client assessment, education, care planning and evaluation of delivery of care is provided. The focus is on dental health science with an emphasis on the care of clients who are medically compromised. Utilizing case studies, the student will be required to undertake an evidenced-based decision-making process regarding delivery of care. *Prerequisites: C or better in both Dental Hygiene II Theory (DHY\*239) AND Dental Hygiene II Clinic (DHY\*240). (Note: This course must be taken concurrently with Dental Hygiene III Clinic (DHY\*260).)*

**DHY\*260 Dental Hygiene III Clinic**

3 credits/14 clinic

A comprehensive approach to client care including assessment, education, care planning, treatment methods and evaluation of delivery of care is provided. Client care is provided in numerous clinical settings in Connecticut. **Prerequisites:** C or better in both *Dental Hygiene II Theory (DHY\*239)* AND *Dental Hygiene II Clinic (DHY\*240)*. (Note: This course must be taken concurrently with *Dental Hygiene III Theory (DHY\*259)*.)

**DHY\*262 Periodontics**

2 credits (DH-/DHY\*202) (61-023)

2 lecture

Focus is on the recognition of clinical, biological, and histological characteristics of the periodontium classification of periodontal disease; the role of microorganism; the role of local factors in the etiology of periodontal disease; and the principles of therapy. **Prerequisites:** C or better in *Histology and Oral Anatomy for the Dental Hygienist (DHY\*228)*, *Dental Hygiene II Theory (DHY\*239)*, and *Dental Hygiene II Clinic (DHY\*240)*.

**DHY\*264 Pharmacology**

3 credits (DH-/DHY\*204) (61-032)

3 lecture

Acquaints dental hygiene students with medications used in modern dental practice. Focus is on various drugs, their modes of action, and their principal uses. **Prerequisites:** C or better in both *Anatomy & Physiology I (BIO\*211)* and *Anatomy Physiology II (BIO\*212)*, AND successful completion of all prior dental courses with a grade of 75 (C) or better.

**DHY\*267 Community Oral Health**

3 credits 2 lecture/4 clinic

Provides an introduction to the basic concepts, methods, materials, technology, principles and practices in oral public health promotion and disease prevention. This course provides students with a broad understanding of the health care system and the social, political, cultural, behavioral and economic forces influencing that system. Students will be introduced to their role as a community health promoter through a variety of didactic and service-learning experiences. **Prerequisites:** C or better in both *Dental Hygiene II Theory (DHY\*239)* AND *Dental Hygiene II Clinic (DHY\*240)*.

**DHY\*269 Dental Hygiene Research Seminar I**1 credit  
1 seminar

Provides an introduction to research and its relationship to theory development of the dental hygiene knowledge base, furthering its translation into clinical and community practice. This course focuses on research concepts and methodologies needed to interpret and critically review research studies and articles. **Prerequisites:** C or better in *Dental Hygiene II Theory (DHY\*239)* AND *Dental Hygiene II Clinic (DHY\*240)*. **Co-requisites:** *Dental Hygiene III Theory (DHY\*259)*, *Dental Hygiene III Clinic (DHY\*260)*.

**DHY\*275 Pain Control and Local Anesthesia For the DH**

3 credits 2 lecture/1 clinic

This course presents the basic science and dental science foundations of clinical local anesthesia in preparation for Connecticut State Certification for administration of local anesthesia by dental hygienists. Students will learn to perform safe, effective and proper techniques of intraoral pain control utilizing local anesthetic administration on a student-client partner. Emphasis is placed on client evaluation for predicting and preventing complications. **Prerequisites:** *Matriculating second year dental hygiene student. Current certification in CPR for the Professional Rescuer/Health Care Provider and AED from the Red Cross or American Heart Association, proof of Hepatitis B vaccination, TB antigen test within one year (PPD)*. **NOTE:** Each student **MUST** serve as a client for another student. Student must be proficient with online format for the didactic component of the curriculum. Attendance at all clinical sessions is mandatory. Faculty recommendation to register is required. Students must complete online and pass with 80% in order to continue into clinical sessions.

**DHY\*279 Dental Hygiene IV Theory**

2 credits/2 lecture

Presents a complete, comprehensive integration of the student's basic science and dental science education as it relates to the theory of assessment, education, treatment planning, delivery of care, and evaluation in the contemporary practice of dental hygiene. **Prerequisites:** C or better in both *Dental Hygiene III Theory (DHY\*259)* and *Dental Hygiene III Clinic (DHY\*260)*. (Note: This course must be taken concurrently with *Dental Hygiene IV Clinic (DHY\*280)*.)

**DHY\*280 Dental Hygiene IV Clinic**

3 credits/14 clinic

Presents a complete, comprehensive integration of the student's basic science and dental science education as it relates to the clinical application of assessment, education, treatment planning, delivery of care, and evaluation in the contemporary practice of dental hygiene. Student self-assessment of clinical performance is required. **Prerequisites:** C or better in *Dental Hygiene III Theory (DHY\*259)*, *Dental Hygiene III Clinic (DHY\*260)*, *Pharmacology (DHY\*264)*, *Periodontics (DHY\*262)*, *Dental Hygiene Research Seminar I (DHY\*269)*. Note: This course must be taken concurrently with *Dental Hygiene IV Theory (DHY\*279)*.

**DHY\*287 Community Oral Health II**3 credits  
2 lecture/4 clinical

Provides a continuation of Community Oral Health I. Principles of public health practice will be emphasized using a community based process for health promotion and disease prevention activities and the application of research methodology. **Prerequisites:** C or better in *Dental Hygiene III Theory (DHY\*259)*, *Dental Hygiene III Clinic (DHY\*260)*, *Dental Hygiene Research Seminar I (DHY\*269)*, and *Community Oral Health I (DHY\*267)*.

**DHY\*289**      **Dental Hygiene  
Research Seminar II**  
1 credits  
1 seminar

Provides a continuation of Dental Hygiene Research Seminar I focusing on application of the scientific method using the research design most appropriate to the hypothesis or research question under consideration. *Prerequisites: C or better in Dental Hygiene III Theory (DHY\*259), Dental Hygiene III Clinic (DHY\*260), Dental Hygiene Research Seminar I (DHY\*269), Community Oral Health I (DHY\*267).*

**DHY\*295**      **Dental Hygiene Capstone  
Portfolio Experience**  
3 credits  
14 clinic

A graduation requirement that assists students in developing a portfolio demonstrating competency of Tunxis Community College Institutional and Dental Hygiene Program outcomes. This experience is initiated at the beginning of the dental hygiene curriculum and expanded on each semester. The capstone portfolio experience is completed by the student and evaluated by an interdepartmental committee during the last semester prior to graduation. *Prerequisites: C or better in Dental Hygiene III Theory (DHY\*259), Dental Hygiene III Clinic (DHY\*260), Community Oral Health I (DHY\*267), and Dental Hygiene Research Seminar I (DHY\*269).*

## Digital Arts

**DGA\*160**      **3-D Digital Animation I**  
3 credits      (74-220)  
2 lecture/2 studio

An introductory course in three-dimensional computer animation. The student will learn key framing, motion paths, creating a preview animation, camera functions, lighting techniques, modifiers and deformers. A basic short animation will be executed from the ground up using a constructed scene based on a storyboard working with variable elements within a scene and creating a workflow. *Prerequisites: C- or better in 3-D Computer Modeling (GRA\*275) AND Drawing II (ART\*112).*

**DGA\*161**      **3-D Computer Animation II**  
3 credits      (74-220)  
2 lecture/2 studio

Takes the student to a higher level of professional animation by introducing character animation, audio bytes, UV mapping, scripting, lighting and atmospheric effects, more detailed motion paths, and parenting set-ups. The students will produce a finished animated sequence that uses titles and credits along with a storyboard and script. Detailed texture mapping and rendering will be part of the course. There will be one collaborative project during the semester. *Prerequisites: C- or better in 3-D Computer Animation I (DGA\*160).*

## Drug and Alcohol Recovery Counselor

First-year DARC courses (100 level such as DAR\*101 and DAR\*111) are now open to non-matriculated students.

**DAR\*101**      **Public Health Issues:  
Abuse & Addiction**  
3 credits      (DARC-101) (61-256)

Introduces addiction counseling by exploring areas such as the historical perspectives of alcohol/drug abuse and addiction, models and theories of addiction, current trends in drugs of abuse, issues of family dynamics, and sociological impact. Familiarizes students with co-occurring disorders and the DSM-IV-TR. Cultural considerations in assessment and treatment, ethics and confidentiality, and public health issues such as HIV are also examined. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075); C- or better in Introduction to College Reading and Writing (ENG\*093), OR placement into Composition (ENG\*101).*

**DAR\*111**      **Addiction Counseling I**  
3 credits      (DARC-111) (61-151)

Students will be provided with an overview of the foundational major theories, and the significance of how these theoretical approaches influenced the field of counseling. Psychoanalytic, Behaviorism, and Humanism will be explored through didactic and experiential learning, as well as how these therapeutic approaches pertain to addiction counseling. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075), OR C- or better in Introduction to College Reading and Writing (ENG\*093); OR placement into Composition (ENG\*101).*

**DAR\*112**      **Group Counseling  
Theory & Techniques**  
3 credits      (DARC-112) (61-254)

Introduces the concepts and theories of group counseling, group dynamics, and developmental stages. Through both didactic and experiential learning, students learn to differentiate between group content and process, recognize various roles that emerge among group members, and the significance of bringing group focus into the "here and now." Students will also learn how to document group notes and experience the role of both group leader and group member. Understanding that group work is the chosen modality in addiction treatment, students will learn to appreciate the challenge of theory and practice. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075); C- or better in Introduction to College Reading and Writing (ENG\*093), OR placement into Composition (ENG\*101).*

**DAR\*114**      **Introduction to Family Systems**  
3 credits      (DARC-114) (61-257)

Concepts of family dynamics and family systems as they relate to drug and alcohol abuse counseling.

**DAR\*158      Biology of Addiction**  
3 credits      (DARC-158) (61-252)

An in-depth study of the major classifications of the drugs of abuse in our current culture, including the pharmacology and pathology of chronic drug abuse. The biological, psychological, and physical effects on the human system will be examined. Students will study how drugs alter neurological functioning through the changes in levels of neurotransmitter activity in the brain. Various drug interactions, which are responsible for many accidental deaths will be discussed. Legal dimensions of the drugs of abuse will be explored from the historical perspective and the subsequent classifications known as the Schedules of Drugs. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075); OR C- or better in Introduction to College Reading and Writing (ENG\*093), OR placement into Composition (ENG\*101).*

**DAR\*213      Addiction Counseling II**  
3 credits      (DARC-213)

Builds on the fundamental theories of counseling examined in Addiction Counseling I. The major post-Humanistic theories – Cognitive/Behavioral, Reality, Rational Emotive Behavior, and Motivational Interviewing – will be explored through didactic and experiential learning. Students will reflect on their roles as counselors in the substance abuse field and define the qualities, knowledge, and skills required to become competent, ethical, and culturally aware. This course will also examine and practice the necessary skills such as, communication styles, attending, active listening, modeling, and mirroring. *Prerequisite: C- or better in Addiction Counseling I (DAR\*111) or permission of the Program Coordinator.*

**DAR\*251      Counseling Internship I**  
6 credits      (DARC-251) (61-253)

Open to students who have been accepted into the DARC Program. Students will spend a minimum of 15 hours per week or a total of 225 hours per semester at a substance abuse treatment facility under the supervision of a credentialed site supervisor and the DARC Coordinator. Students will observe various counseling modalities that increase their knowledge of the 12 Core Functions and competency skills as a counselor. As an adjunct to their field experience, students will continue their academic studies during a 2 hour weekly seminar. Consistent seminar attendance, active participation in peer group work, willingness to give and receive constructive feedback, and ongoing development of counseling skills is expected. Counseling Internship I (DAR\*251) and Counseling Internship II (DAR\*252) must be completed in consecutive semesters. If a student is unable to complete Counseling Internship II (DAR\* 252) in the spring semester; Counseling Internship I (DAR\* 251) will need to be taken again. *Prerequisites: C- or better in Public Health Issues: Abuse & Addiction (DAR\*101), Addiction Counseling I (DAR\*111), Group Counseling Theory & Techniques (DAR\*112), Biology of Addiction (DAR\*158), Addiction Counseling II (DAR\*213), General Psychology I (PSY\*111), and Composition (ENG\*101).*

**DAR\*252      Counseling Internship II**  
6 credits      (DARC-252) (61-255)

Continued development of counseling skills in supervised field placements with a greater degree of client interaction and an increased depth of supervision. Two class hours per week plus 15 hours of field placement per week. *Prerequisite: C- or better in Counseling Internship I (DAR\*251).*

## Early Childhood Education

**ECE\*101      Introduction to Early Childhood Education**  
3 credits      (ED-104)

Designed to acquaint students with the field of early care and education. Foundations of early childhood education, an overview of curriculum content, and significant aspects of child growth and development will be presented. Twenty hours of observation and participation at the Early Childhood Center of Tunxis Community College, or another approved site, is a requirement. *Prerequisites: C- or better in Integrated Reading and Writing I (ENG\*065); or placement into Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093).*

**ECE\*103      Creative Experiences/Children**  
3 credits      (ED-102)

Exploration of a wide variety of creative media suitable for use with young children. Students will experiment with and utilize techniques and methods appropriate for working with young children. Emphasis is given to creative experiences as they impact on the development of young children. *Prerequisite: C- or better in Integrated Reading and Writing I (ENG\*065); or placement into Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093).*

**ECE\*106      Music and Movement for Children**  
3 credits      (ED-105)

Introduction to a variety of musical activities for young children, including rhythmic play, basic rhythmic instruments, songs, and circle games. Methods to encourage child participation in activities will be stressed. Music and movement as an important aspect in the development of the whole child—physically, socially, emotionally and mentally—will be explored. *Prerequisite: C- or better in Integrated Reading and Writing I (ENG\*065); or placement into Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093).*

**ECE\*109      Science & Math for Children**  
3 credits      (ED-109)

The focus is on mathematics and science for young children. Students will acquire knowledge of materials and methods for integrating math and science concept development into the curriculum. Emphasis will be on understanding these areas from a child-development perspective. Active participation working with children will be required. *Prerequisite: C- or better*

in *Integrated Reading and Writing I (ENG\*065)*; or placement into *Integrated Reading & Writing II (ENG\*075)* OR *Introduction to College Reading & Writing (ENG\*093)*; AND C- or better in *Elementary Algebra Foundations (MAT\*095)* or placement into *Intermediate Algebra (MAT\*137)*.

**ECE\*141 Infant/Toddler Growth and Development**  
(ED-106)  
3 credits

Growth and development of infants and toddlers are explored. Students learn developmentally-appropriate caregiving practices, based on the emotional, social, physical, cognitive, language, and creative areas of development. Topics include curriculum for infants and toddlers; health and safety issues; creating environments; and parents as partners in the care and nurturing of young children. *Prerequisite: C- or better in Integrated Reading and Writing I (ENG\*065) or placement into Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093).*

**ECE\*176 Health, Safety and Nutrition**  
(ED-108)  
3 credits

Helps students realize the importance of the relationship between adequate health, safety, and nutrition practices, and the young child's well-being. Development of age-appropriate curriculum and activities to foster lifelong favorable habits and attitudes will be addressed. Students will participate in creating healthy snacks and meal menus following USDA Guidelines for Meeting Nutrition Standards. Developmentally-appropriate nutrition experiences for young children will also be created by students. *Prerequisite: C- or better in Integrated Reading and Writing I (ENG\*065); or placement into Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093).*

**ECE\*180 Child Development Associate Credential Preparation Course**  
(ED-180)  
3 credits

Designed for child-care providers who are preparing for their Child Development Associate (CDA) credential, through the Council of Early Childhood Professional Recognition, under its present requirements. This course will focus on the CDA competency skills and the CDA functional areas. The course will assist students in the preparation of their CDA resource file and the final assessment process. *Prerequisites: C- or better in both Introduction to Early Childhood Education (ECE\*101) AND Health, Safety, and Nutrition (ECE\*176) or permission of the Program Coordinator.*

**ECE\*206 Administration and Supervision of Early Childhood Programs**  
(ED-206)  
3 credits

Designed to examine the multi-dimensional role of the early childhood program director/administrator. Emphasis will be on the areas of effective leadership, selection, supervision, and evaluation of staff members, program development

and appropriate practices, the budgeting process and fiscal management, food and health services, laws and regulations concerning state childcare licensing, and parent involvement.

**ECE\*210 Observation, Participation and Seminar**  
(ED-248)  
3 credits

Increases objectivity in observing and interpreting of children's behavior; and increase the awareness of normal patterns of behavior. Students will visit, observe, and participate in an early childhood setting, approved by the instructor, for two hours per week. Weekly seminar sessions with the instructor will be held to discuss and plan for the children's learning needs. *Prerequisites: C- or better in Introduction to Early Childhood Education (ECE\*101), Child Development (PSY\*203), Composition (ENG\*101), AND permission of the Program Coordinator.*

**ECE\*215 The Exceptional Learner**  
(ED-217)  
3 credits

Exposes students who will work in an educational setting to laws, guidelines, and procedures related to instruction for special education students; assists educators in understanding the needs of students with exceptionalities; and helps enable the identification of characteristics, issues, and instructional considerations for students with disabilities. In addition to classwork, there is a field observation/experience requirement. This course fulfills requirements toward a certificate from the State of Connecticut for the teaching of English to speakers of other languages. *Prerequisites: C- or better in Composition (ENG\*101) AND General Psychology I (PSY\*111), OR equivalent as determined by department chairperson.*

**ECE\*231 Early Language and Literacy Development**  
(ED-231)  
3 credits

An introduction to language and literacy development in the young child. Students will explore the early childhood language arts curriculum including speaking, listening, writing, and reading skills. The teacher's role and methods of creating a literacy-rich environment that engages children in creative, developmentally-appropriate language arts experiences will be examined. Students will create plans and materials for use with children. *Prerequisite: C- or better in Composition (ENG\*101).*

**ECE\*275 Child, Family, and School Relations**  
(ED-175)  
3 credits

An in-depth look at the child, the family, and the relationship between the school and the family. An understanding of and the guidance of child behavior will be examined, as well as how to communicate with families. Students will identify today's families, and how schools can develop working relationships with the family. *Prerequisites: C- or better in Child Development (PSY\*203) OR Principles of Sociology (SOC\*101).*

**ECE\*295 Student Teaching Practicum**  
6 credits (ED-210)

Provides twelve weeks of supervised student teaching in the Tunxis Early Childhood Center, on campus, or in an approved cooperating early childhood program in the community. Students will complete 220 hours of student teaching for the course requirement. Discussions of problems existing in teaching situations will be addressed in a weekly seminar throughout the semester. Special projects are included. *Prerequisites: Program enrollment, completion of all other requirements of the certificate program, and permission of the Program Coordinator.*

## Earth Science

**EAS\*102 Earth Science**  
3 credits (SCI-113) (55-105)

An introductory overview of our planet, earth, including important aspects of physical and historical geology: rock types, minerals, plate tectonics and estimates of the age of the earth, land forms, ground water, and erosion; physical oceanography: oceans, currents and water masses; meteorology: weather systems, wind-ocean interactions and climatology; astronomy: planets and moons in our solar system and the sun. This course qualifies as a science elective for non-science majors. *Field trips may be required.*

**EAS\*106 Natural Disasters**  
3 credits

This course provides an introduction to the causes, occurrence and consequences of natural disasters. Students will analyze the physical causes as well as the distribution and frequency of disasters such as earthquakes, volcanoes, hurricanes, floods, mass wasting, severe weather, tsunamis, wildfires, and extraterrestrial impacts. Case studies will include local and regional examples of historical and recent disasters. The course will focus on naturally occurring disasters, but will also consider the role of human activities in both contributing to and mitigating natural disasters. *Prerequisite: C- or better in Integrated Reading and Writing I (ENG\*065).*

## Economics

**ECN\*101 Principles of Macroeconomics**  
3 credits (ECO-101) (33-101)

Introduction to aggregate economic phenomena and processes, and fundamental economic concepts of supply and demand, exchange and specialization, and international trade. Topics include national income accounting, the circular flow of money, income and spending, the monetary system of the economy, unemployment and inflation, determination of national income and employment, monetary and fiscal policy, and economic growth and development. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition*

*(ENG\*101); AND C- or better in Elementary Algebra Foundations (MAT\*095) OR placement into credit level mathematics.*

**ECN\*102 Principles of Microeconomics**  
3 credits (ECO-102) (33-102)

Markets and determination of price and output in product, resource, and financial markets are studied. Topics include consumer and producer theory, demand and supply elasticities, international finance, competition and monopoly, functional and individual income distribution, poverty, and government intervention in markets. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101); AND C- or better in Elementary Algebra Foundations (MAT\*095) OR placement into credit level mathematics.*

**ECN\*250 Money and Banking**  
3 credits (BUS-208) (33-221)

Monetary theory and policy are explored, with special attention to the monetary system, commercial banking, the thrift industry, central banking, and capital markets. *Prerequisites: C- or better in Principles of Macroeconomics (ECN\*101).*

## Engineering Science

**EGR\*111 Introduction to Engineering**  
3 credits (14-150)(TC-150)

Introduces students to engineering and the engineering profession through the application of physical conservation principles in analysis and design. Topics include dimensions and units, conservation of mass, momentum, energy and electric charge, static force balances, material properties and selection, measurement errors, mean and standard deviation, elementary engineering economics, and design projects. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137).*

**EGR\*115 Programming For Engineers**  
3 credits

Introduces engineering students to structured and object-oriented programming methods. Students will examine and solve a variety of engineering problems. Students will design, code and execute modular programs using an object-oriented language such as C++ or Java. The course will include the use of abstract data types in solving classical engineering problems. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137).*

**EGR\*000 Robotics - Construction & Design**  
4 credits  
3 lecture/3 lab

Explore the multidisciplinary world of robotics, and its relevance to current humanitarian, social, and environmental concerns. Modeling fields of science and engineering, this class will be based on teamwork and cooperative problem solving in a supportive, hands on, laboratory environment. Solutions to a series of challenges will be designed, constructed, tested, and revised by students working together in groups.

A standard, modular, mobile robotics system will be used to design and construct robots capable of carrying out a single task or multiple tasks related to a variety of applications. The role of science, engineering and technology in modern society will also be explored.

**EGR\*211      Engineering Statics  
(formerly Applied Mechanics I)  
(14-211)**

3 credits  
Fundamentals of statics, including the resolution and composition of forces, the equilibrium of force systems, the analysis of forces acting on structure and machines, centroids, and moment of inertia. *Prerequisite: C- or better in Calculus II (MAT\*256) may be taken concurrently.*

**EGR\*212      Engineering Dynamics  
(14-212)**

3 credits  
Introduces students to the fundamentals of engineering dynamics, including rectilinear and curvilinear motion, translation, rotation, and plane motion; work, energy and power; and impulse and momentum. The basic principles of dynamics are applied to engineering problems. Vector methods are covered. *Prerequisites: C- or better in Engineering Statics (EGR\*211).*

**EGR\*214      Engineering Thermodynamics  
3 credits**

(Effective Spring 2012) Energy concepts and balances are covered. Basic definitions include the first and second laws of thermodynamics, ideal and real gases, thermodynamic properties, and introductory cycle analysis. *Prerequisites: C- or better in Calculus-Based Physics I (PHY\*221), and C- or better in Calculus I (MAT\*254) or Precalculus (MAT\* 186).*

**EGR\*221      Introduction to Electric  
Circuit Analysis**

3 credits  
3 lecture/3 lab

An introduction to the techniques of analog circuit analysis. Topics include voltage, amperage, capacitance, inductance, node-voltage analysis, mesh-current analysis. Essential electrical components such as resistors, diodes, capacitors, inductors and operational amplifiers will be introduced and explored as well. The course will be supported by the use of the computer simulation programs and with lab work covering introductory circuit analysis. *Prerequisites: C- or better in Calculus-Based Physics II (PHY\* 222) and C- or better in Calculus II (MAT\* 256).*

## English — Developmental

**ENG\*065      Integrated Reading and Writing I  
6 credits**

Prepares students for basic critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as models and sources for students to refine their skills in narration and description, and to develop skills

in exposition, interpretation and argumentation. *Prerequisite: Placement test score OR permission of department chair.*

**ENG\*075      Integrated Reading and Writing II  
6 credits**

Prepares students for the reading and writing demands in Composition and other college level courses. Students strengthen the critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation. *Prerequisite: C or better in Integrated Reading and Writing I (ENG\*065); OR placement test score; OR permission of Department Chair.*

**ENG\*093      Introduction to College  
Reading & Writing  
(ENG-003) (89-118)**

3 credits  
A concentrated course that prepares students for the reading and writing demands in Composition and other college level courses. Students strengthen the critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation. *Prerequisite: Placement test score OR permission of Department Chair.*

## English — Credit-Level

**ENG\*000      Introduction to Linguistics  
3 credits**

Introduction to the study of language and the fundamentals of linguistic theory. The course focuses on the basic ways that generative linguists study languages and language use. Students will examine linguistic data in each topic in order to better understand their own language use and speaker judgments.

**ENG\*101      Composition  
(ENG-101) (80-101)**

3 credits  
Focuses on the study and practice of writing in an academic community. The course develops skills in text-based writing and introduction to college-level research. Students sharpen their ability to read, analyze, evaluate, and synthesize texts and ideas, and to argue effectively in writing that exhibits an intended purpose and audience. Students will draft and revise essays that are focused, organized, developed, and written in clear, standard English. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*



**ENG\*103      Composition II**  
3 credits      (ENG-102)

Focuses on the process of research and research writing in the academic community. The course also strengthens competencies in exposition, persuasion, logic, textual evaluation, and critical analysis. Students will write a variety of research essays, one of which will be of substantial length. *Prerequisite: C- or better in Composition (ENG\*101).*

**ENG\*106      Writing for Business**  
3 credits      (ENG-103) (80-191)

Students develop effective written communication skills for contemporary business, industry and professional settings. The course also introduces students to essential oral presentation and interaction skills, and employment preparation. Focusing on workplace requirements for written documents and presentations, students learn to utilize various print and technological resources including the Internet. *Prerequisite: C- or better in Composition (ENG\*101), or permission of Department Chair.*

**ENG\*114      Children's Literature**  
3 credits      (ENG-114)

Familiarizes students with the complex range of material available in the area of children's literature. It covers material from the traditional to the contemporary, for a variety of ages in a variety of genres, including picture books, folk tales, poetry, realistic and historical fiction, biographies and informational literature. Students learn to select and evaluate materials appropriate to individual and group needs and interests. Significant authors and illustrators, past and present, will be studied. *Prerequisite: C- or better in Composition (ENG\*101).*

**ENG\*173      Perspectives in the Humanities**  
3 credits      (RDG-101) (89-122)

Students utilize a variety of thinking and reading strategies to explore literature, philosophy, history, social sciences, and fine arts. Through an integration of readings, discussions, and a writing component involving analysis, synthesis, and evaluation; students study the history of ideas and universal themes in the humanities. This course is an English elective. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093); OR placement test into Perspectives in the Humanities (ENG\*173); OR permission of Department Chair.*

**ENG\*202      Technical Writing**  
3 credits      (ENG-104) (80-104)

Provides directed practice in writing and oral skills needed in technical fields for specific audiences. Students create documentation for technical systems, including formal and informal reports, abstracts and reviews. Students learn strategies for producing such reports successfully, including planning, analyzing, purpose and audience, gathering data, and developing revising techniques, and oral presentations. Students are

encouraged to choose topics based on their major or intended career. *Prerequisite: C- or better in Composition (ENG\*101) or permission of Department Chair.*

**ENG\*213      Poetry**  
3 credits

Explores the nature and variety of poetry. Poems from a wide range of periods, origins, and viewpoints provide material for a study of the concepts which are a part of reading, appreciating, and writing about poetry. Students study narrative, lyric, and dramatic poetry, as well as poetic elements such as diction, tone, images, figures of speech, symbols, rhythm, and meter. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*216      Contemporary Fiction**  
3 credits      (ENG-213) (81-253)

Focuses on fiction from the post WWII period to the present. Students will concentrate on how fiction of this period engages ideas such as history and authority, popular culture, warfare, science and technology, mythology, and aesthetics. In this course, a range of works will be read and discussed in order to define and examine shifts, sometimes radical, in the form and nature of fiction. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*221      American Literature I**  
3 credits      (ENG-211) (81-251)

Surveys major American writing, prose and poetry, from the early Colonial period to the Civil War period, providing a chronological history as well as a focus on the multicultural dimension of America's literature. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*222      American Literature II**  
3 credits      (ENG-212) (81-252)

Surveys major American writing, prose and poetry, from its emergence with Whitman, Dickinson, and Twain through the contemporary period, focusing on 20th-century American literature as an evolving multicultural literature. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*231      British Literature I**  
3 credits      (ENG-217)(82-281)

Introduces students to the English literary tradition, covering its Anglo-Saxon and medieval roots and ending with the Restoration and the 18th century. It includes works from Old, Middle, and Modern English. Students will consider numerous works, such as Beowulf, Chaucer's Canterbury Tales, and Swift's Gulliver's Travels. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*232      British Literature II**  
3 credits      (ENG-218) (82-282)

Introduces students to the major British poets, novelists, essayists, and short story writers of the 18th, 19th- and 20th-centuries. Students will examine the impact of such issues as

Romanticism, the Industrial Revolution, Democracy, Victorian sensibilities, the rise of technology, and Realism on the literature. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*233      Shakespeare**  
3 credits      (ENG-221) (82-222)

Introduces Shakespeare, his time period, and his contributions to literature through an exploration of poetry and dramatic works. Students may view, analyze, and interpret film, video or live performances of his work. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*241      World Literature I**  
3 credits

Surveys world literature from the ancients to 1650. The course emphasizes the connections between culture, history, and literary works, while exploring the diversity of human expression and response to the commonality of human experience. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*242      World Literature II**  
3 credits

Surveys world literature from 1650 to the present. The course emphasizes the connections between culture, history, and literary works as the world becomes increasingly interconnected and interdependent. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*247      Latin American Literature**  
3 credits      (ENG-226)

A study of Latin American fiction from the Colonial to the "boom" periods of Mexico, Puerto Rico, Argentina, Brazil, and others. Students will engage in textual analysis and will examine historical, cultural, and aesthetic trends, themes, and problems through discussion and writing. The instructor may concentrate on a major theme and/or follow the development of movements such as Realism, Modernism, Magic Realism, or the connections between indigenous and African narrative cycles and European models. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*250      Studies in Ethnic Literature**  
3 credits      (ENG-223) (81-281)

Surveys writing by various ethnicities and races in American culture, including but not limited to Native Americans, European immigrants, and African, Hispanic- and Asian-Americans. This course examines how ethnic writing enables and resists assimilation, and how the literature of individual ethnicities underlies mainstream American literature and, at times, becomes part of the mainstream. The course also explores the history and sociology of immigration and multiculturalism. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*251      African American Literature**  
3 credits      (ENG-227)

This course considers a wide range of literature, encompassing not only the written word, but also the oral tradition, including the

African origins of storytelling. Examining slave narratives, novels, short stories, plays, poetry, and lyrics, students explore aspects of the African American experience from its origin in folklore through contemporary African American cultural expressions such as rap. *Prerequisite: C- or better in Composition II (ENG\*103).*

**ENG\*260      Studies in Women's Literature**  
3 credits      (ENG-225) (80-285)

A study of traditional and non-traditional images of women in literature and an introduction to feminist literary criticism. Readings will explore central themes of women in society and as literary figures from early history to the present, with a focus on works from the 19th century to the present. *Prerequisite: C- or better in Composition II.*

**ENG\*281      Creative Writing**  
3 credits      (ENG-201) (80-291)

This course engages students in the study and composition of various types of creative writing, such as fiction (short stories, novels), poetry, plays and/or screenplays, and, optionally, nonfiction articles, essays and other texts, with some focus on professional audiences and marketing one's work. Students will study published works to analyze issues key to professional writers, ranging from both the mechanics and aesthetics of craft to past and present standards of literary markets. *Prerequisite: Satisfactory achievement in any college-level literature course or permission of Department Chair.*

**ENG\*283      Creative Writing: Fiction**  
3 credits

Focuses on the elements and techniques of fiction writing. Students will study examples of fiction of many kinds and discuss and practice elements of craft, such as character, conflict development, dialogue, and point of view. Students will write fiction and discuss their work in a workshop environment. *The Humanities Department may require submission of relevant writing sample or portfolio material. Prerequisite: Satisfactory achievement in any college-level literature course or permission of Department Chair.*

**ENG\*285      Memoir Writing**  
3 credits

Provides students with practical experience in writing about the events, places, and people of their own lives in the form of memoir. Through writing assignments and class discussion of readings, students explore the range of memoirs available for use as models and elements such as voice and perspective, tone, plot, characterization, and symbolic and figurative language. *The Humanities Department may require submission of relevant writing sample or portfolio material. Prerequisite: Satisfactory achievement in any college-level literature course or permission of Department Chair.*

**ENG\*293 Survey of Literary Genres**

3 credits

An introduction to major literary types, including poetry, short story, drama, and the novel. Readings may be organized around a central theme. Students develop a critical sense of literature through oral and written analysis. *Prerequisite: C- or better in Composition (ENG\*101).*

**English as a Second Language****ESL\*001 Integrated Skills I**

3 credits

This is the first course in the ESL curriculum. This course integrates the study of grammar, reading, writing, and speaking. The primary focus is the study of level-appropriate grammar topics including the following: present tense and present progressive verbs, verb forms for "to be," common irregular verbs, yes/no and information questions, and common contractions. Students practice these structures in writing and speaking contexts. The secondary focus is on reading and listening to level-appropriate texts. Additionally, students learn functional vocabulary related to family, daily life and school. This course prepares students for ESL: Grammar II and ESL: Writing and Reading II. *Note: Student must have limited proficiency in three of the four skill areas of English – speaking, reading, writing and listening.*

**ESL\*123 English as a Second Language: Writing & Reading II**

3 credits

*(ESL-111) (89-128)*

This is the second level of writing and reading in the ESL program. The reading component emphasizes recognition and use of high frequency vocabulary words. Additionally, students learn to differentiate between main ideas and details in readings of a beginning level of difficulty. The writing component focuses on developing basic writing skills. This includes writing simple, compound and complex sentences as well as basic paragraph development. Correct spelling, punctuation and capitalization are also included in this writing component. *Prerequisite: C- or better in Integrated Skills I (ESL\*001), OR appropriate placement test score, OR permission of Department Chair.*

**ESL\*125 English as a Second Language: Grammar II**

3 credits

*(ESL-101) (89-126)*

This is the second or high beginning course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: simple and continuous verbs in the present, past and future; nouns and pronouns as subjects and objects; modifiers; prepositions; and common conjunctions. Students will also study common sentence structures for statements and questions. Students will identify and practice using these structures with the goals to improve clarity of expression in writing and comprehension in reading. A secondary focus is on using and understanding the new

structures in speaking and for listening comprehension. *Prerequisites: Integrated Skills I (ESL\*001), OR appropriate placement test score OR permission of the Department Chair.*

**ESL\*133 English as a Second Language: Writing & Reading III**

3 credits

*(ESL-112) (89-129)*

This is the intermediate level of writing and reading in the ESL program or the third level in the sequence. The reading section emphasizes skills and knowledge that will help students develop their reading comprehension, including their ability to infer vocabulary meaning through various clues. The writing section focuses on practicing a variety of complex sentences, producing well organized paragraphs, and developing compositions. It also reinforces the use of intermediate-level grammatical structures through the writing activities and continues to exercise correct spelling, punctuation and capitalization. *Prerequisite: C- or better in ESL: Writing & Reading II (ESL\*123) OR appropriate placement test score.*

**ESL\*135 English as a Second Language: Grammar III**

3 credits

*(ESL-102) (89-127)*

This is the third or low intermediate course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: past and future tenses, modals, gerunds, infinitives and phrasal verbs. Students will also study the comparative forms of adjectives and adverbs, reflexive pronouns, articles and nouns. Students will identify and practice producing these structures with the goals to improve clarity of expression in writing and comprehension in reading. A secondary focus is on using and understanding the new structures in speaking and for listening comprehension. *Prerequisites: C- or better in ESL Grammar II (ESL\*125) OR appropriate placement test score or permission of the Department Chair.*

**ESL\*143 English as a Second Language: Writing & Reading IV**

3 credits

*(ESL-211) (89-130)*

Is the high-intermediate writing course in the ESL: Writing & Reading series. It complements ESL Grammar IV. The course integrates writing and reading. The writing focus introduces the stages of the writing process from pre-writing to composing to revising. The reading focus is on reading longer, more complex texts, improving comprehension, and building an academic vocabulary. Students write a variety of personal essays using common development modes such as narrative, descriptive, definition, classification and cause/effect. Students will begin to use thesis statements and topic sentences. Attention is given to grammatical problems commonly present in the writings of ESL students. This course prepares students for ESL: Writing & Reading V. *Prerequisite: C- or better in ESL: Writing & Reading III (ESL\*133), appropriate placement test score, OR permission of Department Chair.*

**ESL\*145 English as a Second Language:  
Grammar IV**

3 credits (ESL-201) (89-131)

This is the fourth or high intermediate course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: perfective tenses in the active voice, all tenses in the passive voice, adjective clauses, and noun clauses. Students will also review and expand their knowledge of gerunds, infinitives, phrasal verbs and modals. Students will identify and practice producing these structures with the goals to improve clarity of expression in writing and comprehension in reading. A secondary focus is on using and understanding the new structures in speaking and for listening comprehension. *Prerequisites: C- or better in ESL Grammar III (ESL\*135), appropriate placement test score, OR permission of Department Chair.*

**ESL\*149 English as a Second Language:  
Pronunciation Workshop**

3 credits (ESL-150)

Within the ESL discipline, this course focuses on the pronunciation of American English. Topics of study include the following: consonant and vowel sounds of English; stress, rhythm and intonation patterns of words and phrases; patterns affecting speech such as deletions, insertions, and linking; and differences between spelling and speech. Students will practice speaking using a variety of techniques with the aim to add speech patterns reflective of American English. Students will also learn how to evaluate their own speech in order to become more competent and self-assured speakers. *Prerequisite: C- or better in ESL: Grammar III (ESL\*135) or ESL: Writing & Reading III (ESL\*133), appropriate placement test score, OR permission of Department Chair.*

**ESL\*153 English as a Second Language:  
Writing & Reading V**

3 credits (ESL-143)

Is the advanced writing course in the ESL Writing & Reading series within the ESL curriculum. It complements ESL Grammar V and utilizes an integrated approach. The reading focus is on improved comprehension of academic and expository texts. The writing focus integrates and refines the stages of the writing process from prewriting to revising and editing. Students write a variety of essays—including expository essays, argument essays, and researched reports. Students also develop skills in paraphrasing, and developing generalizations. The course also stresses the acknowledgement of outside source material and introduces students to formal in-text citations. Attention is given to grammatical problems commonly present in the writings of ESL students – especially those that interfere with precision. This course prepares ESL students for Integrated Reading & Writing I (ENG\*065). C- or better in Grammar V (ESL\*155) is recommended but not required. *Prerequisites: C- or better in Writing & Reading IV*

*(ESL\*143), appropriate placement test score, OR permission of Department Chair.*

**ESL\*155 English as a Second Language:  
Grammar V**

3 credits (ESL-202)

This is the final or advanced course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: contrary to fact verbs, wishes, and verbs of urgency; reported speech; adverb clauses and reduced adverb clauses; and connectives devices of all kinds. Students will also review and expand their knowledge of the parts of speech, gerunds and infinitives. Students will identify and practice producing these structures with the goals to improve clarity of expression in writing and comprehension in reading. A secondary focus is on using and understanding the new structures in speaking and for listening comprehension. *Prerequisites: C- or better in ESL Grammar IV (ESL\*145), appropriate placement test score, OR permission of Department Chair.*

**ESL\*157 Oral Communications V**

3 credits

This is the advanced course in oral skills in the ESL curriculum. The primary focus is to build proficiency in the listening and speaking skills that English as Second Language students need to be successful in an academic setting. The course will focus on two types of skills: those needed to listen to, comprehend, and take notes in academic lectures and those needed to participate in the full range of classroom activities including asking questions, interrupting, using and interpreting common modes of agreement and disagreement, and communication skills associated with group work. *Prerequisites: C- or better in ESL: Grammar III (ESL\*135) and/or ESL: Reading & Writing III (ESL\*133), or placement into ESL Level IV (ESL\*143 and ESL\*145) or higher, or permission of Humanities Department Chair.*

**ESL\*162 English as a Second Language:  
Reading & Writing VI**

3 credits (ESL-202)

*(Effective Spring 2012)* In this advanced writing and reading course, students continue to develop fluency, clarity, organizational skills and the mechanics of effective writing with a focus on the linguistic and rhetorical needs of second language learners. Course content and writing assignments are based on reading selections, evaluation of primary and secondary sources and student texts. Students read a range of moderately complex texts. Students write, revise and edit drafts, participate in group work and confer with teachers and peers. Portfolio assessment will be required, including at least one timed, in-class writing assignment. This six credit-course counts toward the foreign language requirement in either the Liberal Arts or General Studies degree. Completion of this course with a C- or better ensures

admission into Composition (ENG\*101). *Prerequisites: C- or better in ESL: Writing & Reading V (ESL\*153), placement test, or permission of Humanities Chair. Grammar V (ESL \*152) recommended.*

**ESL\*250 Teaching English to Speakers of Other Languages (TESOL) Methodology**  
(ESL-301) (99-160)  
3 credits

Designed for those seeking certification in English as a Second Language in Connecticut. Course involves reading, discussions, observation of English as a Second Language classes in progress, the development and presentation of English as a Second Language lessons and teaching materials, and a research paper. *Prerequisite: B.A. degree or permission of Department Chair.*

## Environmental Science

**EVS\*112 Environmental Science with Lab**  
(GEOG-110) (55-101)  
3 credits

Surveys the distribution of and interactions between various natural and human phenomena on the face of the globe. Topics will include maps, landforms, climate, natural resources, population, cultural patterns, political geography, economic patterns, and urban geography. : *C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

## French

**FRE\*101 Elementary French I**  
(FR-101) (44-101)  
3 credits

Presents the essentials of French grammar needed to read, write, and interact in French using simple phrases and common expressions and highlights the diverse cultures of French-speaking peoples. The context for learning is self, family, school and community.

**FRE\*102 Elementary French II**  
(FR-102) (44-102)  
3 credits

Builds and expands skills from Elementary French I with further study of French grammar and of the diverse cultures of French-speaking peoples. Students begin to negotiate simple transactions and dilemmas in French using more complex phrases and common expressions. Activities from daily life are the contexts for learning. *Prerequisite: C- or better in Elementary French I (FRE\*101) or permission of the Department Chair.*

**FRE\*201 Intermediate French I**  
(FR-201)  
3 credits

Intensive review of grammatical principles with emphasis on conversation, composition, translation, and selected readings from French literature. *Prerequisite: C- or better in Elementary French II (FRE\*102) or equivalent.*

**FRE\*202 Intermediate French II**  
(FR-202)  
3 credits

Continuation of and further practice in the extensive and intensive review of grammatical principles of Intermediate French I. Continued work in composition, translation, and readings from French literature. *Prerequisite: C- or better in Intermediate French I (FRE\*201), or equivalent.*

## Geography

**GEO\*101 Introduction to Geography**  
(GEOG-110) (55-101)  
3 credits

Surveys the distribution of and interactions between various natural and human phenomena on the face of the globe. Topics will include maps, landforms, climate, natural resources, population, cultural patterns, political geography, economic patterns, and urban geography. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

## Graphic Design

**GRA\*101 Design Principles**  
(GRPH-101) (74-151)  
3 credits

2 lecture/2 studio

Introduction to the basic elements of design (line, shape, value, texture, space) and their organization on a two-dimensional surface through the principles of design (balance, unity, emphasis, repetition, rhythm, etc.) into effective design statements. Assignments progress from manipulation of geometric shapes to creation and composition of representational images in the discovery of how design principles apply to the fields of art and design. Primary media are markers and cut paper.

**GRA\*110 Introduction to Computer Graphics**  
(GRPH-111) (74-260)  
3 credits

2 lecture/2 studio

An introduction to the computer as a graphic design and artist's tool. Using Macintosh OS, students learn basic use and application of vector illustration (Adobe Illustrator), raster image (Adobe Photoshop), and scanning software programs to the art and design process. Emphasis is on "hands on" use of the computer, and how the computer can aid the artist's and designer's problem solving process through interactive visual alternatives.

**GRA\*200 Visual Communications**  
(GRPH-102) (74-152)  
3 credits

2 lecture/2 studio

Typography and problem-solving in the field of graphic communications. Focus will be on the use of typography and image in preparing solutions to graphic design problems. Design process, methods, materials, and conceptual idea development are introduced and applied to the creation of

visual communications using both traditional and computer graphics mediums (Adobe Illustrator & Photoshop). Projects range from experimental type arrangements, compositions, and symbol designs to the pragmatic application of typography and image in design and layout. *Prerequisite: C- or better in Design Principles (GRA\*101). Co-requisite: Introduction to Computer Graphics (GRA\*110).*

**GRA\*201      Typography and Design I**  
3 credits      (GRPH-150)  
2 lecture/2 studio

This course focuses on the exploration and application of typography in graphic design. Students will learn and apply the use of page layout software (InDesign) in an in-depth study of the creative and pragmatic applications of typography, and explore the interdependent relationship between type and image in visual communications. *Prerequisite: C- or better in Visual Communications (GRA\*200).*

**GRA\*203      Design and Production**  
3 credits      (GRPH-201)(74-251)  
2 lecture/2 studio

Students will apply previously learned design, typography, and page layout skills (InDesign) in the creation of design layouts and mechanical art for print production. A mixture of technical and creative projects will be presented with emphasis on design and production for the printed piece. The importance of precision in final mechanical art preparation will be stressed as will technical facility in the use of electronic production tools and techniques. *Prerequisite: C- or better in Typography and Design I (GRA\*201).*

**GRA\*205      Typography and Design II**  
3 credits      (GRPH-202) (74-252)  
2 lecture/2 studio

Focuses on the further exploration of typographic studies. Students will apply previously learned design and typography theory to conceptualize solutions to more complex visual communication problems through the use of professional level graphic design page layout software (InDesign). This intense focus in graphic design will further a student's production skills and knowledge, extend the student's capacity for conceptual thinking and visual problem solving, and allow for the further exploration of the creative and practical aspects of typography and the special relationship between type and image. *Prerequisite: C- or better in Typography and Design I (GRA\*203).*

**GRA\*227      Interactive Media**  
3 credits      (GRPH-220)  
2 lecture/2 studio

Students will apply previously learned design software and typography skills to design for interactive media using Adobe Flash. Students will take interactive media design from concept, through storyboard, to design and production, and learn how to structure and present information for clarity and impact by combining type, image, color, motion, sound, animation

and interactivity. *Prerequisites: C- or better in Design Principles (GRA\*101), Introduction to Computer Graphics (GRA\*110), AND Visual Communications (GRA\*200), OR permission of Program Coordinator.*

**GRA\*231      Digital Imaging**  
3 credits      (GRPH-212)(74-261)  
2 lecture/2 studio

Focuses on the continued use of digital imagery in art and design, by furthering a student's skill in the use of raster image (Adobe Photoshop), and scanning software. The course goes beyond the basic techniques covered in Introduction to Computer Graphics, exploring more advanced electronic image creation and manipulation techniques, and addresses some of the technical issues facing a computer artist and designer. *Prerequisites: C- or better in Design Principles (GRA\*101) AND Introduction to Computer Graphics (GRA\*110).*

**GRA\*236      Digital Illustration**  
3 credits      (GRPH-213)(74-213)  
2 lecture/2 studio

Advanced exploration of the tools and techniques available to the graphic designer in the vector drawing environment using Adobe Illustrator. This course takes students beyond the basics covered in Introduction to Computer Graphics, and explores advanced image creation and manipulation tools, effects, graphic illustration techniques, and typographic functions in applying the computer graphics medium to problems in graphic design. *Prerequisite: C- or better in Visual Communications (GRA\*200).*

**GRA\*260      Web Design**  
3 credits      (GRPH-214)(74-214)  
2 lecture/2 studio

Students will apply previously learned design software and typography skills to design for web media using Adobe Dreamweaver. Students will take web design from concept, through storyboard, to design and production, and learn how to structure and present information for clarity and impact by combining type, image, color, sound, and interactivity. *Prerequisite: C- or better in Visual Communications (GRA\*200), OR permission of program coordinator.*

**GRA\*273      Motion Design**  
3 credits

An introduction to the concepts and techniques in the creation and production of motion design animation using Adobe Flash. The course will cover the kinds of motion design, concept and story board and computer generation of motion design sequences. *Prerequisite: C- or better in Visual Communications (GRA\*200).*

**GRA\*275      3D Computer Modeling**  
3 credits      (ART-222)  
2 lecture/2 studio

An advanced approach to the creation of visual information on the computer, featuring creative imaging and image

construction. Topics include three-dimensional modeling and environment building; integration with multiple programs; formatting for output; and file management and storage. Selected programs used in the industry will be applied to contextual aesthetic problems. *Prerequisite: C- or better in Electronic Painting and Drawing (ART\*220) OR permission of Department Chair.*

**GRA\*277      Advanced 3D Computer Modeling**  
3 credits      (ART-225)  
2 lecture/2 studio

An advanced three-dimensional modeling course that builds upon skills learned in Three-Dimensional Computer Modeling. This course reaches deeper into the three-dimensional environment with more focus on detailed structures, textures, lighting and the beginning of animation. Students will learn how to control and render complex three-dimensional files and create entire scenes for mini-productions. Animation techniques, processes and hardware requirements are introduced to the potential animator. *Prerequisite: C- or better in 3D Computer Modeling (GRA\*275).*

**GRA\*291      Graphic Design Portfolio**  
3 credits      2 lecture/2 studio

Students will prepare a portfolio and resume that demonstrates previously acquired art, design, production, and software skills for use in transfer application and employment search. Topics covered include: self assessment; portfolio design and creation; resume design; taking slides and digital images; digital image conversion; job search; and transfer to other college curriculums. *Prerequisite: C- or better in Typography and Design I (GRA\*201), OR permission of Program Coordinator.*

## Health

**HLT\*103      Investigation in Health Careers**  
3 credits

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. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HLT\*112      Basic Medical Support**  
2 credits      (ALH-121)(SCI\*121) (SCI-101) (55-103)  
1 lecture/1 clinic

Provides professionals (police, fire, coaches, athletic trainers, lifeguards, educators, public safety, medical and dental personnel, etc.) with knowledge and skills in providing basic emergency medical care until further assistance arrives. Focus on cardiopulmonary resuscitation (2 person CPR) training for the professional. Certification will be granted upon successful completion.

**HLT\*201      Nutrition for Allied Health Professionals**  
3 credits      (DH-/DHY\*114)

Provides health care professionals with information on the current concepts in nutrition. The course includes biochemistry and metabolism of nutrients as well as nutrition throughout the life cycle. Nutritional counseling is an integral part of the course. *Prerequisites: C- or better in Concepts of Chemistry (CHE\*111), AND either Human Biology (BIO\*115) or General Biology I (BIO\*121).*

## History

**HIS\*101      Western Civilization I**  
3 credits      (HIS-101) (93-101)

Surveys the cultures that contributed to the development of the West as a distinctive part of the world. It examines the major ideas, people, events, and institutions that shaped the Western world from the rise of Mesopotamia to the Protestant Reformation. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*102      Western Civilization II**  
3 credits      (HIS-102) (93-102)

Surveys the development of Western civilization from the sixteenth century to the present. It examines the major ideas, people, events, and institutions that have shaped the modern Western world. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*106      History of Africa since 1900**  
3 credits      (HIS-104)

Examines the period following colonization by the European powers; the African response in the development of nationalist independence movements; post-independence Africa and the growth of Pan-Islam and Pan-African ideals; the impact of superpower conflict in Africa; globalization; and contemporary crises and opportunities. *Prerequisite: C or better in Composition (ENG\*101) OR permission of Department Chair.*

**HIS\*121 World Civilization I**  
3 credits

A survey of world cultures from the earliest complex societies to the emergence of an expansionist culture in Western Europe around 1500 CE. Emphasis throughout is on the development and expansion of major civilizations, the interactions among those civilizations, and the variety of cultures that resulted from those interactions. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*122 World Civilization II**  
3 credits

A survey of major world trends and conflicts since the emergence of an expansionist culture in Western Europe around 1500 CE. The emphasis will be on the impact of Western imperialism on non-Western cultures, the responses of those cultures, and the ways in which the interactions have shaped the contemporary world. (This course may be taken by students who have not completed HIS\*121, World Civilization I.) *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*147 The History & Culture of Immigrant Groups in America**  
3 credits

This course examines the history and culture of immigrant groups in America, particularly in the nineteenth and twentieth centuries. Topics will include the history of immigration from Africa, the Caribbean, Europe, and Asia, the shaping of an ethnic identity among various immigrant people, and the literature written by and about members of those groups. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*201 U.S. History I**  
3 credits (HIS-111) (97-151)

Surveys the factors that contributed to the development of the United States as a new nation. It examines the major people, events, institutions, ideas, and conflicts that shaped the nation from the earliest contacts between Europeans and indigenous populations to the Civil War. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*202 U.S. History II**  
3 credits (HIS-112) (97-152)

Surveys the development of the United States from the Civil War to present. It examines the major ideas, people, events, and institutions that have shaped the United States since 1865. *Prerequisite: C- or better in Integrated Reading*

*& Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*213 U.S. Since World War II**  
3 credits (HIS-151) (97-153)

Explores the history of the United States from 1945 to the present. It examines the major ideas, people, events, and institutions that have shaped American society since World War II. Topics will include the Cold War; the postwar economic boom, the welfare state, civil rights, changing demographic patterns, the Reagan Revolution, globalization, and the war on terrorism. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*218 African American History**  
3 credits

An historical survey of the varieties of experience that have shaped African American life. Specific topics will include the African roots of African American culture; slave trade and the Middle Passage; slavery, resistance and the struggle for emancipation; Reconstruction and Jim Crow; the growth of distinctive African American cultures in literature, music, sports, and the arts; the struggle for equality; and contemporary African American culture, including the post World War II Caribbean influx. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*225 The Constitution and American Society**  
3 credits (HIS-131)

Examines both the historical foundation of the U.S. Constitution and its current implementation. Provides students with an opportunity to understand and discuss some of the major Supreme Court decisions in American history and their impact on American society. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**HIS\*227 The Vietnam War**  
3 credits

Examines the causes, course, and consequences of the Vietnam War, focusing on American intervention in that conflict. Topics will include Vietnam's history and culture, the rise of communism in Southeast Asia, the United States containment policy, American military intervention in Southeast Asia, the American search for a winning strategy, the anti-war movement, and the aftereffects of the war in both Vietnam and the United States. *Prerequisites: C- or better in Composition (ENG\*101).*

**HIS\*243 The Holocaust**  
3 credits

Examines the particular historical context of the Holocaust and addresses the moral and philosophical challenges posed



by genocide in the modern era. *Prerequisite: C or better in Composition (ENG\*101) OR permission of department chair.*

### **HIS\*259            The American Military**

3 credits

An historical survey of the American military from the colonial era to the present. Topics will include the creation and evolution of military institutions; civil-military interrelationships; the formulation of policy, strategy, and doctrine; and the conduct of war. *Prerequisites: C- or better in Composition (ENG\*101) or permission of Department Chair.*

## **Human Services**

### **HSE\*101            Introduction to Human Services**

3 credits

(HMSV-101) (49-101)

Focuses on a variety of human needs within the United States. Issues discussed are social supports in meeting human needs, theoretical perspectives, social policy, target populations and the characteristics of a human services professional. *Prerequisite: C- or better in better in Integrated Reading and Writing I (ENG\*065); OR placement into Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093).*

### **HSE\*185            Family Violence Intervention**

3 credits

(HMSV-120)

Introduces spouse/partner, child and elder abuse, the three types of family violence. Students will examine contributing factors, review victim/perpetrator profiles, and evaluate community responses. Laws/legislation related to the protection of the person and the community also will be considered. *Prerequisites: C- or better in Introduction to Human Services (HSE\*101) and C- or better in Principles of Sociology (SOC\*101), OR Social Problems (SOC\*103).*

### **HSE\*203            Theories of Counseling**

3 credits

(HMSV-202) (49-110)

An introduction to major contemporary counseling theories, including Psychoanalysis, Humanistic/Existential, Behavioral, Cognitive and Biological. The application of counseling techniques to typical life problems is also examined. Students will be actively involved in the integration of theoretical concepts and practical skills. *Prerequisites: C- or better in General Psychology I (PSY\*111) AND C- or better in Composition (ENG\*101).*

### **HSE\*236            Legal Issues in Human Services**

3 Credits

Human service professionals encounter legal issues that pertain to the profession and/or the needs of clients on a daily basis. This course introduces students to the legal system and the laws that affect the human service professional and their clients. Students will explore legal issues commonly encountered by clients such as domestic violence, immigration status, income supports and others. In addition, legal issues affecting the human service professional such as confidentiality mandated reporting and how to work with client involved in

legal processes will be examined. *Prerequisites: C- or better in Introduction to Human Services (HSE\*101) AND Composition (ENG\*101), or permission of the Program Coordinator.*

### **HSE\*243            Human Services Skills and Methods**

3 credits

(HMSV-201) (49-107)

An examination of human services as a holistic response to human needs through various strategies, skills, and techniques. Helping strategies involving casework, natural helping networks, assessment, and evaluation will be explored. Skills will be developed in the areas of observation, listening, intake, referral, and report writing. *Prerequisites: C- or better in Introduction to Human Services (HSE\*101), General Psychology I (PSY\*111), Principles of Sociology (SOC\*101), and Composition (ENG\*101).*

### **HSE\*281            Human Services Field Work I**

3 credits

(HMSV-210) (49-301)

Students will be placed in a private or public social service agency or in a position in business that is human service related, so that they may apply the theories and skills acquired in their academic studies. This field experience will be received under the joint supervision of personnel in the assigned organization and the college instructor. *This course is open only to those students who are currently enrolled in the Human Services Degree program. Prerequisite: C- or better in Human Services Skills and Methods (HSE\*243).*

## **Independent Study**

### **INDP-201, 202, 203, 204**

#### **Independent Study**

1-6 credit hours (01-201)

An opportunity to specialize in advanced projects not covered by courses listed in the college catalog. Students have individual and/or group conferences with faculty. Independent study does not include regularly offered courses. *Prerequisite: Please see this Catalog's Academic Information section.*

## **Interdisciplinary Studies**

Interdisciplinary courses will be counted as general electives. In most cases, an Interdisciplinary course cannot be taken as a substitute for a course in a specific discipline. Students having questions about Interdisciplinary courses should consult their faculty advisors.

## **Italian**

### **ITA\*101            Elementary Italian I**

3 credits

Presents the essentials of Italian grammar needed to read, write, and interact in Italian using simple phrases and common expressions, and highlights the diverse cultures of Italian-speaking peoples. Context for learning is self, family, school and community.

**ITA\*102 Elementary Italian II****3 credits**

This is the second course in the study of the fundamentals of the Italian language. It includes continued practice in the four skill areas: reading, writing, speaking and listening. Basic vocabulary and grammatical and thematic topics. Cultural aspect of Italian life will also be explored. *Prerequisite: C- or better in Elementary Italian I (ITA\*101) OR permission of Department Chair.*

**Latin****LAT\*101 Elementary Latin I****3 credits**

The primary study focus is on learning the basic elements of Latin vocabulary and grammar. The primary task focus will be on translating from Latin into English and from English into Latin. Reading comprehension will also be built through graded readings in Latin. A secondary study focus will be on aspects of classical Roman history and culture as they relate to the modern world.

**LAT\*102 Elementary Latin II****3 credits**

The primary study focus builds and expands the grammatical concepts established in Elementary Latin I. The primary task focus will be on translating from Latin into English and from English into Latin. Reading comprehension will also be built through graded readings in Latin. A secondary study focus will be on aspects of classical Roman history, culture, and authors as they relate to the modern world. *Prerequisite: C- or better in Elementary Latin I (LAT\*101) OR permission of Department Chair.*

**Mathematics****MAT\*075 Prealgebra–Number Sense/Geometry****3 credits****(MAT-070)**

Designed for those students who need reinforcement in the basic skills of arithmetic and directed numbers. The course emphasizes mastery of number facts, and thus is taught without calculators. Topics included in the course are: arithmetic of whole numbers, fractions, decimals, and the negative counterparts of those sets of numbers; ratio, proportion, and percent; measurement; and introduction to the basic concepts of algebra. *This course does not satisfy a mathematics elective in any program; neither do its credits count toward graduation. Prerequisite: Appropriate placement test.*

**MAT\*075 Prealgebra–Number Sense/Geometry****3 credits****(MAT-070)**

*(Effective Spring 2012)* A course designed for those students who need reinforcement in the basic skills of arithmetic and

directed numbers. Topics included in the course are as follows: arithmetic of whole numbers, fractions, decimals and the negative counterparts of those sets of numbers; ratio, proportion and percent; measurement; introduction to the basic concepts of algebra. This course does not satisfy a mathematics elective in any program, nor do its credits count toward graduation. *Prerequisite: Appropriate placement test score for PreAlgebra—Number Sense/Geometry (MAT\*075).*

**MAT\*095 Elementary Algebra Foundations****3 credits****(MAT-085)**

A non-credit course for students who have never had algebra or who need to review algebraic concepts. The following topics of algebra are covered: signed numbers, solving linear equations and inequalities in one variable, solving formulas and word problems involving linear equations, graphing linear equations and inequalities in two variables, formulating equations of lines in two variables, rules of integral exponents and the four operations (addition, subtraction, multiplication, division) on polynomials, factoring, and solving systems of two equations in two variables. This course does not satisfy a mathematics elective in any program. *Prerequisite: C or better in PreAlgebra-Number Sense/Geometry (MAT\*075) or appropriate placement test score.*

**MAT\*135 Topics In Contemporary Math****3 credits**

A practical course offering an exposure to a wide range of topics with an emphasis on critical thinking, problem solving and the real number system. Topics may include logic, financial management, set theory, metric system and probability and statistics. This course is intended for students registered in Criminal Justice, Business Office Technology, DARC, Human Services, Visual Fine Arts, Photography, and Graphic Design. *Prerequisite: C- or better in Elementary Algebra Foundations (MAT\*095) or placement into Intermediate Algebra (MAT\*137).*

**MAT\*137 Intermediate Algebra****3 credits****(MAT-111) (51-111)**

A credit course serving as a prerequisite for most other first level credit Math courses, including College Algebra, Elementary Statistics with Computer Application, Number Systems, Finite Mathematics and Math for the Liberal Arts. This course includes the following algebraic topics: linear equations and inequalities, compound inequalities, absolute value equations and inequalities (all in one variable); multi-step factoring and use of the zero-product property; interval notation; linear equations in two variables; four operations (addition, subtraction, multiplication, division) on radicals and rational expressions; solving radical and rational equations; solving quadratic equations; graphing quadratic functions and applications involving those skills; time permitting, graphing and solving of equations involving exponential and logarithmic functions. The graphing calculator may be presented in this course by the instructor but its use is not required of the student. *Prerequisite: C- or better in Elementary Algebra Foundations (MAT\*095) or appropriate placement test score.*

**MAT\*139 Elementary & Intermediate Algebra Combined**

3 credits (MAT-085)

Combines the content of MAT\* 095 with MAT\* 137 in one semester. It also serves as a prerequisite for most other first level credit Math courses, including College Algebra, Elementary Statistics with Computer Applications, Number Systems, Finite Mathematics, and Math for the Liberal Arts. Included in the list of topics studied are: Factoring polynomials, solving linear equations and inequalities, systems of linear equations, compound inequalities, absolute value equations and inequalities (all in one variable); interval notation; linear equations in two variables; four operations on radicals and rational expressions; solving radical and rational equations; solving quadratic equations; graphing quadratic functions and applications involving those skills. The graphing calculator may be presented in this course by the instructor but its use is not required of the student. *Prerequisite: A- or higher in Pre-Algebra or a placement test score in the range of [55, 66] for the Elementary Algebra portion of accuplacer.*

**MAT\*141 Number Systems**

3 credits (MAT-103) (51-171)

Nature of Mathematics and theory of sets and logic are studied. Starting with natural numbers, the number system is extended by analysis of its properties to integers, rationals, reals and complex numbers. Various numeration systems are investigated. This course is recommended for students in Early Childhood, Elementary or Middle School Education Programs. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or appropriate placement test score.*

**MAT\*146 Math for the Liberal Arts**

3 credits (MAT-105) (51-170)

Designed to meet the needs and program requirements of liberal arts and/or general studies majors. Topics include inductive and deductive reasoning, operations on sets, basic algebra, introduction to geometry, probability, and descriptive statistics. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) OR appropriate placement test score.*

**MAT\*146 Math for the Liberal Arts**

3 credits (MAT-105) (51-170)

(Effective Spring 2012) This course is designed to meet the needs and program requirements of liberal arts and/or general studies majors. The course content includes the following core topics: inductive and deductive reasoning, sets, logic, number theory, geometry, probability and statistics. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or appropriate placement test score.*

**MAT\*152 Finite Mathematics**

3 credits (MAT-124) (51-221)

Introduces basic modern mathematical tools for the study of applications in business, life, and social sciences. It also provides a more substantial algebraic foundation for those students who

wish to continue with Calculus for Management, Life and Social Sciences or College Algebra or those who need a college-level Math course beyond Intermediate Algebra. Linear equations and inequalities, quadratic equations and inequalities, exponential and logarithmic equations, matrices and determinants, systems of equations and applications using linear programming are studied in depth. *Note: This course is required for those students wishing to articulate from Tunxis Community College into the Business program at University of Connecticut. Prerequisite: C- or better in Intermediate Algebra (MAT\*137) OR appropriate placement test score.*

**MAT\*165 Elementary Statistics with Computer Application**

4 credits (MAT-104) (51-191)

Introduction to statistical theory including the nature of statistical methods, exploratory data analysis, the rules of probability, frequency distributions, probability distributions (Binomial, Poisson, hypergeometric, uniform, normal), sampling distributions, estimation, and hypothesis testing, one- and two-sample procedures, regression, and correlation. Learning to do statistical analysis using computers is required of all students and is an integral part of the course. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or appropriate placement test score.*

**MAT\*172 College Algebra**

3 credits (MAT-116)

A credit course involving the higher-level topics in algebra needed for success in PreCalculus and, ultimately, the Calculus series. Topics to be included are the following: systems of equations, including two- and three-variable linear and nonlinear systems; graphing of higher-order functions using transformations, increasing/decreasing intervals, maxima/minima; inverse functions; graphing of nonlinear inequalities in one and two variables; conic sections; laws of logarithms, exponential and logarithmic functions, solving exponential and logarithmic equations; applications related to exponential and logarithmic functions; 4 operations on complex numbers; simplification of complex fractions; solving of polynomial and rational inequalities. The course will utilize the graphing calculator to a limited extent. *Prerequisite: C+ or better in Intermediate Algebra (MAT\*137) or C- or better in Finite Mathematics (MAT\*152) or appropriate placement test score.*

**MAT\*186 Precalculus**

4 credits (MAT-130) (51-270)

Intended to prepare the student for the theory of Calculus I. Extensive work is done with polynomial and rational functions, including the Fundamental Theorem of Algebra, Rational Roots Theorem, complete factorization, asymptotes and graphing. Detailed coverage of trigonometric functions (both right triangle and circular) includes graphing, trigonometric identities, the solving of equations, the Laws of Sines and Cosines and Inverse trigonometric functions. Other included topics are DeMoivre's Theorem, polar coordinates, mathematical induction, the algebra of matrices and the Binomial Theorem. The graphing

calculator is used when appropriate. *Prerequisite: C- or better in College Algebra (MAT\*172) OR appropriate placement test score.*

**MAT\*190      Calculus for Business  
& Social Science I**  
(MAT-125) (51-274)

3 credits

Designed for students who plan to major in social, biological, behavioral, or managerial sciences. Topics include techniques of differentiation and integration, together with applications of the derivative and definite integral. Logarithmic and exponential functions are also examined for their applications. *Note: Students transferring to University of Connecticut under the Business Articulation Agreement MUST take Finite Mathematics before this course. Prerequisite: C- or better in Finite Mathematics (MAT\*152), OR C+ or better in Intermediate Algebra (MAT\*137); OR appropriate placement test score.*

**MAT\*222      Statistics II with  
Technology Applications**  
(MAT-201) (51-193)

3 credits

Designed for those students who desire a more in-depth study of statistics, especially those wishing to transfer to a four-year institution. Topics include hypothesis testing, statistical inference about means and proportions with two populations, linear regression and correlation, multiple regression, analysis of variance, inferences about population variances, goodness of fit and independence, and nonparametric methods. *Prerequisite: C- or better in Elementary Statistics with Computer Application (MAT\*165).*

**MAT\*254      Calculus I**  
(MAT-131) (51-271)

4 credits

The limit and derivative of a function are developed. Applications include concavity, optimization problems and rectilinear motion. The definite integral and techniques of integration are also further studied. Applications of the definite integral include area under a curve, volumes of solids, arc length, work and center of mass. *Prerequisite: C- or better in Precalculus (MAT\*186).*

**MAT\*256      Calculus II**  
(MAT-132) (51-272)

4 credits

The logarithmic and exponential functions along with their derivatives and integrals; models of growth and decay; inverse trigonometric and hyperbolic functions and their derivatives; integrals; further techniques of integration; indeterminate forms; improper integrals; infinite series; and power series representation of functions. Topics selected from analytic geometry include rotation of axis. *Prerequisite: C- or better in Calculus I (MAT\*254).*

**MAT\*268      Calculus III: Multivariable**  
(MAT-210) (51-273)

4 credits

A continuation of Calculus II. Included are vectors, the geometry of space and vector functions, along with applications. Partial differentiation and double and triple integration are undertaken, as well as their applications. Line integrals, Green's Theorem and Stoke's Theorem are included.

*Prerequisite: C- or better in Calculus II (MAT\*256).*

## Meteorology

**MET\*101      Meteorology**  
(SCI-129) (55-191)

3 credits

*(Eff. Spring 2009)* The concepts of atmospheric temperature, pressure, humidity, wind, and how these factors are measured. Investigation of the physical processes of the atmosphere in such areas as heat transfer, condensation and precipitation, stability-instability and lapse rate. Study of atmospheric circulation and weather changes. Course includes essentials of climatology. Examination includes selected meteorological applications of meteorology.

## Music

**MUS\*101      Music History and Appreciation I**  
(MUS-103) (78-112)

3 credits

The formal and stylistic elements of music are presented together with necessary historical background through lecture, class discussion, and active listening. Includes a broad survey of significant musical styles from the Middle Ages to the present.

**MUS\*103      History of American Music**  
3 credits

3 credits

A survey of American music from the Colonial period to the present day in its historical and cultural context. Classical, folk, popular, jazz, and rock music will be covered through lecture, discussion, and active listening.

**MUS\*111      Fundamentals of Music I**  
(MUS-100) (78-111)

3 credits

The elements of music, form, and style are presented together with necessary historical background. Includes a broad survey of 20th-century forms of music including ethnic, rock, folk, electronic, and aleatory music.

**MUS\*138      Rock & Roll History Appreciation**  
3 credits

3 credits

A survey of the evolution of rock music and the origins, characteristics, stylistic development, and cultural/social perspectives from its late-19th century influences to present day trends.

**MUS\*147      Jazz Group Ensemble**  
3 credits

3 credits

An introduction to the art of jazz improvisation for beginning and intermediate students who have at least two to three years of experience on their respective musical instruments. The course will be devoted to chord progressions and scales used in jazz improvisations, jazz rhythms and exercises to practice improvisation on select jazz compositions. *Prerequisite: Two to three years experience on a jazz instrument and the ability to read basic sheet music. Other requirements: Students must provide their own instruments and a music stand.*

## New Media Communication

### **NMC\*101**      **New Media Perspectives** 3 credits      (COMM-101)

What qualities do video games, comics, films, and computer simulations share? New Media Perspectives considers this question by examining the underlying structures and interrelated qualities of various media and communication technologies. Students will study selected text-based stories, films, video games, simulations, comics, visual art, and web design. Students will apply what they learn by developing hypertexts, digital stories, and games. The course will also address questions such as: what is new media? How does human experience shape the design of technology? What is interactivity? **Prerequisite:** C- or better in *Integrated Reading & Writing II (ENG\*075)* OR *Introduction to College Reading & Writing (ENG\*093)*, or placement into *Composition (ENG\*101)*.

### **NMC\*200**      **Digital Narrative** 3 credits      (2 lecture/2 studio)

Students draw from their experience in New Media Perspectives and explore, analyze, and create digital narratives. These digital works will include games, hypertexts, and hypermedia demonstrations. Students will develop and complete projects, collaborating both on-ground and online. This course may be team-taught. **Prerequisites:** C- or better in *New Media Perspectives (NMC\*101)*, *Composition (ENG\*101)* or permission of Department Chair.

### **NMC\*220**      **Writing with Video** 3 credits

This course engages students in a comprehensive exploration of video as a rhetorical narrative medium, with emphasis on the actual production of video work. Directed writing is integrated into all aspects of the production process — brainstorming and conceptualization, drafting and storyboarding, revision, and critique. Writing is positioned as an integral part of the process of thinking, problem solving, and creating. **Prerequisites:** C- or better in *New Media Perspectives (NMC\*101)* and C- or better in *Composition (ENG\*101)*, or permission of Department Chair.

### **NMC\*240**      **Topics in New Media** 3 credits

Provides students opportunity to engage in focused new media research projects or with a new media software environment. Research projects may be individual or team-based depending on the subject for the semester. The course emphasizes problem solving and new media literacy. Students will work on projects online and on-ground. The content for this course changes by semester. **Prerequisites:** C- or better in *Digital Narrative (NMC\*200)* or *Writing with Video (NMC\*220)*, and C- or better in *Programming Logic and Design with Visual Basic (CSC\*126)*, *Design Principles (GRA\*101)* or *Introduction to Computer Graphics (GRA\*110)*. This course may be taken twice for credit.

### **NMC\*290**      **Internship in New Media** 3 credits

Provides students opportunity to apply new media literacy and project building abilities in production environments. Students will work with a variety of communication media, such as video, podcasting, and social software. Supplementary documents should be supplied with this course documenting the agency or body for which work or service agreement is applicable; the nature of the work or service to be completed or the goals to be met; and the nature of assessment. **Prerequisite:** Successful completion of 30 Credits in the program.

### **NMC\*295**      **New Media Portfolio** 3 credits

Students will prepare a portfolio and resume that demonstrates previously developed work in new media production, new media literacy, problem solving, communication, design, and technology literacy for use in transfer application and employment search. Topics covered include: self assessment; portfolio design and creation; resume design; distribution and presentation methods of the new media portfolio; job search; and college transfer options. **Prerequisites:** C- or better in *Digital Narrative (NMC\*200)*, *Writing with Video (NMC\*220)*, *Topics in New Media (NMC\*210)*, *Programming for New Media (CSA\*157)*, *Internship in New Media Communication (NMC\*211)*.

## Oceanography

### **OCE\*102**      **Introduction to** 4 Credits      **Oceanography with Lab** 3 lecture/2 lab

An introduction to the physical aspects of oceanography. Topics include: physical and chemical nature of sea water; currents, tides, waves; shoreline and seafloor topography. Oceanographic aspects of geotectonic activity continental drift and seafloor spreading. A field trip is required. Lecture and laboratory.

## Philosophy

### **PHL\*101**      **Introduction to Philosophy** 3 credits      (PHI-100) (13-131)

Surveys major problems and questions of ancient and modern philosophy. The course identifies basic issues, history, and types of philosophy. **Prerequisite:** C- or better in *Composition (ENG\*101)* OR permission of Humanities Department Chair.

### **PHL\*111**      **Ethics** 3 credits      (PHI-204) (13-171)

Designed to further the understanding of the major issues and arguments of ethics from both theoretical and applied ethics positions. The major positions on moral issues will be critically examined through sound, rational argumentation. Subjects treated will be chosen from among current arenas of

concern, such as technology, the environment, the biomedical field, the creating and taking of life, and gender and racial equity. *Prerequisite: C- or better in Introduction to Philosophy (PHL\*101).*

**PHL\*131            Logic**  
3 credits            (PHI-110)

Logic is the study of reasoning. It promotes skill in evaluating persuasive language according to general standards of validity. This course introduces forms of deductive and inductive reasoning and methods of evaluation. Attention is given to argument recognition, fallacy identification, and the analysis of reasoning in ordinary language. *Prerequisite: C- or better in Introduction to Philosophy (PHL\*101).*

**PHL\*150            Philosophy of Religion**  
3 credits            (PHI-121) (13-121)

A philosophical inquiry into the origin, nature, and value of religion, and an examination of religious concepts, immortality and evil. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**PHL\*151            World Religions**  
3 credits            (PHI-126)

Surveys the spiritual ideas and practices which have sustained human beings in their various environments. The formation and early development of each religious tradition will be examined in historical context. Religious traditions to be examined include the indigenous religions of Africa and the Americas and the major world "source" religions: Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism and Confucianism. Religious Studies is a secular academic discipline that leaves room for a wide range of personal reflection. Key doctrinal, philosophical, ethical, social and psychological dimensions of the religions will be considered (from both content/practice-based and discipline-specific perspectives). A significant portion of learning in this course takes place through fieldwork. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

## Physical Therapist Assistant

**PTA\*120            Introduction to Physical Therapy**  
3 credits            (PT-101) (60-101)

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 therapists assistants as members of the health care team through 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. *Prerequisite: Admission to the Physical Therapist Assistant Program.*

**PTA\*125            Physical Therapy for Function**  
4 credits            (PT-102) (60-102)

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. *Prerequisite: Admission to the Physical Therapist Assistant Program.*

**PTA\*220            Introduction to the Physical Therapy Clinic**  
1 credit            (PT-106) (60-101)

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 the physical therapy clinic. *Prerequisite: C or better in Introduction to Physical Therapy (PTA\*120) and C or better in Physical Therapy for Function (PTA\*125).*

**PTA\*230            Physical Agents in Physical Therapy**  
4 credits            (PT-110) (60-110)

Develops the student's competence with problem-solving and application of physical therapy interventions using physical agents, including therapeutic applications of heat, cold, water, electricity, light, and mechanical forces or devices. *Prerequisites: C or better in Introduction to Physical Therapy (PTA\*120) AND C or better in Physical Therapy for Function (PTA\*125), AND P in Introduction to the Physical Therapy Clinic (PTA\*220).*

**PTA\*235            Kinesiology for Rehabilitation**  
4 credits            (PT-111) (60-111)

Fosters learning of the anatomical and biomechanical principles of human movement through the student of the musculoskeletal and nervous systems. Competencies attained include accurate data collection by goniometry, manual muscle testing, posture, and gait analysis, including the effects of biomechanical forces on the human body. *Prerequisites: C or better in Introduction to Physical Therapy (PTA\*120) and Physical Therapy for Function (PTA\*125), AND P in Introduction to the Physical Therapy Clinic (PTA\*220).*

**PTA\*250            Therapeutic Exercise**  
5 credits            (PT-201)

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. *Prerequisites: C or better in Physical Agents in Physical Therapy (PTA\*230) AND C or better in Kinesiology for Rehabilitation (PTA\*235).*

**PTA\*253            Pathophysiology for Rehabilitation**  
3 credits            (PT-202)

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. **Prerequisites:** *C or better in Physical Agents in Physical Therapy (PTA\*230) AND C or better in Kinesiology for Rehabilitation (PTA\*235).*

**PTA\*258            PTA in the Healthcare Arena**  
2 credits            (PT-210)

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. **Prerequisites:** *C or better in Physical Agents in Physical Therapy (PTA\*230) AND C or better in Kinesiology for Rehabilitation (PTA\*235).*

**PTA\*260            Physical Therapy Seminar**  
2 credits            (PT-211)

Students demonstrate the ability to apply principles of problem solving to selected professional issues, industry trends, and special populations that may be encountered as a physical therapist assistant. Learning opportunities assist in the transition from student to clinician and identification of interest areas for lifelong learning. **Prerequisites:** *C or better in Therapeutic Exercise (PTA\*250), Pathophysiology for Rehabilitation (PTA\*253), AND C or better in PTA in the Healthcare Arena (PTA\*258).*

**PTA\*262            PTA Internship II**  
5 credits            (PT-212)

Students learn to integrate and apply physical therapy concepts and to 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. **Prerequisites:** *C or better in Therapeutic Exercise (PTA\*250), Pathophysiology for Rehabilitation (PTA\*253), AND C or better in PTA in the Healthcare Arena (PTA\*258).*

**PTA\*265            PTA Internship III**  
5 credits            (PT-213)

Students learn to problem solve and competently function in the clinic environment as a physical therapist assistant. Students develop competencies with time management, clinical prioritization, and the entry-level abilities of the physical therapist assistant prior to course completion. **Prerequisites:** *C or better in Therapeutic Exercise (PTA\*250), C or better in Pathophysiology for Rehabilitation (PTA\*253), AND C or better in PTA in the Healthcare Arena (PTA\*258).*

## Physics

**PHY\*110            Introductory Physics**  
4 credits            (PHYS-101) (53-103)  
3 lecture/2 lab

One-semester introductory physics for the non-science major. The basic concepts of Newtonian mechanics, fluids, heat, electricity and magnetism, light, sound, relativity and quantum mechanics are examined. Lecture and laboratory. **Prerequisite:** *C- or better in Elementary Algebra Foundations (MAT\*095).*

**PHY\*121            General Physics I**  
4 credits            (PHYS-121) (53-101)  
3 lecture/3 lab

Introductory physics course covering measurements, Newton's laws of motion, gravity, work and energy, momentum, rotational motion, static equilibria, fluids, oscillations, conservation laws, waves, sound, temperature, heat transfer and thermodynamics. This course is the first of a two-semester sequence. **Prerequisite:** *C- or better in College Algebra (MAT\*172) or permission of Department Chair.*

**PHY\*122            General Physics II**  
4 credits            (PHYS-122) (53-102)  
3 lecture/3 lab

Continuation of General Physics I. Topics include: principles of electricity and magnetism, including electric and magnetic fields, electric currents in magnetic fields, and electromagnetic radiation, light, optics, and selected topics in modern physics. Lecture and laboratory. **Prerequisite:** *C- or better in General Physics I (PHY\*121).*

**PHY\*221            Calculus-Based Physics I**  
4 credits            (PHYS-151) (53-151)  
3 lecture/3 lab

Introductory physics course intended for science and engineering majors covering measurement, Newton's Laws of Motion, gravity, work and energy, momentum, rotational motion, static equilibria, fluids, oscillations, conservation laws, waves, sound, temperature, heat transfer and thermodynamics. Lecture and laboratory. This course is the first of a two-semester sequence. **Prerequisite:** *C- or better in Calculus I (MAT\*254) or permission of Department Chair.*

**PHY\*222            Calculus-Based Physics II**  
4 credits            (PHYS-152) (53-152)  
3 lecture/3 lab

A continuation of Calculus-Based Physics I. Topics include principles of electricity and magnetism, including electric and magnetic fields, electric currents in magnetic fields, and electromagnetic radiation, light, optics, and selected topics in modern physics. Intended for science and engineering majors. **Prerequisite:** *C- or better in Calculus-Based Physics I (PHY\*221).*

## Polish

### **PLH\*101      Elementary Polish I** 3 credits      (POLH-101)

Presents the pronunciation and phonetic system of Polish, basic vocabulary and fundamental grammatical principles. The course involves all four language skill areas: listening comprehension, speaking, reading comprehension, and writing. Introduces fundamental information about the geography, history, and culture of Poland.

### **PLH\*102      Elementary Polish II** 3 credits      (POLH-102)

Continues to develop skills in the pronunciation and phonetic system of Polish, expanding vocabulary and introducing more of the grammatical system, while reinforcing the course contents of Elementary Polish I. This course also continues to expose students to Polish history and culture. *Prerequisite: C- or better in Elementary Polish I (PLH\*101).*

## Political Science

### **POL\*111      American Government** 3 credits      (GOVT-103) (32-103)

Explores the structure, function, and evolution of the U.S. government. The three branches of government, the bureaucracy, civil liberties, and civil rights will be examined. The Declaration of Independence, the U.S. Constitution, political parties, public opinion, interest groups and contemporary policy are also investigated. The relationship between the federal, state, and local governments will also be considered. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

### **POL\*120      Introduction to Law** 3 credits

An introduction to the study of law, the American legal system and its historical roots, and the roles of legal professionals, including attorneys and paralegals in the practice. Topics include legal terminology, areas of law, legal reasoning, legal ethics, and legal research methods. Various aspects of law are introduced, including torts, contracts, criminal law and procedure and constitutional law. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

## Psychology

### **PSY\*100      Personal Growth & Development** 3 credits

Human adjustment with emphasis on personal growth, interpersonal relationships, health and stress, and socio-cultural challenges are studied. Topics of self-esteem, learning styles, human development and effective coping mechanisms

are also considered. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

### **PSY\*111      General Psychology I** 3 credits      (PSY-101) (34-101)

Introduction to the methodology and history of psychology with emphasis on the topics of learning, thinking, personality, development, motivation, emotion, behavior disorders, therapy, and social psychology. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

### **PSY\*201      Life Span Development** 3 credits

Examines developmental psychology, including theories and methodologies used by developmental psychologists. The course will examine continuity and change from conception to death and the interaction of biological, psychological and social aspects of development. The course will prepare students for more advanced courses in developmental psychology. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).*

### **PSY\*203      Child Development** 3 credits      (PSY-211) (34-219)

Childhood from conception to adolescence is examined, with emphasis on the areas of physical, social, emotional, cognitive, language, and sex-role development. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).*

### **PSY\*207      Adolescent Psychology** 3 credits      (PSY-210) (34-201)

Review of changes occurring in puberty including emotions, sex, family relationships, personality, religion, status symbols, and cultural problems. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).*

### **PSY\*208      Psychology of Adult Development and Aging** 3 credits      (PSY-212) (34-220)

Examines adult development from adolescence to old age and death, with emphasis on current theories of adulthood and their implication for career choice and change, marriage, parenthood, mid-life adjustment, and retirement. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).*

### **PSY\*209      Psychology of Aging** 3 credits      (PSY-215) (34-224)

Covers theories and research that form the foundation for understanding adult development in later life. Focus is on developmental research of aging, physical changes, that accompany normal and usual aging, changes in cognition,



learning personality, relationships, psychopathology, and treatment. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111)*

**PSY\*211 Psychology of Women**  
3 credits (PSY-237) (34-240)

Recent research into women's development and behavior; and examination of ways in which the research findings coincide with or differ from traditional research and theories in psychology. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).*

**PSY\*220 Educational Psychology**  
3 credits (PSY-220)

Focuses on the theories of learning and teaching as well as their practical applications in the classroom. Topics include cognitive and social development, intelligence and ability, motivation and assessment. While not exclusively designed for future teachers, the connection between theory and practice will be explored using a variety of learner styles in a variety of settings. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).*

**PSY\*238 Cross-Cultural Psychology**  
3 credits

Will provide a multicultural and global perspective on human development. The course will focus on how culture influences human thoughts and behavior by integrating theoretical and applied components of cross-cultural psychology with traditional and contemporary perspectives in human development across the life span. *Prerequisites: C- or better in Perspectives in the Humanities (ENG\*173) AND C- or better in Composition (ENG\*101).*

**PSY\*240 Social Psychology**  
3 credits (PSY-240)

Examines the individual's interaction with society. Topics include learning about the self, including the formation of self-concept; understanding personal relationships, behavior in groups, and the development of attitudes and behaviors. *Prerequisite: C- or better in both Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).*

**PSY\*245 Abnormal Psychology**  
3 credits (PSY-222) (34-291)

An introduction to the study of mental disorders with consideration of their origins, symptoms, treatment, and prevention. Disorders to be examined include anxiety and mood disorders, personality disorders, disorders of childhood, and schizophrenia. *Prerequisite: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).*

**PSY\*246 Psychology & Religion**  
3 credits

Introduces students to the major issues, research, and theoretical approaches to the psychology of religion. The study of religion has prompted more questions than answers

regarding various phenomena such as religious conversion, the nature of cults, understanding religious belief and behavior; and the socio-cultural blending of mysticism, religion, and science. This course examines religiosity from the psychological perspective as it pertains to personality development, mental health, social behavior, and the human existential experience. It is important to note that this course does not attempt to validate or negate the tenets of any religion; rather, the focus of study centers around the human mind as it grapples with the psychological realm of religion. *Prerequisites: C- or better in Composition (ENG\*101) and C- or better in General Psychology I (PSY\*111) or permission of Department Chair.*

## Russian

**RUS\*101 Elementary Russian I**  
3 credits

Students enrolled in Elementary Russian I will develop communicative competency in the Russian Language incorporating linguistic functions specific to reading, speaking, and writing appropriate to the first class at the Elementary Level. This will include topics that deal with conversational topics for everyday life as well as fundamental information on the history and culture of Russia.

## Sociology

**SOC\*101 Principles of Sociology**  
3 credits (SOC-101) (36-101)

Introduction to the analysis of social institutions and processes including sociological theory and method, culture and personality, human ecology and population, and social organization and disorganization. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement into Composition (ENG\*101).*

**SOC\*103 Social Problems**  
3 credits (SOC-103) (36-103)

Selected contemporary American social problems are studied from the sociological perspective. Problem areas such as poverty, race, crime and violence, marriage and family problems, drugs and alcoholism, unemployment and work, sex roles and sexism, and other relevant issues are covered. *Prerequisites: C- in Integrated Reading and Writing I (ENG\*065), or placement into Integrated Reading and Writing II (ENG\*075) or Introduction to College Reading and Writing (ENG\*093).*

**SOC\*106 Technology and Society**  
3 credits (SOC-160) (36-155)

A range of interdisciplinary topics is studied including the historical development of technology, contemporary questions of population, energy and the environment, social political and ethical issues surrounding the use of technology, future shock, and technology assessment. *Prerequisite: C- or better*

in *Integrated Reading & Writing II (ENG\*075)* OR *Introduction to College Reading & Writing (ENG\*093)*, or placement into *Composition (ENG\*101)*.

**SOC\*114      Sociology of Aging**

3 credits

Examines the roles and status of older people in a changing social structure. Social issues of aging such as employment, retirement, family relations, and housing are analyzed. *Prerequisite: C- or better in Principles of Sociology (SOC\*101)*.

**SOC\*210      Sociology of the Family**

3 credits      (SOC-150) (36-181)

Study of psychological, sociological, and other factors important to the development of a sound base for successful marriage and parenthood. *Prerequisite: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101)*.

**SOC\*220      Racial and Ethnic Diversity**

3 credits      (SOC-220) (36-145)

Examines the racial and ethnic composition of the United States and the impact of race and ethnicity upon the distribution of power and opportunity. Major theoretical perspectives will be considered along with patterns of inter-ethnic and inter-racial contact. The politics of minority status and the growth and development of social movements to alter existing arrangements will be studied. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101)*.

**SOC\*240      Criminology**

3 credits      (SOC-200) (35-122)

The nature and cause of crime, approaches to the study of crime, and its treatment and prevention are explored. The sociology of criminal law and the nature of criminal behavior are also examined. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101)*.

**SOC\*241      Juvenile Delinquency**

3 credits      (SOC-210) (36-106)

The concept of juvenile delinquency is examined. The relationships between social attitudes and definitions of youthful law violations, along with studies of various forms of delinquency, are considered. Diverse theoretical interpretations of delinquency are analyzed, including subcultural theories, physiologic factors, emotional pressures, and environmental pressures. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101)*.

**SOC\*242      Sociology of Deviance**

3 credits      (SOC-242)

A sociological analysis of deviant behaviors and subcultures. Sociological theories of deviance will be examined and applied to the following topics: alcohol and drug use, violence, mental illness, crime, and sexual behavior. Special attention will also be given to social groups and communities whose customs and way

of life are considered to be unconventional by contemporary standards. *Prerequisite: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101)*.

## Spanish

**SPA\*101      Elementary Spanish I**

3 credits      (SPA-101) (46-101)

Presents the essentials of Spanish grammar needed to read, write, and interact in Spanish using simple phrases and common expressions, and highlights the diverse cultures of Spanish-Speaking peoples. Context for learning is self, family, school and community.

**SPA\*102      Elementary Spanish II**

3 credits      (SPA-102) (46-102)

Builds and expands skills from Elementary Spanish I with further study of Spanish grammar and of the diverse cultures of Spanish-speaking peoples. Students begin to negotiate simple transactions and dilemmas in Spanish using more complex phrases and common expressions. Context for learning is studying activities from daily life. *Prerequisite: C- or better in Elementary Spanish I (SPA\*101) OR permission of Department Chair*.

**SPA\*135      Hispanic Culture and Conversation**

3 credits

An intermediate level Spanish course designed to build oral proficiency and conversation skills through the study of Hispanic culture. Students will narrate, discuss, report, and interact in group situations using Spanish. Topics will connect to Hispanic culture and come from a variety of sources including readings, video, film, television, and the internet. *Prerequisite: C- or better in Elementary Spanish II (SPA\*102) or Permission of Department Chair*.

**SPA\*201      Intermediate Spanish I**

3 credits      (SPA-201) (46-201)

Builds and expands skills from Elementary Spanish I and II with further study of Spanish grammar and of the diverse cultures of Spanish-speaking peoples. A secondary focus is on expanding reading and writing skills. Students continue to refine their use of practical, conversational Spanish. The context for learning is understanding the experiences of the Spanish speaking peoples. *Prerequisite: C- or better in Elementary Spanish II (SPA\*102) OR permission of Department Chair*.

**SPA\*202      Intermediate Spanish II**

3 credits      (SPA-202) (46-202)

Builds and expands skills from Intermediate Spanish I with further study of Spanish grammar and of diverse cultures of Spanish-speaking peoples. A secondary focus remains on expanding reading and writing skills. Students continue to refine their use of practical, conversational Spanish. The context for learning is the modeling of the experiences of the Spanish speaking peoples. *Prerequisite: C- or better in Intermediate Spanish I (SPA\*201) OR permission of Department Chair*.

## Technology Studies

### **CAD\*133      CAD Mechanical AutoCAD** 3 credits      (21-121) (CAD-121)

Introduces students to the technical drawing field. Students will use Computer-Aided Drafting (CAD) for geometric construction; 3D modeling; orthographic projection; sectional views and auxiliary views; and dimensioning and tolerancing. Traditional equipment is used to reinforce pictorial sketching and drawing techniques. *Prerequisite: C- or better in Elementary Algebra Foundations (MAT\*095) or placement into Intermediate Algebra (MAT\*137).*

### **CAD\*204      CAD 3D Architectural AutoCAD** 3 credits      (CAD-160) 3 lecture/1 lab

Applies engineering and technological principles to the design of residential and light commercial structures. Students will create architectural drawings and three-dimensional models using AutoCAD software. *Prerequisite: C- or better in CAD Mechanical AutoCAD (CAD\*133).*

### **CAD\*218      CAD 3D Mechanical AutoCAD** 3 credits      (CAD-150) 3 lecture/1 lab

Applies engineering and technological principles to the design of everyday items, machine elements, and mechanical systems. Students will create 3D wireframe and solid machines from which engineering and production drawings will be derived using AutoCAD/CADKEY software. *Prerequisite: C- or better in CAD Mechanical AutoCAD (CAD\*133).*

### **CAD\*252      Architectural Design & Modeling** 3 credits      (CAD-161)

Enables students to develop advanced skills and understanding of the conceptual design process. Students will design mass models, building shells and cores, rendered images, landscapes, and architectural drawings. Modeling techniques are explored primarily using AutoCAD's Architectural Desktop. *Prerequisite: C- or better in CAD 3D Architectural (CAD\*204).*

### **CAD\*268      Mechanical Design & Modeling** 3 credits      (CAD-151)

Enables students to develop advanced skills and understanding of the conceptual design process. Solid and parametric modeling techniques are explored primarily using AutoCAD's Mechanical Desktop and CADKEY's parametrics. Topics include assembly modeling, rapid prototyping, parametric and constraint-based modeling, mass property analysis, designing for manufacturing/assembly, and data exchange standards. *Prerequisite: C- or better in CAD 3D Mechanical AutoCAD (CAD\*218).*

### **EET\*132      Electronics** 4 credits      (TC-213)

Surveys solid state devices and analog circuits, including diodes, transistors, amplifiers, filters, rectifiers, regulated power

supplies, and control devices. Three-hour lecture, three-hour lab. *Prerequisite: C- or better in Fundamentals of Electricity (EET\*103).*

### **EET\*142      Electric & Power System Fundamentals** 3 credits      (21-114) (TC-114)

Forms of energy and the conversion processes employed by industry to increase its value and usefulness are surveyed. Laboratory experiences include experimentation with various energy converters. Open to all students.

### **EET\*252      Digital Electronics** 4 credits 3 lecture/3 lab

Combinational and sequential logic circuits are covered. Topics include: number systems, Boolean algebra, logic families, MSI and LSI circuits, AC /DC converters, and other related topics. Upon completion of the course, students will be able to construct, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. The course includes a laboratory component. *Prerequisites: C- or better in Programming for Engineers (EGR\*115), and C- or better in College Algebra (MAT\*172) or Precalculus (MAT\*186).*

### **MEC\*264      Introduction to Materials Science** 3 credits      (TC-118) (21-118)

Introduces the principles and concepts of how industry changes forms of raw materials to increase value and usefulness. Awareness of the nature and characteristics of raw materials permits associations to be made regarding selection of processes by which materials may be changed. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093), or placement test into Composition (ENG\*101).*

### **MFG\*127      Engineering Graphics** 3 credits      (21-115) (TC-115)

Provides practical explanations of how to interpret engineering/technical drawings using the latest American National Standards Institute (ANSI) standards. Focus is on standardization and quality standards applied in the engineering and technology trades with regard to technical drawings. *Prerequisite: C- or better in Elementary Algebra Foundations (MAT\*095).*

### **MFG\*171      Introduction to Lean Manufacturing** 3 credits

The purpose of this course is to provide the student with the fundamental knowledge of current continuous process improvement methodologies in use today within competitive manufacturing environments. This introductory course will expose the student to the basic concepts of Lean Manufacturing theory and the various tools and techniques involved with a lean implementation. This course will be presented following the lean-six sigma process methodology of DMAIC (Define, Measure, Analyze, Improve, Control) to ensure that at the completion of the course, the student will

be competent to participate effectively as a team member in lean implementation projects.

**MFG\*271      Advanced Lean Manufacturing**  
3 credits

The purpose of this course is to provide the student with the knowledge to implement lean improvements within the production environment using a systematic approach. This course will follow an improvement project (from the student's current employer or case study) through the five stages of the DMAIC problem solving methodology. At the completion of the course, the student will be competent to effectively lead a lean implementation project within a company. **Prerequisite:** *C- or better in Introduction to Lean Manufacturing (MFG\*171).*

**TCN\*293      Practicum in Technology I**  
3 credits      (21-251) (TC-251)

Independent activity on an assigned internship/field placement or project. Includes necessary time management, research, written status reports, and teamwork under the direction of a faculty member. Parameters of the individual internship/field placement or project will be established at the beginning of the semester. ***This course is open only to those students who are currently enrolled in Technology Studies certificate and/or degree programs. Prerequisite: Permission of Program Coordinator.***

## Theater

**THR\*101      Introduction to Theater**  
3 credits

*(Effective Spring 2011)* Introduction to Theater explores the history of theater; introduces students to the study of dramatic literature in the context of performance. It also surveys the contributions of directors, designers, actors, stage managers, and front- and back-of-house personnel to the staging of a production. Finally it introduces students to the fundamentals of staging a play through small in-class performances and/or work on main-stage productions.

# EXPENSES



Tunxis Community College  
*Education That Works For a Lifetime*  
[tunxis.comnet.edu](http://tunxis.comnet.edu)

# Schedule of Tuition and Fees

For the most current tuition and fees information, please refer to the Tunxis Community College web site: [tunxis.commnet.edu](http://tunxis.commnet.edu).

## Tuition Account \*

1. Full-time Student—per semester <sup>1</sup>	
a) Connecticut resident <sup>3**</sup> .....	\$1,548.00
b) Out-of-state resident <sup>3</sup> .....	4,644.00
c) NEBHE .....	2,322.00
2. Part-time Student—per semester hour	
a) Connecticut resident <sup>2**</sup> .....	129.00
b) Out-of-state resident <sup>2</sup> .....	387.00
c) NEBHE .....	193.50

## General Fees <sup>3</sup>

### ► College Services Fees \*

1. Full-Time Student—per semester .....	In-state resident \$187.00 / Out-of-state resident \$561.00
2. Part-Time Student—per semester	
a) Through four credits .....	In-state resident \$79.00 / Out-of-state resident \$237.00
b) Five or more credits each additional credit .....	In-state resident approximately \$13.50 (\$187.00 maximum) Out-of-state resident approximately \$40.50 (\$561.00 maximum)

### ► Student Activity Fees

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

### ► Educational Extension Fees \*

1. Credit Courses—per semester hour	
Regular academic year .....	\$139.00
Summer Session (2011) .....	135.00
On-campus, weekdays/regular semester (Genex) <sup>4</sup> .....	139.00
2. Credit-Free Courses	
Rate set on a per course basis dependent upon course offered.	

\* All tuition and fees listed are for fiscal year 2011-2012. Tuition and fees are subject to change by the Board.

\*\* To be eligible for in-state tuition you must have resided in Connecticut for at least one year prior to registering for college classes and be either a U. S. citizen or permanent resident alien.

## Special Fees

1. Application Fee: <sup>5</sup> (Full-time and Part-time Students) .....	\$20.00
2. Transcript Fee .....	FREE
3. Replacement of lost Student ID Card .....	1.00
4. CLEP Service Fee <sup>6</sup> .....	each exam 15.00
5. Academic Evaluation Fee .....	15.00
6. Portfolio Assessment Fee .....	50.00
7. Installment Payment Plan Fee .....	per semester 25.00
8. Late Payment Fee .....	per occurrence 15.00
9. Returned Check Fee .....	per occurrence 25.00
10. Excess Credits Tuition Charge .....	per semester 100.00
<i>(an additional flat tuition charge of \$100.00 per semester shall apply when total registered credits exceed 17 for the semester)</i>	

## Mandatory Usage Fees

Laboratory Course Fee*	\$78.00
Studio Course Fee*	84.00
Clinic Program Fee – Level 1	267.00
Clinic Program Fee – Level 2	191.00

\* Refundable under the Board tuition policy.

## Fee Deposit

Full-time and part-time students during early registration (prior to tuition due date) must pay a deposit of all fees applicable to the courses for which registered exclusive of tuition.

The total tuition applicable to the courses for which a student is registered is payable in one installment and is due by the **payment date specified by the college** unless an installment payment plan schedule, in accordance with approved Board policy, has been approved.

## Explanation of Footnotes:

1. Students enrolled in Tuition Account Courses and/or Educational Extension Account courses carrying twelve (12) semester hours or more in total will be classified as full-time students for fee purposes.
2. Waivers:
  - a. Complete waiver of tuition for dependent child of person missing in action or former prisoner of war.
  - b. 100 percent of General Fund tuition is waived for Connecticut residents who served at least 90 days active duty in time of war and were separated under honorable conditions. Qualifying service must have been during the Gulf War, Vietnam, Korea, or World War II. Contact the Financial Aid Services Office to determine eligibility.  
  
100 percent of General Fund tuition is also waived for Connecticut residents who served in combat or in direct combat support (in the theater of operations) during certain military operations and were separated under honorable conditions. Qualifying service of at least 90 days (unless the operation itself was less than 90 days) must have been in one of the following: Korean DMZ (after 2/1/55); Lebanon Peace-Keeping Mission (9/29/82 to 3/30/84); Grenada Invasion (10/25/83 to 12/15/83); Operation Earnest Will (2/1/87 to 7/23/87); Panama Invasion (12/20/89 to 1/31/90); Somalia (after 12/2/92); Bosnia (after 12/20/95).

Please contact the Financial Aid Services Office (860.255.3510) to determine eligibility.

- c. The application fee and all general fees shall be waived for any person age 62 or older who has been accepted for admission. Tuition shall be waived for any person age 62 or older who has been accepted for admission, provided at the end of the regular registration period there is space available in the course in which the person intends to enroll. Mandatory usage fees are not waived for any person age 62 or older.
- d. Tuition may be waived by the President, or his or her designated appointee, for any in-state student who demonstrates substantial financial need and who is enrolled on a full- or part-time basis in a degree or certificate program or a precollege remedial program.
- e. Tuition shall be waived for any student attending the Connecticut State Police Academy who is enrolled in a law enforcement program at the Academy which is offered in coordination with a community college which accredits courses taken in the program. This waiver applies only to courses taken at the Connecticut State Police Academy and not to course work required for a degree taken at the college.
- f. The tuition of any eligible member of the Connecticut Army or Air National Guard shall be waived. To be eligible for such a waiver, a member of the Connecticut Army or Air National Guard must (1) be a resident of Connecticut, (2) present certification by the Adjutant General or his designee as a member in good standing of the Guard, and (3) be enrolled or accepted for admission to a community college on a full- or part-time basis in a degree-granting program. The tuition waiver shall be reduced by the amount of any educational reimbursement received from an employer.
- g. The community college presidents are authorized to waive the student activity fee only for students enrolled in General Fund financed courses offered at off-campus locations.

- 2A. Footnotes a. through g. per General Statutes of Connecticut—Chapter 185b, Sec. 10a-77.
3. General Fees are applicable to both Tuition Account and Educational Extension Account students and contract courses.
  4. On-campus Extension Fee rate applies to on-campus Extension Fee courses which permit the college to enroll additional students beyond the level supported by the General Fund.
  5. Not applicable for the following: (a) CONNTAC applicants, (b) Bound applicants.
  6. CLEP exam fees are payable to the College Entrance Examination Board and are not deposited or held in state accounts. These fees are subject to change by the College Level Examination Board.

## **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.

## **Withdrawals and Refunds**

Students wishing to withdraw from the College must submit the appropriate form to the Registrar. The effective date of withdrawal is the date the request is received by the Registrar. If the request is received on a weekend or a legal holiday, the next business day shall be the effective day.

All tuition and fees are refunded if a course is canceled and a replacement class is not chosen.

Refunds are posted to a student's account. If there are any outstanding balances on the account, including installment plan payments, these amounts will be deducted from the refund check. Refund checks are calculated based on the total obligation due. If extraordinary circumstances exist and an exception to the refund policy is requested, it must be made in writing to the Dean of Administration. Fees are not refundable.

Refunds normally take four to six weeks to process and the checks are mailed directly from the Community College System office.

### **Fees which are non-refundable include:**

- Application Fee
- College Service Fee
- Student Activity Fee
- Replacement of Lost ID Card
- Portfolio Assessment Fee
- Installment Payment Plan Fee
- Late Payment Fee
- Bad Check Fee
- Clinic Program Fee—Level 1
- Clinic Program Fee—Level 2

## **Tuition Account Courses**

If notice of withdrawal is received prior to the first day of classes for the semester (not the first class meeting), 100% of the applicable tuition\* will be refunded for both full- and part-time students. If notice of withdrawal is received during the first fourteen (14) calendar days of the semester, a refund of fifty (50) percent of the applicable tuition\* will be made for both full- and part-time students. Fees are not refundable.

No refund of tuition will be granted beyond the 14th calendar day of the semester with the following exceptions:

- A. A 100% refund of tuition will be granted to students who enter the armed services before earning degree credit in any semester; providing that, along with the notice in writing of withdrawal, a certified copy of enlistment papers is submitted to the Registrar.
- B. Veterans or other eligible persons (war orphans, children of disabled veterans, etc.) will receive refunds as follows:
  1. Those covered by section 10a-77 of the General Statutes (veterans and dependent children of certain veterans) pay no tuition; their fees will be refunded according to the policy governing other students.
  2. Veterans and other eligible persons (war orphans, children of disabled veterans, etc.) studying at an accredited college\*\* under Veterans Administration educational grants are refunded on a pro rata basis.
- C. Veterans or other eligible persons (war orphans, children of disabled veterans, etc.) studying at an accredited college\*\* will be granted a refund in the same manner as other students.

\* Includes tuition, laboratory course fee, and studio fee.

\*\* Accredited colleges are defined as those colleges which have received accreditation by the New England Association of Schools and Colleges.



No refund will be given after the above-mentioned times except in the case of serious illness or extraordinary circumstances. In such instances, a full refund may be given through the first third of the class at the discretion of the College. These requests must be submitted in writing to the Dean of Administration.

## **Hope Scholarship Tax Credit**

For tuition and college service fees paid after January 1, 1998, students may be eligible to reduce their annual tax bills by 100% of the first \$1,000 qualifying expenses and 50% of the next \$1,000 for a maximum student credit of \$1,500 per year. For more information, contact the Business Office at 860.255.3400.

## **Educational Extension Account Credit Courses and Non-Credit Courses**

Students wishing to withdraw or reduce their class load of these courses should note that:

1. On-campus weekdays, regular semester (GENEX) courses: refer to the Tuition Account Courses.
2. A 100% refund of all Educational Extension Fees will be given for withdrawal requests from other credit and non-credit courses received by the last business day prior to the first class meeting of the course(s). Notice of withdrawal from non-credit courses must be submitted in writing to the Workforce Development & Continuing Education Division.



# WORKFORCE DEVELOPMENT and CONTINUING EDUCATION



Tunxis Community College  
*Education That Works For a Lifetime*  
[tunxis.commnet.edu](http://tunxis.commnet.edu)

The College, through Workforce Development & Continuing Education, provides non-credit continuing education and training for individuals and organizations. Workforce Development & Continuing Education works closely with businesses, public, not for profit, and private companies. Our programs and instruction are customized to individual and organizational needs.

## **Workforce Development**

The Workforce Development Office of Tunxis Community College, housed at the Bristol Campus of Tunxis Community College, Tunxis@Bristol (860.314.4700), 430 North Main Street in Bristol, provides businesses, nonprofit agencies, and municipalities with customized credit and non-credit programming. Professional development, job training and skill development workshops may be provided either at the company's site or on the Tunxis campus.

The Workforce Development Office has an established delivery system that reflects the quality standards demanded in today's marketplace. Services include preliminary cost-free consultation, initial needs assessment, job-specific courses and curriculum development. Cost-effective on-site training can be provided with flexible scheduling to meet customer needs.

Numerous companies in the region have received high-quality training in a diverse set of areas such as statistical process control; blueprint reading; GD & T computer applications; health and safety programs; supervisory skills; Lean Enterprises; customer-service skills; OSHA 10; avoiding job burnout; workplace literacy; business writing; communication skills and enhancement; supervisory development, and team-building. Companies and organizations served include Connecticut Department of Transportation; City of Bristol; Connecticut Department of Correction; The Hospital of Central Connecticut; Greater Bristol Chamber of Commerce, Connecticut Department of Administrative Services; the American Red Cross; ESPN; Doncasters Aerospace; Ultimate Companies; Southington Care Center; VNA of Central Connecticut, Bristol Hospital; Wal-Mart; Town of Plainville, Sonitrol, Women's Health USA, and Southington Health Care Center.

## **Continuing Education Programs**

Continuing Education (860.255.3666) offerings take the form of non-credit courses, workshops, seminars, and lectures. Offerings include both those related to workforce and personal development.

Each term, the division sponsors a wide variety of continuing education programs responsive to specific community needs. Among these are Registered Medical Assistant, "Certified Nurse Aide" (CNA), Dental Assisting, Pharmacy Technician, phlebotomy, service-industry training, Insurance Industry Pre-Licensing courses, Real Estate, Central Sterile Supply Technician, Continuing Education for Electricians, and Motorcycle Safety Program. Continuing Education Unit (CEU) certificates may be awarded to participants who successfully complete a career- or occupation-related class. CEU certificates are not generally awarded for attendance in personal enrichment classes. CEU certificates are not equivalent to college credits.

## **Online Courses**

To meet schedules and training needs, Workforce Development & Continuing Education offers over 300 online courses that can be accessed through the Tunxis web site ([tunxis.commnet.edu](http://tunxis.commnet.edu)) and our Education To Go ([ed2go.com/tunxis](http://ed2go.com/tunxis)) program. The offerings are frequently changed and updated. Custom-designed courses can be developed and contracted.

## **Tunxis Workforce Development & Continuing Education Quality Council**

Composed of business, community and education leaders, the Tunxis Workforce Development & Continuing Education Quality Council participates in an annual focus group. The Council provides discussion and direction regarding the College's delivery of services to business and industry and the community in central Connecticut. The Council enables the College to continuously improve services and develop innovative programs that meet the needs of business and the community.

This council-at-large sponsors programs that recognize and encourage corporate involvement in workforce education. It also provides a forum for business and community leaders to discuss significant issues that have an impact on business, education and the Connecticut workforce.

## **Campus Facilities**

Tunxis Community College facilities are often used by both profit and non-profit groups, with priority to nonprofit entities. Facilities may be reserved by calling 860.255.3666, Monday through Friday. Bristol Campus reservations may be made by calling 860.314.4700.

## Publications

A full schedule of continuing education offerings is published three times a year—fall, winter/spring, and summer. In addition, Workforce Development & Continuing Education issues several special brochures, flyers, and schedules of its offerings and corporate services. To receive publications or for more information, please call 860.255.3666 or 860.314.4700, or visit the Workforce Development & Continuing Education pages on the Tunxis web site: [tunxis.commnet.edu](http://tunxis.commnet.edu).



# POLICY STATEMENTS



Tunxis Community College  
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## **Policy Changes**

Tunxis Community College reserves the right to change requirements, courses, prerequisites, regulations, tuition, fees and other policies without prior notice. The President of the College upon written request may make waivers of these policies, due to extenuating circumstances. The catalog does not constitute a contract and is for informational use only.

## **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 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 unwelcome 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 differences and the value of cultural diversity. This will include plans to (1) promote pluralism, (2) educate the college community about appropriate and inappropriate behaviors to increase sensitivity and encourage acceptance, and (3) widely disseminate this policy statement to the entire college community.

## **Sexual Harassment**

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

Sexual harassment may be described as:

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

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

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

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual
- graphic or suggestive objects, pictures, or photographs
- sexual jokes
- stereotypic comments based upon gender

- threats, demands or suggestions that retention of one's employment or education 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 employee, freedom of choice may be compromised in such relationships. Accordingly, this policy holds that where a faculty member or professional staff member has responsibility for a student through teaching, advising, supervision or other obligation, romantic or sexual liaisons between such persons shall be deemed a violation of this policy. Romantic or sexual liaisons between supervisors and subordinate employees, while not prohibited, are strongly discouraged.

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

**What To Do If You Are The Victim Of Sexual Harassment:**

- When an employee or student feels that he or she has been the victim of sexual harassment, he or she should report such incident(s) to a College official.
- Employees may report incidents of sexual harassment to the Dean of the area of the College in which the individual is involved, the College Affirmative Action Officer, or another College official who has been designated by the President as a recipient of such complaints.
- Students may report incidents of sexual harassment to the Dean of Student Affairs or to such other College official as the President may have designated. Nothing shall prevent students from speaking to a college counselor about their concerns. However, such communication is not a substitute for filing a complaint of sexual harassment with an appropriate College designee.
- A claim that an employee of a third party contractor has engaged in sexual harassment on the College premises or in connection with the performance of the third party contract should be reported immediately to either the President or to another appropriate College official as set forth in this document. The President will ensure that appropriate follow-up action is taken.

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

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

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

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

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

In addition to invoking the available grievance procedure, an employee who believes he or she has been sexually harassed may file a complaint with the Connecticut Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106 and/or with the Equal Employment Opportunity Commission, One Congress Street, Boston, MA 02114, within 180 days of the date when the harassment occurred. A student who believes he or she has been sexually harassed may, in addition to the available grievance procedure, file a complaint with the federal Office for Civil Rights, U. S. Department of Education (Region I), John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, MA 02109.

## **Information Technology Resources** (Board Policy 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 web sites. 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. 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.

## **Acceptable Use Policy—Tunxis Community College**

Tunxis Community College operates in accordance with the **Board Computing Policy** (printed below) and the associated Acceptable Use Policies issued by the CCC Chancellor. These documents are incorporated by reference in this Policy. All computer resources and facilities of TCC shall be used solely for legitimate and authorized TCC academic and administrative purposes. The following guidelines represent an extension and clarification of the Chancellor's Acceptable Use Policy applicable to Tunxis Community College.

**Sanctions:** Violations of this Policy shall subject users to the regular disciplinary processes and procedures of the College for student, staff or faculty and may result in loss of computing privileges. Illegal acts involving College computing resources may also subject violators to prosecution by local, state, and/or federal authorities.

**General Principles for Use:** The College reserves the right to inspect and examine any Tunxis owned or operated communication system, computer resource, and/or files or information contained therein at any time. It is prohibited for Systems or Network Administrators to read users' files unless required to react to or prevent actions by users that may violate this Acceptable Use Policy or may cause significantly detrimental effects on system or network operation.

**Unacceptable Uses:** The viewing, downloading, and/or printing of materials for purposes other than legitimate academic work is prohibited. The viewing, downloading or printing of sexually graphic or suggestive materials may additionally be considered grounds for further disciplinary action for sexual harassment. Storing of files and/or programs on the hard drives of the computers by students is prohibited. Installation of personal software on computers is prohibited.

**Additional Guidelines:** Software downloads or printouts of materials from the Internet are subject to limitation. No food or drink is allowed at any computer table. Cups and other containers must be left on the floor. Children must be supervised by parents at all times and are not allowed to use computers without specific authorization from College staff supervising Computer Resource areas, unless participating in College-sponsored activities.



# 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.

### **IV. Access Restrictions**

Use of CCC IT resources may be wholly or partially restricted or rescinded by CCC without prior notice and without the consent of the user under conditions such as:

- when required by and consistent with the law;
- when there is reason to believe that violations of law or the CCC policies have taken or may take place; or
- when there are compelling circumstances.

Restriction of use under such conditions is subject to appropriate procedures or approval of appropriate CCC authority.

### **V. Disclaimer**

CCC disclaims any responsibility for and does not warranty information and materials residing on non-CCC systems or available over publicly accessible networks. Such materials do not necessarily reflect the attitudes, opinions or values of CCC, its faculty, staff or students.

### **VI. Notice to Users**

As laws change from time to time, this Policy may be revised as necessary to reflect such changes. It is the responsibility of users to ensure that they have reference to the most current version of the CCC Acceptable Use Policy.

Portions of this policy are based on language contained in the Acceptable Use Of Information Systems At Virginia Tech dated June 16, 2000. The CCC gratefully acknowledges Virginia Tech for permission to use its policy.

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# Electronic Communications Policy—From the CCC Chancellor

## I. Introduction

The Connecticut Community Colleges (CCC) encourages the use of electronic communications to share information and knowledge in support of CCC mission and goals. To this end, CCC provides and supports interactive, electronic communications resources and services.

## II. General Provisions

### A. Purpose

The purpose of this Policy is to:

- Ensure that CCC electronic communications resources are used for purposes appropriate to the CCC mission and goals;
- Prevent disruptions to and misuse of CCC electronic communications resources and services;
- Ensure that the CCC community is aware that use of CCC electronic communications resources is subject to state and federal laws and the CCC policies; and
- Ensure that electronic communications resources are used in compliance with those laws and the CCC policies.

### B. Scope

This Policy applies to:

- All electronic communications resources owned or managed by CCC including the content of electronic communications, electronic attachments and transactional information associated with such communications;
- All electronic communications resources provided by CCC through contracts and other agreements with CCC;
- All users and uses of CCC electronic communications resources; and
- All CCC electronic communications records in the possession of CCC employees or other users of electronic communications resources provided by CCC.

### 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 electronic communications resources or services, loss of evidence of one or more violations of law or of CCC policies or liability to CCC or to members of the CCC community.

**Electronic Communication:** Any communication that is broadcast, created, sent, forwarded, replied to, transmitted, stored, held, copied, downloaded, displayed, viewed, read, or printed by one or several electronic communications services, including, e.g., e-mail and telephone.

**Electronic Communications Records:** Electronic transmissions or messages created, sent, forwarded, replied to, transmitted, distributed, broadcast, stored, held, copied, downloaded, displayed, viewed, read, or printed by one or several electronic communications services. This definition of electronic communications records applies equally to the contents of such records, attachments to such records, and transactional information associated with such records.

**Electronic Communications Resources:** Any combination of telecommunications equipment, transmission devices, electronic video and audio equipment, encoding or decoding equipment, computers and computer time, data processing or storage systems, computer systems, servers, networks, input output and connecting devices, and related computer records, programs, software, and documentation that supports electronic communications services.

**Electronic Communications Services:** Any messaging, collaboration, publishing, broadcast, or distribution system that depends on electronic communications resources to create, send, forward, reply to, transmit, store, hold, copy, download, display, view, read, or print electronic records for purposes of communication across electronic communications network systems between or among individuals or groups, that is either explicitly denoted as a system for electronic communications or is implicitly used for such purposes.

### 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 electronic communications resources are aware of all Information Technology policies, standards and procedures as appropriate.

#### **E. Violations of Law and Policy**

The CCC considers any violation of this electronic communications policy and/or law to be a serious offense and reserves the right to copy and examine any files or information resident on CCC electronic communications 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 electronic communications 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 electronic communications 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 the law may result in criminal penalties.

**Disciplinary Actions.** Violators of this Policy and/or law may be subject to disciplinary action up to and including dismissal or expulsion pursuant to applicable Board policies and collective bargaining agreements.

### **III. Allowable Users**

CCC students, faculty, staff, and others affiliated with CCC (including but not limited to those in program or contract relationships with CCC) may be authorized to use CCC electronic communications resources and services.

### **IV. Allowable Uses**

CCC encourages the use of electronic communications resources for legitimate and authorized academic and administrative purposes and makes them widely available to the CCC community. To insure the reliable operation of these resources, their use is subject to the following:

- Contents of all electronic communications shall conform to laws and CCC policies regarding protection of intellectual property, copyright, patents and trademarks.
- Using electronic communications resources for any purpose restricted or prohibited by laws, regulations or CCC policies is prohibited.
- Using electronic communications resources for personal purposes, including monetary gain, or for commercial purposes that are not directly related to CCC business or otherwise authorized by appropriate CCC authority is prohibited.
- Usage that directly or indirectly causes strain on the electronic communications resources is prohibited.
- Capturing, opening, intercepting or obtaining access to electronic communications, except as otherwise permitted by the appropriate CCC authority is prohibited.
- Using electronic communications to harass or intimidate others or to interfere with the ability of others to conduct CCC business is prohibited.
- Users of electronic communications resources shall not give the impression that they are representing, giving opinions or otherwise making statements on behalf of CCC unless authorized to do so.
- Directly or by implication, employing a false identity (the name or electronic identification of another), except under the following circumstances, is prohibited:

A supervisor may direct an employee to use the supervisor's identity to transact CCC business for which the supervisor is responsible. In such cases, an employee's use of the supervisor's electronic identity does not constitute a false identity.

A user of the CCC electronic communications services may not use a pseudonym (an alternative name or electronic identification for oneself) for privacy or other reasons, unless authorized by an appropriate CCC authority for business reasons.

- Forging e-mail headers or content (i.e., constructing an e-mail so it appears to be from someone else) is prohibited.
- Unauthorized access to electronic communications or breach any security measure is prohibited.
- Interfering with the availability of electronic communications resources is prohibited, including but not limited to the following: (i) sending or forwarding e-mail chain letters or their equivalents in other electronic communications services; (ii) "spamming," i.e., sending electronic junk mail or junk newsgroup postings; (iii) "letter-bombing," i.e., sending an extremely large message or sending multiple messages to one or more recipients to interfere with the recipient's use of electronic communications resources; or (iv) intentionally engaging in other practices such as "denial of service attacks," i.e., flooding the network with traffic.

## **V. Access Restrictions**

Use of CCC Electronic Communications resources or services may be wholly or partially restricted or rescinded by CCC without prior notice and without the consent of the user under conditions such as:

- when required by and consistent with law;
- when there is reason to believe that violations of law or the CCC policies have taken or may take place; or
- when there are compelling circumstances.

Restriction of use under such conditions is subject to appropriate procedures or approval of appropriate CCC authority.

## **VI. No Expectation of Privacy**

**No Expectation of Privacy.** Electronic communications are not personal or private. Therefore, users should have no expectation of privacy in the use of CCC electronic communications resources. CCC reserves the right to inspect, monitor, and disclose all electronic communications records without the consent of the holder of such records.

**Authorized Inspection.** During the performance of their duties, electronic communications support personnel periodically need to monitor transmissions or observe certain transactional information to ensure the proper functioning and security of CCC electronic communications resources and services. On these occasions, such personnel may see the contents of electronic communications. Except as provided in this Policy or allowed by law, electronic communications support personnel are not permitted to seek out the contents of electronic communications or of transactional information where not germane to the foregoing purposes or to disclose or otherwise use what they have seen.

## **VII. Administration**

Electronic communications support personnel are required to follow CCC standards and procedures when implementing and managing CCC electronic communications resources or services.

### **A. Security**

CCC attempts to provide secure and reliable electronic communications services. Managers of electronic communications resources are expected to follow sound professional practices in providing for the security of electronic communications records, data, application programs and systems under their jurisdiction based on existing policies, procedures and guidelines. However, users should be aware that electronic communications systems may not be totally secure.

### **B. Retention and Archiving**

Electronic communications records are subject to laws, regulations and CCC records management and archiving policies in administering the retention, disposition, disclosure and storage of all records.

CCC does not maintain central or distributed electronic archives of all electronic communications sent or received. Electronic communications are normally backed up, if at all, only to assure system integrity and reliability, not to provide for future retrieval, although back-ups may at times serve the latter purpose incidentally. Managers of electronic communications services are not required by this Policy to routinely retrieve electronic communications from such back-up facilities for individuals. Employees who have obligations to retain records in accordance with retention schedules promulgated by the State should know that electronic records are subject to the same rules as paper records. See, "Electronic & Voice Mail Management and Retention Guide for State and Municipal Government Agencies" for more information.

## **VIII. Disclaimer**

CCC disclaims any responsibility for and does not warranty information and materials residing on non-CCC systems or available over publicly accessible networks. Such materials do not necessarily reflect the attitudes, opinions or values of CCC, its faculty, staff or students.

## **IX. Notice to Users**

As laws change from time to time, this Policy may be revised as necessary to reflect such changes. It is the responsibility of users to ensure that they have reference to the most current version of the CCC Electronic Communications Policy.

Portions of this policy are based on language contained in the University of California's Electronic Communications Policy dated November 17, 2000. The CCC gratefully acknowledges the University of California for permission to use its policy.

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# **Policy on Student Conduct** (Board Policy 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;

NOTE: A student may not obtain a transcript notation of "W" in a course if there exists substantial reason to

believe the student has engaged in academic misconduct in the course. A transcript notation of "W" will only be permitted for such student when the final resolution results in a finding the student did not commit academic misconduct in the course.

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 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 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 (hereinafter 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 conference or a 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 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 violation and the prior conduct record of the student, that a sanction of 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 5:00p.m. 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 non-lawyer 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 of this policy 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 she 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 anyone 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 tommery (voyeurism) 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.

## **Student Rights and Responsibilities**

### **Section 3: Review of Academic Standing** (Board Policy 5.2.2)

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 (in the case of final grades, within fifteen days of the grade being posted online).
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 (30) calendar days of the student's awareness of the decision which is being appealed (in the case of final grades, within fifteen days of the grade being posted online). The student may seek the advice of the Dean of Students before filing an appeal.

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 written 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 instructor shall be notified by the Academic Dean that an appeal has been filed, and shall also be afforded the right to present a written statement of the reason for his or her decision.

In the event that a meeting of the academic appeals committee is convened, both the student and the instructor shall be notified of the date and time of the meeting, and may request that they present their case in person (however, the decision to allow attendance is up to the discretion of the committee, and the parties shall not be in the hearing room at the same time).

The student is entitled to a written response within thirty (30) 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.

## Student Records

These guidelines are in response to the requirements of the Family Educational Rights and Privacy Act of 1974 as amended. The guidelines seek to establish a reasonable balance between the obligation of the institution for the growth and welfare of the student and its responsibilities to society.

The College makes every effort to keep student records confidential. All members of the faculty, administration, and clerical staff respect confidential information about students that they acquire in the course of their work. At the same time, the College is flexible in its policies not to hinder the student, the College or the community in their legitimate pursuits.

These guidelines apply to students currently enrolled, former students, and alumni but not to applicants seeking admission to the College.

## Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA) (Board Policy 5.7)

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 regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**NOTE:** FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

3. **The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosure without consent to school officials with legitimate educational interests. A "school official" includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); a person serving on the Board 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.

*Students may choose to release limited educational information to a third party by completing the "Consent for Disclosure of Educational Records" form available at the Records Office. This document, when completed by the student, authorizes, but does not require the College to disclose personally identifiable information pertaining to the student that is maintained in College records. The College reserves the right under federal law to decline to disclose such information, when in the exercise of the College's judgment, it determines it is appropriate not to disclose such information. (TCC Policy)*

**FERPA also permits disclosure of education records without consent in connection with, but not limited to:**

- To comply with a judicial order or a lawfully issued subpoena;
  - To appropriate parties in a health or safety emergency;
  - To officials of another school, upon request, in which the student seeks or intends to enroll;
  - In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
  - To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
  - To accrediting organizations to carry out their functions;
  - To organizations conducting certain studies for or on behalf of the College;
  - The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
  - Directory information as defined in the policy of the Board.
4. The right to refuse to permit the College to release directory information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must complete a non-disclosure of directory information form to the Office of Registrar at Tunxis Community College, 271 Scott Swamp Road, Farmington, CT 06032. Once filed, this notification becomes a permanent part of the student's record until the student instructs the College, in writing, to remove it.

*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, major/program of study, honors and graduation date. For purposes of access by military recruiters only, telephone listings and, if known, age and level of education 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. (TCC Policy)*

5. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S.  
Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## **I. Records Affected**

- A. This policy applies to records, files, documents, and other materials which contain information directly related to a student and are maintained by the College.
- B. Broadly defined and outlined below is a description of the types of records maintained by the College and the designated custodian of each type of record.

Type of Record	Office	Type of Record	Office
Academic	Records Office	Disciplinary	Dean of Student Affairs and/or
Veterans	Financial Aid Services		Dean of Academic Affairs
Admissions	Admissions Office	Fiscal	Dean of Administration
Financial Aid	Financial Aid Services		

- C. The term "educational records" does not include personal files of the professional staff which are in the maker's sole possession and not accessible or revealed to any other person.

### **Confidentiality of Student Records**

Tunxis Community College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. Thus, the College views student educational records as confidential information that cannot be released without the written consent of the student. Information such as name, address, dates of attendance, full- or part-time status, graduation date, awards and honors is considered to be "directory information" that can be released without a student's written permission.

### **Access Rights of Persons of Agencies Other Than Students**

Except for those stated below, no one has access to educational records without the written consent of the student concerned. The exceptions to the consent requirement are: professional staff members determined by the appropriate record-keeper to have legitimate educational interests in seeing the records in question; authorized federal officials auditing federally supported education programs, and state officials to whom information from student records is required by statutes to be disclosed; persons processing a student's financial aid application; organizations conducting studies on behalf of educational agencies in connection with predictive tests, student aid programs, and the improvement of instruction, provided that the identity of the student must be revealed to other than representatives of such organizations; recognized accrediting functions; parents of a student under 18 years of age who is dependent upon such parents for Federal Income Tax purposes who must also provide proof in the form of most recent tax return; and, in an emergency, appropriate persons, as determined by the keeper of the records, if the knowledge of information from a student's record is necessary to protect the health or safety of the student or other persons.

It should be noted that government investigative agencies, including law enforcement agencies, have no inherent legal right to access to student files and records. When information beyond directory information is requested, it normally will be released only on written authorization from the student. If such authorization is not given, the information is released only on court order or subpoena. If a subpoena is served, the student whose record is being subpoenaed is notified and that subpoena is referred to the legal counsel of the Board.

Each office which maintains educational records maintains a record for each student which lists all individuals (except institution officials described above), agencies or organizations which have requested or obtained access to such student's education record.

## **II. Procedures to Follow to Access a Record**

- A. A request by a student or agency to inspect a record shall be made in writing to the College office which maintains the record.
- B. The administrator responsible for the record will inform the student when the requested record will be made available.
- C. Every office will inform students who has access to their records and why.
- D. Students are obligated to properly identify themselves before being shown their record.
- E. Students are obligated not to interfere with the operation of the office in which the record is being maintained.
- F. Students are obligated to examine the record during reasonable hours at the place the record is maintained.
- G. The examination of the record shall be transmitted to the student upon written request.

## **III. Reviewing and Expunging Records**

The student's transcript is maintained in perpetuity by the institution. No other record is officially designed as a permanent record and will be expunged at the discretion of the custodian of the record three years after the student last attended the college.

## **IV. Challenges to the Content of Records**

After reviewing a record, a student has a right to challenge the contents of the record as being inaccurate, misleading or otherwise in violation of the privacy or other rights of the student. A student may not challenge the correctness of a grade that has been assigned to his/her performance in a course but may challenge the accuracy of the recording of the grade.

1. Upon deciding that some aspect of his or her record is inappropriate, the student shall so inform the designated person in the office where his or her record is maintained and shall attempt to resolve the problem through informal discussions with such person and the person in charge of that office.
2. If no agreement is reached through informal discussions, the student may submit in writing to the Dean of Academic Affairs a request for a hearing in order to challenge the contents of the record.
3. Hearing Procedures will:
  - a. Take place within ten (10) working days of the time following receipt of the request.
  - b. Be conducted and a decision rendered by the Dean of Academic Affairs or designee.
  - c. Afford the student a full and fair opportunity to present evidence relevant to the issue.
  - d. Be rendered in writing within five (5) days after the conclusion of the hearing.

## **English as a Second Language**

The Connecticut Community College System shall award academic credit, specifically foreign language credit, to students enrolled in English as a Second Language (ESL) courses at the intermediate through advanced ESL levels. The number of applicable credits shall be determined by existing foreign language credit limitations.

Students seeking to transfer ESL credits to a four-year institution should check transferability at that institution.

## **Statement on Drug and Alcohol Abuse**

Tunxis Community College is dedicated to the improvement of students' lives through education. Abuse of drugs (including alcohol) is contrary to this purpose. This statement is intended to ensure that all Tunxis students and staff are aware of the College's position on this issue.

The unlawful possession, use, or distribution of drugs and alcohol by students and staff on College property, or in any College activity, is prohibited.

The unlawful possession, use, or distribution of drugs and alcohol can result in prosecution under federal, state, or local laws, with consequences including fines and incarceration. Abuse of alcohol and drugs may result in long-term and serious health problems, such as: damage to the liver; brain, and heart; loss of ability to function in daily life; increased likelihood of accidents and injury; increased exposure to sexually transmitted and other infectious diseases; and death by overdose.

Students experiencing problems with drugs and alcohol should see a Tunxis counselor for confidential referral to an appropriate source of help.

The College's student discipline policy includes sanctions for unlawful involvement with drugs and alcohol.

## **AIDS and Other Communicable Diseases** (Board Policy 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 anti-discrimination 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 specific 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 community college employees.

### **Statement on Violence Prevention and Response** (Board Policy 2.13)

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 Acts** (Board Policy 2.13)

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 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 protective or restraining order that is made permanent. The sensitivity of the information request is understood, and colleges are responsible for treating such information in a manner that recognizes and respects the privacy of the reporting person.

(The college's Emergency Response Plan details procedures for reporting a crime or emergency on campus.)



## **Enforcement of this Policy** (Board Policy 2.13)

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

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

## **Campus Safety Efforts**

The health and safety of the campus community is of the utmost importance. The College has four teams that address health and safety issues.

**The Crisis Management Team**, assists the College in responding to, managing, mitigating and recovering from an emergency.

**The Behavioral Intervention Team** (formerly Threat Assessment Team), was created to heighten awareness of faculty, staff and students regarding potentially at-risk students and others on campus who may be at risk of harm to themselves or others. Further information about the team may be found on the college website.

Both the Crisis Management Team and the Behavioral Intervention Team develop and review college policies which address emergency situations and disturbing behavior.

**The Emergency Medical Response Team**, are certified in first aid, CPR and use of the college's two automated external defibrillators (AEDs). They respond to a medical emergency prior to the arrival of first responders.

**The Health & Safety Committee** is composed of faculty and staff who assess the health and safety of the college environment and make recommendations for Improvement.

The College's **Emergency Response Plan** is posted on the college's website. Students, faculty and staff are strongly encouraged to sign up for the college's emergency text messaging system, myCommNet Alert. The alert system is used to send information regarding emergencies and weather-related closings. Details can be found on the myCommNet portal.

For more information on the subject of workplace violence, please consult the State of Connecticut Violence in the Workplace Policy and Procedures Manual for Human Resource Professionals, which can be found on the Office of Policy & Management web site at the following address: <http://www.ct.gov/opm/cwp/view.asp?a=2992&q=383254>.

## **Electronic Device Policy**

In order for students to receive uninterrupted quality instruction and services, all cell phones, beepers, pagers, and alarm watches should be turned to vibrating mode while students are in classrooms, labs, Library, Academic Support Center, and Computer Center. Should a cell phone, beeper, or pager need to be answered during these times, the student should leave the area. Many instructors do not allow students to return to the classroom if exams or presentations are in progress. Students should check instructors' individual policies on leaving the classroom to respond to one of the above-mentioned devices.

## **Sex Offenders on Campus** (policy adopted 12/17/2007)

Whenever, in the judgment of the college president, the continued presence of a convicted sex offender who has 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 the 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.

# Tunxis Community College Foundation and Advisory Board, Inc.

## Overview

With its origins dating back to 1970, Tunxis Community College Foundation and Advisory Board, Inc. supports and enhances College programs not funded through state or federal appropriations. Tunxis Foundation makes possible programs and scholarships which would otherwise be unavailable. It promotes community interest and participation in the College through sponsorship of educational, cultural and fund raising events. A 501 (c)(3) corporation organized under Connecticut law and governed by a Board of Directors, Tunxis Foundation represents corporate, financial, business, and community constituencies in Central Connecticut. It is an entity distinct from the College and all funds are maintained separately.

## Mission Statement

Tunxis Community College Foundation and Advisory Board, Inc. is dedicated to developing resources in support of the College in the areas of student scholarships, curriculum and program enrichment, faculty and staff professional development, equipment and facilities acquisitions, and other areas arising from the demands of a dynamic, growing, community-centered higher education institution. Members serve as liaisons to business and industry. They articulate the College's educational mission as well as its need for fiscal support of programs serving thousands of citizens in the Central Connecticut Region, many of whom become employees in the region's economy. Serving in a fiduciary role, Tunxis Foundation functions as an external organization dedicated to the preservation and enrichment of the College as a vital and responsive community asset.

Please visit [tunxis.commnet.edu/college/foundation](http://tunxis.commnet.edu/college/foundation) for more information.

# Alumni Association of Tunxis Community College

## Mission Statement

The Alumni Association of TCC exists to support the College mission, encourage community alliances, promote education, and foster a spirit of unity and pride.

## History

Tunxis Community College began operations in October 1970 and held its first graduation in June 1972. Ten years later a small group of volunteer graduates initiated an effort to establish an alumni association. The founders wrote bylaws to govern its operation, registered the organization with appropriate state agencies and began holding fund raising events. Proceeds from the events are used to support student scholarships, recognize outstanding faculty and staff, and to help fund other requirements of the College not generally supported by public funds. Alumni Association leadership collaborates with College administration and the Tunxis Foundation and Advisory Board to support important initiatives as they evolve.

## Membership

All graduates of Tunxis Community College degree and certificate programs, and those students who have left the College in good standing, shall be eligible for membership.

All active members are encouraged to attend Board of Directors meetings and participate in association events or committees.

Please visit [tunxis.commnet.edu/college/alumni](http://tunxis.commnet.edu/college/alumni) for more information.

*The TCC Foundation and Alumni Association of TCC are federally recognized non-profit organizations. Each has 501 (c)(3) tax-exempt status from the IRS. All donations are tax-deductible to the extent allowed by law.*

# DIRECTORY



Tunxis Community College  
*Education That Works For a Lifetime*  
[tunxis.commnet.edu](http://tunxis.commnet.edu)

# Tunxis Community College Foundation and Advisory Board, Inc.

Frank Johnson, President.....	Manufacturing Alliance of Connecticut
Timothy M. Fitch, Vice-President.....	Retired, The Hartford
Gene F. Prentiss, Secretary/Treasurer.....	Gene F. Prentiss and Company, P.C.
John E. Smith, Immediate Past President.....	Valley Bank
Elizabeth “Betty” Boukus.....	CT State Representative, 22nd Assembly District
Bryan P. Bowerman.....	Retired, Farmington Savings Bank
David Brantner.....	Pratt & Whitney, UTC
James Buccheri.....	ConnectiCare, Inc.
Robert Ciraco.....	Farmington Savings Bank
Angela DeFelippi.....	Monarch Jewelers
S. Douglas Devnew.....	TRUMPF, Inc.
Linda DiMatteo.....	Central CT Chambers of Commerce/Greater Bristol Chamber of Commerce
Jeff Durham.....	Cashman-Katz Integrated Communications
Arthur Funk.....	Fourslide Spring Stamping, Inc.
John Gallant.....	The Hartford
Elizabeth Giannaros.....	Clerk, Select Committee on Children
Nancy Grassilli (Emerita).....	Tunxis Community College Professor of Marketing
Edward Hammett.....	Northeast Utilities Service Company
Del P. Higham (Emeritus).....	Retired, Tunxis Community College Dean
Jack Hines.....	First Bristol Federal Credit Union
William Millerick.....	New Britain Chamber of Commerce
James Murdick.....	Thomaston Savings Bank
Alan Nasson.....	Walmart
Chuck Pagano.....	ESPN, Inc.
Michael S. Rivers.....	Tracy, Driscoll & Co., Inc.
Theodore Scheidel.....	Retired, First Selectman, Town of Burlington
Helen G. Sneed.....	Meredith Corporation, WFSB & WSHM
Scott Speaker.....	Prudential Retirement Technology
Attorney Salvatore V. Vitrano.....	Vitrano, Preleski & Wynne, L.L.C.
Robert J. Voight.....	Retired, Security – CT Life Insurance Company
Eliot M. Weissberg.....	The Investors Center
<i>Foundation Staff</i>	
Deidre Tavera.....	Executive Director
<i>College Representatives</i>	
Dr. Cathryn L. Addy.....	President
Dr. Terry Cassidy.....	Assistant Professor of Developmental English
Dr. David England.....	Dean of Institutional Effectiveness and Outreach
Lynn Laskowski.....	Professor of Biology
Helen Lozada.....	Alumni Association and Financial Aid Assistant
Carol Mahmood.....	Professor of English
Dr. Robert Smith.....	Assistant Professor of Life & Physical Sciences

# Program Advisory Committees

## ► Business Program Advisory Committee

Karen Avitabile, Journeys Editor, AAA Allied Group  
Sharon Braverman, Associate Dean & Academic Advising, CCSU School of Business, New Britain  
Colleen Bolingbroke, Director of Marketing & Community Relations, United Way of West Central Connecticut  
Pete Chrzanowski, Southington High School, Business Department  
Stephen Dombrowski, Director, Business & Education Partnerships  
Patrick S. Griffin, Financial Advisor, Merrill Lynch, Hartford  
Michael Hannoush, Owner, Hannoush Jewelers, Farmington  
John Harris, Bristol Eastern and Central High Schools, Business Department  
Steven Jarett, AMPA, CPA, Chair, Department of Business, St. Joseph College, West Hartford  
Lucy Michaud, Paralegal Department Chair, Lincoln College of New England  
Laurie Roberge, Bristol Central High School, Business Department

### *Tunxis Community College members*

Guy Beeman, Lecturer in Business  
Joseph Belli, Tunxis Alumni and Staff Accountant, Frances M. Belli, EA, LLC  
Andre Blaszczynski, Professor of Business/Economics  
Amy Feest, Business Program Coordinator, Instructor of Marketing  
Nancy Grassilli, Professor of Marketing Emerita  
David Lardie, Professor of Accounting  
Katherine J. Martorelli, Tunxis Admissions Office  
Louis P. Rossi, Tunxis Lecturer in Accounting (retired)

## ► Business Office Technology Advisory Committee

Cassandra B. Huchko, Coordinator, Otis Elevator Company  
Deanna L. Hoxie, Bristol  
Lee Marcoux, Business & Finance Technology Education Consultant, State of Connecticut  
Tina M. Milanese, Supply Chain Coordinator, Carrier Corporation  
Kathleen O’Gorman, CPC  
Susan Paulauskas, Department of Banking, State of Connecticut  
Aurora Pedrolini, Business Department Chairperson, Southington High School

### *Tunxis Community College members*

Cathryn L. Addy, Ph.D., President (*ex-officio*)  
Michael A. Rooke, Ph.D., Dean of Academic Affairs  
Candace M. Clark, Department Chair of Business and Technology & Professor of B.O.T.  
Lucille Cusano, Professor of Business Office Technology Emerita  
Estelle Carenza, Administrative Assistant/Academic Affairs Division  
Susan Winn, Human Resources Educational Assistant

### *Tunxis Community Student Members*

Amanda Dennis, Tunxis Community College Admissions Office  
Robin Maddalena, MidState Medical Center

## ► Criminal Justice Program Advisory Committee

Brian Austin, Under Secretary, Criminal Justice Policy & Planning Division, CT Office of Policy & Management  
Theresa C. Lantz, M.S., Commissioner (retired), Connecticut Department of Correction  
Mark Kaczynski, D.E.A.  
Paul J. Melanson, Chief, Farmington Police Department

### *Tunxis Community College members*

Richard Anderson, Associate Professor of Criminal Justice Emeritus  
Ren Marchand, Instructor of Criminal Justice  
Jessica Waterhouse-Van Wie, Program Coordinator & Assistant Professor of Criminal Justice

► **Allied Dental Advisory Committee**

Monique Fitzgerald, RDH  
John Gagne, DMD  
Marleen Grandia, RDH  
Sylvia Kafton, CDA  
Frank Nichols, DMD, Ph.D.  
Mary Pergiovanni, DMD  
Margaret Ann Smith, DMD  
Stephanie A. Urillo, DDS  
Lois Villa, CDA

*Tunxis Community College Members*

Mary Bencivengo, RDH, M.S., Division Director of Allied Health  
Erin Annecharico, CDA, RDH, MPA, Dental Assisting Program Coordinator  
Gary Jacobs, CDA, RDH, MPA, Associate Professor of Dental Assisting  
Laura Gambino, CIS/Technology Program Coordinator & Professor of CIS  
Joann Chicoski, Dental Hygiene Student

► **Drug and Alcohol Recovery Counselor Advisory Committee**

Orchid Deer-Dalomba, Admissions Counselor, Charter Oak State College  
Ray Muszynski, Professional Counselor, Wheeler Clinic  
Barry Williams, Substance Abuse Counselor, Farrell Treatment Center (Tunxis DARC Graduate)

*Tunxis Community College members*

Harriet Cianci, Ph.D., DARC Program Coordinator & Associate Professor of DARC  
Barbara Boccaccio, Ph.D., Professor of Psychology/Human Services  
Kenneth Mikulski, Professor of Sociology Emeritus

► **Early Childhood Education Program Advisory Committee**

Carol Collins, College Student Coordinator, School for Young Children  
Donna Cavallaro, Coordinator, Plainville Family Resource Network  
Orchid Deer Dalomba, Admissions Counselor, Charter Oak State College  
Liz Donnellan, Director, New Britain Head Start and School Readiness  
Merrill Gay, Executive Director, New Britain Discovery Collaborative  
Vince LaFontan, Director, Farmington School Extended Care and Learning  
Jacqui Maxon, Assistant Regional Manager, Apple Tree Children's Centers, HAEYC  
Mary Alice Petrucelli-Timek, Grants Manager, Bristol School Readiness Council  
Theresa Stranchak, Tunxis Alumnus

*Tunxis Community College members*

Jacalyn Coyne, Program Coordinator & Professor of Early Childhood Education  
Lucy Kiermaier, Instructor of Early Childhood Education  
Carolyn Miranda, Director of Tunxis Community College Early Childhood Center  
Dr. Colleen Richard, Program Coordinator & Professor of Human Services  
Jessica Waterhouse-Van Wie, Program Coordinator & Associate Professor of Criminal Justice  
Carol Richters, Adjunct Faculty  
Susan Winn, Acting Executive Assistant to the President

#### ► **Engineering & Technology Programs Advisory Committee**

**Gary L. Beloin**, Manager, Component Rebuild & Repair Group, Environmental Systems Products

**Mary DeManbey**, Program Manager, CBIA

**Olusesun (Segun) Odesina**, Professor, Associate Dean, Central Connecticut State University

**Donald Palmer**, Test Systems Engineering, Pratt & Whitney Aircraft

**Marty Wood**, Assistant Dean for Undergraduate Education & Diversity, University of Connecticut

**Karen Wosczyzna-Birch**, Director of College of Technology, Connecticut Community Colleges

##### *Tunxis Community College members*

**Cathryn L. Addy, Ph.D.**, President (ex-officio)

**Michael A. Rooke, Ph.D.**, Dean of Academic Affairs (ex-officio)

**Greg Szepanski**, Engineering/Technology Program Coordinator & Assistant Professor of Engineering/Technology

**Christopher Lachapelle**, Tunxis Alumnus

#### ► **General Studies Program Advisory Committee**

**Dr. Rafeale Fierro**, General Studies Program Coordinator & Assistant Professor of History

**Margaret Carlin**, Student Affairs Specialist

**Francena Dwyer**, Professor of English as a Second Language/Developmental Reading

**John Timmons**, Professor of Computer Information Systems/Communication

**Alison McCarthy**, Associate Director of Admissions

**Garth Pelton**, Placement Testing/Tutor Specialist

**Susan Ricciuti**, Assistant Professor of Mathematics

#### ► **Graphic Design Program Advisory Committee**

**Michael Cox**, Art Director, WWIT-TV NBC 30

**Diann Thomson**, Graphic Designer

**Carla Weise**, Senior Designer, Children's Book Division, Harper Collins

##### *Tunxis Community College member*

**Stephen A. Klema**, Program Coordinator & Professor of Graphic Design

#### ► **Human Services Program Advisory Committee**

**Cary Dupont**, President, St. Paul Catholic High School

**Sandy Gozzo**, Tunxis Human Services Program Alumni

**Robin Hammael-Urban**, Pastoral Outreach Coordinator, Episcopal Diocese of CT

**Jennifer Hernandez**, Program Manager, Nurturing Families Network

**Gayle Kataja**, Regional Director, North Central Region of CT Community Care, Inc.

**Phillip J. Lysiak, MSW**, Executive Director, St. Vincent DePaul Mission of Bristol, Inc.

**Thomas H. Morrow**, Executive Director, Bristol Community Organization

**Karen Pac**, Program Manager, Klingberg Family Center

**Angela Washington**, Assistant Professor of Social Work, St. Joseph College

**Susan Woerz**, Executive Director, Plainville Community Food Pantry

##### *Tunxis Community College members*

**Barbara Boccaccio, Ph.D.**, Professor of Psychology/Human Services

**Christina Gotowka**, Professor of Psychology

**Kimberly James**, Director of Career Services

**Carolyn Miranda**, Director of Child Development Center

**Colleen Richard, M.S.W., Ph.D.**, Program Coordinator & Professor of Human Services

**Jacqueline Taraborrelli**, Human Resources Specialist

### ► *Visual Fine Arts Program Advisory Committee*

Janice La Motta, Visual Fine Artist & Program Coordinator, The Studio @ Billings Forge, Hartford, CT  
Frank Noelker, Photographer, Professor of Photography, University of Connecticut, Storrs, CT  
Bill Thomson, Illustrator, Professor Illustration, University of Hartford, Hartford, CT  
Matthew Weber, Visual Fine Artist, Professor, Middlesex Community College, Middletown, CT

#### *Tunxis Community College members*

Carianne Garside, Dept. Chair of Arts/Media & Associate Professor of Fine Arts  
William Kluba, Program Coordinator & Professor of Fine Arts

### ► *Workforce Development & Continuing Education Quality Council*

Eileen Candels, Vice-President and District Manager, Kelly Services  
Doug Devnew, Vice-President for Finance and Administration, Trumpf, Inc.  
Diane Ferguson, Director of Human Resources, City of Bristol  
Raymond Gaulin, Coordinator of Connecticut Rider Education Program, State of CT  
Courtney Hendricson, Economic Development Director, Town of Farmington  
Alex Johnson, Chief Operation Officer, Capital Workforce Partners  
Tory E. Mutz, Human Resources Manger, AFSS  
Michael D. Nicastro, President/CEO, Central Connecticut Chamber of Commerce  
Michael T. Schweighoffer, Executive Vice-President, Farmington Bank  
Carl Stephani, Central Connecticut Regional Planning Agency  
Joel Zimmerman, Vice President of Operations–Sonitrol

#### *Tunxis Community College members*

David England, Ed.D., Dean of Institutional Effectiveness and Outreach  
Erin Annecharico, Coordinator of Dental Assisting Program  
Cheryl Conaty, Coordinator of Allied Health Programs  
Susan Lesser, Educational Assistant, Workforce Development  
Victor Mitchell, Director of Business and Industry Services  
Christine Piantek, Coordinator of Continuing Education

## **Alumni Association of Tunxis Community College, Inc.**

### ► *Officers:*

Katherine Martorelli, President  
Sylvia Seaver, Vice-President  
Helen Lozada, Treasurer-Secretary

### ► *Board of Directors:*

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Andrea Baylock  
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Patricia McDermott  
Sabina Ostynska  
Arthur Paulette  
Behnaz Perri  
Pat Thomas  
Susan Varley



# Administration

## ■ **President's Office**

**Cathryn L. Addy**, President

B.A., Kansas State University; M.A., State University of New York at Oswego; Ph.D., University of Texas.

**Susan Winn**, Acting Executive Assistant to the President

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**Monica J. Russano**, Executive Aide to the Foundation

B.S., Southern Connecticut State University.

## ► **Human Resources Office**

**Pamela Kowar**, Director of Human Resources

B.A., Central Connecticut State University.

**Jacqueline Taraborrelli**, Human Resources Specialist

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**Holi Martinez**, Personnel Aide.

## ► **Facilities**

**John Lodovico**, Director of Facilities.

**Rosenda Hull**, Administrative Assistant to Director of Facilities and Dean of Administration.

## ► **Buildings & Grounds**

**David Misluk**, Building Superintendent I.

**Todd Raymond**, General Trades Worker

A.S., Tunxis Community-Technical College.

**John Cazzeta**, General Trades Worker

**Brett Lewis**, Maintainer.

**Diane Fries**, Lead Mail Handler.

**Charles Shea**, Lead Custodian.

**Louis Caballero**, Custodian.

**Donald Caron**, Custodian.

**Alfred Cianchetti**, Custodian.

**Quani Coma**, Custodian.

**Kristina Gonzalez**, Custodian.

**Mark Kapustey**, Custodian.

**Edwin Pandolfio**, Custodian.

**Jorge Rivera**, Custodian.

## ■ **Academic Affairs Division**

**Michael A. Rooke**, Dean of Academic Affairs

B.Sc., Nottingham Trent University; M.S., Long Island University; Ph.D., Kansas State University .

**Sharon LeSuer**, Assistant to the Dean

A.S., Tunxis Community College, B.S., Charter Oak State College.

**Bryan R. Bonina**, Graphics Specialist

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**Mary Bencivengo**, Division Director of Allied Health

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**Sylvia Seaver**, Planning and Development Associate

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**Kirstin Cullinane**, Academic Associate

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**Kathy Golden**, Academic Associate

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**Arthur Simoes**, Photography Lab Assistant

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**Estelle Carenza**, Administrative Assistant/Academic Dean's Office  
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**Judith A. Minor**, Administrative Assistant, Academic Affairs Division.

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### ► **Academic Advising**

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### ► **Library**

**Lisa Lavoie**, Director of Library Services  
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**Behnaz Perri**, Librarian  
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**Rachel Hyland**, System Librarian  
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**Elzbieta Larrabee**, Librarian  
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**Carolyn Boulay**, Librarian  
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**Susan Simonds**, Librarian  
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**Yawhenii Urublewski**, Information Technology Technician.

**Ruth Faasen**, Administrative Assistant/Library Services.

**Ashley Foster**, Library Assistant/Technical Services.

**Lisa Christian**, Head Clerk.

### ► **Media Instructional Technologies**

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**Daren Casey**, Information Technology Analyst 2.

**Vadim Korf**, Media Assistant  
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**Patricia McDermott**, Duplicating Technician II/Media  
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## ■ **Administrative Services Division**

**Charles Cleary**, Dean of Administration

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**Rosenda Hull**, Administrative Assistant/Director of Facilities/Dean of Administration.

**Bilal Ansari**, Evening Administrator.

## ► **Business Office**

**Nancy Eschenbrenner**, Director of Finance and Administrative Services.

B.S., Central Connecticut State University.

**Mary Manocchio**, Purchasing Assistant

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**Christopher Okenquist**, Purchasing Assistant

A.S., Tunxis Community College.

**Catherine Weiss**, Fiscal Administrative Officer.

**Laura Laperuta**, Fiscal Administrative Assistant.

**Maria Drwiega**, Payroll Officer 2

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**Aileen Haber**, Office Assistant

B.S., Central Connecticut State University.

**Deborath Mendoza**, Office Assistant.

**Lauren Grant**, Office Assistant.

**Francine Roy**, Financial Clerk

Certificate, Tunxis Community College.

## ► **Information Technology**

**Robert Wahl**, Director of Information Technology

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**Peter Haffner**, Assistant Director of Information Technology

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**Luis Neves**, Information Technology Analyst 2.

**Susan Rogowski**, Information Technology Analyst 2.

**David Wright**, Information Technology Technician.

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## ► **Bookstore**

**David Stohl**, Bookstore Supervisor I

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## ► **Early Childhood Center**

**Carolyn Miranda**, Director of Child Development Center

B.S., M.S., Central Connecticut State University.

**Linda Rosado**, Child Development Teacher

B.S., Wheelock College; M.L.S., Southern Connecticut University.

**Alison Savino**, Child Development Teacher

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Joyce Voisine, Teacher Assistant/Child Development  
A.S., Post Junior College.  
Lori Blakley, Part-time Office Assistant.

## ■ **Institutional Effectiveness and Outreach Division**

David England, Dean of Institutional Effectiveness and Outreach  
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Nancy Dennis, Secretary 2.

### • **Marketing and Public Relations**

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Kerry Ann Kowar, Public Relations Associate  
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David Archambault, Graphics Specialist  
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### • **Institutional Research**

Mary Ann Diorio, Coordinator of Administrative Information Technology  
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James Revillini, Research Specialist  
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Robert Lavin, Information Technology Technician II.  
Ken Colangelo, Technology Integration Associate  
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Sylvia Simonian, Part-Time Office Assistant.

### • **Business & Industry Services/Bristol Campus**

Victor Mitchell, Director of Business & Industry Services  
B.A., Central Connecticut State University; M.A. Religious Education, Felician College.  
Susan Lesser, Continuing Education Assistant  
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Susan Holden, Administrative Assistant.  
Nina Jablonski, Secretary 2.  
Juanita Ellard, Part-time Clerk.

### • **Continuing Education**

Christine Piantek, Continuing Education Coordinator  
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Erin Annecharico, Continuing Education Assistant  
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Cheryl Conaty, R.N., Allied Health Coordinator.  
B.S.N., Western Connecticut State University.  
Shaina Hamel, Continuing Education Assistant  
Katherine Ostman, Secretary I  
B.A., Vassar College.  
Samuel Kapros, Continuing Education Aide.  
John Schissler, Continuing Education Aide.

## ■ **Student Affairs Division**

Kirk Peters, Dean of Student Affairs  
B.A., University of Massachusetts, Amherst; M.A., Cambridge College; Ed.D., University of Hartford.  
Deborah Pavelchak, Administrative Assistant.

## ► Admissions

**Peter McCluskey**, Director of Admissions

B.A., Eastern Connecticut State University; M.A., Wesleyan University.

**Alison McCarthy**, Acting Associate Director of Admissions

B.S., University of Connecticut; M.S., Southern Connecticut State University.

**Ashkhen Strack**, Assistant Director of Admissions

B.A., Yerevan State Teachers' Training Institute of Foreign Languages, Armenia; M.A., West Virginia University.

**Katherine Martorelli**, Secretary 2/Admissions

A.S., Tunxis Community College; B.S., Charter Oak State College.

**Shannon Murphy**, Secretary 2.

**Lori Blakley**, Part-time Office Assistant.

**Loren Dickens**, Part-time Sales Clerk.

**Sara Cruz**, Part-time Clerk Typist

A.S., Tunxis Community College.

**Joyce McPhee**, Telephone Operator

A.S., Tunxis Community College.

**Claire Reimer**, Part-time Telephone Operator.

## ► Records

**Lucretia C. Holley**, Registrar

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**Genita Mangum**, Associate Registrar

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**Stacey Palumbo**, Registration Services Assistant

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**Patricia Wangen**, Secretary I.

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**Victoria DeMaria**, Clerk-Typist

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## ► Financial Aid Services

**David Welsh**, Director of Financial Aid Services

B.A., Columbia University; B.F.A., M.F.A., Pratt Institute.

**Sandra Vitale**, Associate Director of Financial Aid Services

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## ► Student Affairs

**Christopher LaPorte**, Director of Student Activities/Admissions Specialist

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## ► Academic Support Center

**Kathleen E. Schwager**, Director of Academic Support Center

B.S., University of Rhode Island; M.A., University of Hartford.

**Cathy Ann Felice**, Learning Disabilities Specialist

B.A., Marywood College; M.A., West Virginia University.

**Amanda Burkhardt**, Coordinator of Academic Support Center

B.A., M.A., University of Connecticut.

**Garth Pelton**, Placement Testing/Tutor Specialist

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**Mohamed Mountassir**, Math Tutor

A.S., B.S., University Hassan II.

**Magaly Correa**, Secretary 2

A.S., Tunxis Community College; B.G.S., University of Connecticut.

**Adam Woodford**, Tutor

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## Full-time Faculty

### ► Department Chairs

**Clark, Candace M.**, Business & Technology Department Chair; Professor of Business Office Technology  
A.S., Tunxis Community College; B.S., M.S., Central Connecticut State University.

**Clark, Robert**, Math/Science Department Co-Chair; Associate Professor of Mathematics  
B.S., M.S., University of Connecticut.

**Coan, Francis**, Social Science Department Chair; Professor of History  
B.A., M.A., Central Connecticut State University; Ph.D., University of Connecticut.

**Garside, Carianne**, Arts/Media Department Chair; Associate Professor of Fine Arts  
B.F.A., Alfred University; M.A., M.F.A., University of Iowa.

**Mahmood, Carol**, Humanities Department Chair; Professor of English  
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**Smith, Robert**, Math/Science Department Co-Chair; Assistant Professor of Life and Physical Sciences  
B.S., Colorado School of Mines; Ph.D., University of Connecticut.

**Yawin, Marguerite**, Academic Strategies Department Chair; Professor of English  
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### ► Program Coordinators

**Cianci, Harriet**, Drug and Alcohol Recovery Counselor (DARC) Program Coordinator; Professor of DARC Program  
A.A., Berkshire Community College; A.S., Tunxis Community College; B.A., Charter Oak College; M.A., Lesley College.

**Coyne, Jacalyn**, Early Childhood Education Program Coordinator and Pathway to Teaching Careers Coordinator;  
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A.S., Southern Connecticut State University; B.A.L.S., Lesley University; M.A.L.S., Wesleyan University.

**Feest, Amy**, Business Program Coordinator; Instructor of Marketing  
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**Fierro, Rafaele**, General Studies Program Coordinator; Associate Professor of History  
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**Gambino, Laura**, Computer Information Systems Program Coordinator; Professor of Computer Information Systems  
B.S., Adelphi University; M.S., Rensselaer Polytechnic Institute.

**Klema, Stephen A.**, Graphic Design Program Coordinator; Professor of Graphic Design  
B.F.A., Atlanta College of Arts; M.F.A., Hartford Art School, University of Hartford.

**Kluba, William J.**, Fine Arts/Photography Program Coordinator; Professor of Fine Arts  
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**Richard, Colleen A.**, Human Services Program Coordinator; Professor of Human Services  
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**Sebastian-Coleman, George**, Liberal Arts Program Coordinator; Associate Professor of English  
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**Waterhouse-Van-Wie, Jessica**, Criminal Justice Program Coordinator; Associate Professor of Criminal Justice  
A.S., B.S., M.A., John Jay College of Criminal Justice, City University of New York.

### ► Academic Discipline Coordinators

**Baird, Paula**, English as a Second Language (ESL)/Foreign Language Academic Discipline Coordinator; Associate Professor of ESL  
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## ► Faculty

- Abbatiello, Paula**, Instructor of Accounting  
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- Abbot, Jesse**, Associate Professor of English/Philosophy  
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- Blaszczynski, Andre**, Professor of Business/Economics  
B.A., M.A., University of Connecticut; M.B.A., Rensselaer Polytechnic Institute.
- Boccaccio, Barbara B.**, Professor of Psychology/Human Services  
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- Brown, Robert E.**, Professor of History/English  
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**Wosczyzna-Birch, Karen**, Professor of Applied Science  
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## Emeriti

**Adolfson, Arthur** (1981-2010), Professor of Computer Information Systems/Mathematics Emeritus  
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\***Arens, Gerald F.** (1988-2004), Professor of Business (Business Law)  
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\***Bergethon, Odvard M.** (1974-1995), Professor of Business Emeritus  
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**Butcher, Joan P.** (1971-1986), Associate Professor of Mathematics Emerita  
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**Carey, John J.** (1971-1998), Dean of Academic and Student Affairs Emeritus  
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**Casanova, James** (1972-1992), Dean of Administration Emeritus  
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**Counts, Martha L.** (1971-1982), Professor of History Emerita  
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**Dean, Martha J.** (1984-2010), Professor of Developmental Reading & Writing Emerita  
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**\*Dursthoff, George** (1973-2002), Professor of English and Communication Emeritus  
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**Gavitt, Richard** (1977-1992), Dir. of Continuing Education Emeritus; Lecturer in Philosophy Emeritus  
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**Grassilli, Nancy B.** (1978-2009), Professor of Marketing Emerita  
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**Higham, Del P.** (1978-1998), Dean of Institutional Development Emeritus  
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**Ifkovic, Edward** (1972-2003), Professor of English Emeritus  
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**Jenkins, Katherine L.** (1971-1997), Professor of Office Administration Emerita  
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A.S., Massasoit Community College; B.A., M.S., 6th Year Certificate, Central CT State University.

**Zetarski, Ken**, Lecturer in Mathematics  
B.S., Central Connecticut State University.

**Zipadelli, David**, Lecturer in Mathematics  
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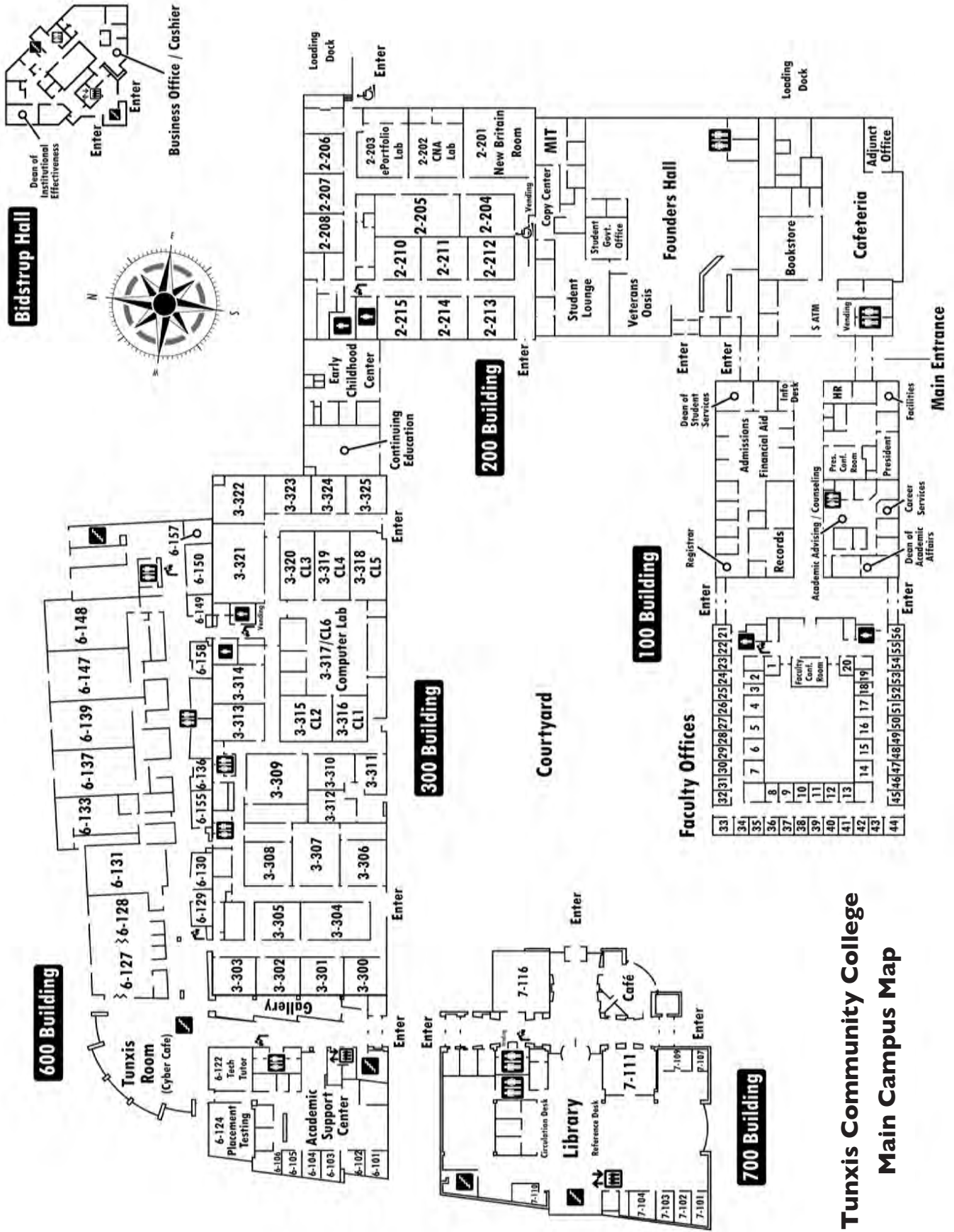


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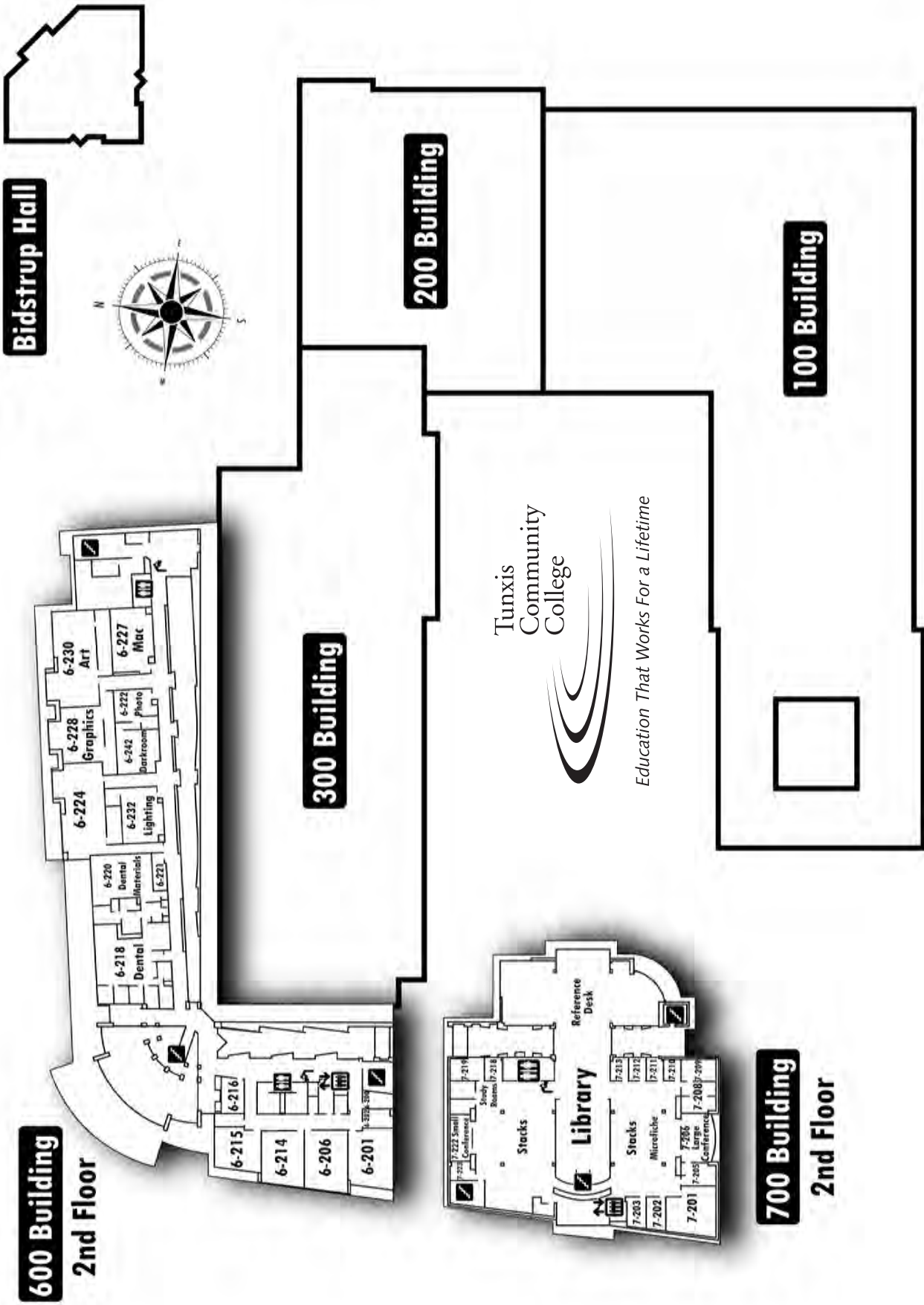
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# Connecticut Community Colleges

- ▶ **Asnuntuck Community College** ([www.acc.commnet.edu](http://www.acc.commnet.edu))  
170 Elm Street • Enfield, CT 06082 • 860.253.3000
- ▶ **Capital Community College** ([www.ccc.commnet.edu](http://www.ccc.commnet.edu))  
950 Main Street • Hartford, CT 06103 • 860.906.5000/800.894.6126
- ▶ **Gateway Community College** ([www.gwcc.commnet.edu](http://www.gwcc.commnet.edu))  
Long Wharf Campus • 60 Sargent Drive • New Haven, CT 06511 • 203.285.2000  
North Haven Campus • 88 Bassett Road • North Haven, CT 06473 • 203.285.2406
- ▶ **Housatonic Community College** ([www.hcc.commnet.edu](http://www.hcc.commnet.edu))  
900 Lafayette Boulevard • Bridgeport, CT 06604 • 203.332.5000
- ▶ **Manchester Community College** ([www.mcc.commnet.edu](http://www.mcc.commnet.edu))  
Great Path, P.O. Box 1046 • Manchester, CT 06045-1046 • 860.512.3000
- ▶ **Middlesex Community College** ([www.mxcc.commnet.edu](http://www.mxcc.commnet.edu))  
Main Campus • 100 Training Hill Road • Middletown, CT 06457 • 860.343.5800  
Meriden Center • 55 West Main Street • Meriden, CT 06451 • 203.238.6202
- ▶ **Naugatuck Valley Community College** ([www.nvcc.commnet.edu](http://www.nvcc.commnet.edu))  
750 Chase Parkway • Waterbury, CT 06708 • 203.575.8040
- ▶ **Northwestern Community College** ([www.nwcc.commnet.edu](http://www.nwcc.commnet.edu))  
Park Place East • Winsted, CT 06098 • 860.738.6300
- ▶ **Norwalk Community College** ([www.ncc.commnet.edu](http://www.ncc.commnet.edu))  
188 Richards Avenue • Norwalk, CT 06854 • 203.857.7000
- ▶ **Quinebaug Valley Community College** ([www.qvcc.commnet.edu](http://www.qvcc.commnet.edu))  
Main Campus • 742 Upper Maple Street • Danielson, CT 06239 • 860.412.7200  
Willimantic Center • 729 Main Street • Willimantic, CT 06226 • 860.423.1824
- ▶ **Three Rivers Community College** ([www.trcc.commnet.edu](http://www.trcc.commnet.edu))  
574 New London Turnpike • Norwich, CT 06360 • 860.886.0177
- ▶ **Tunxis Community College** ([www.tunxis.commnet.edu](http://www.tunxis.commnet.edu))  
Main Campus • 271 Scott Swamp Road • Farmington, CT 06032 • 860.255.3500  
Tunxis@Bristol • 430 North Main Street • Bristol, CT 06010 • 860.314.4700

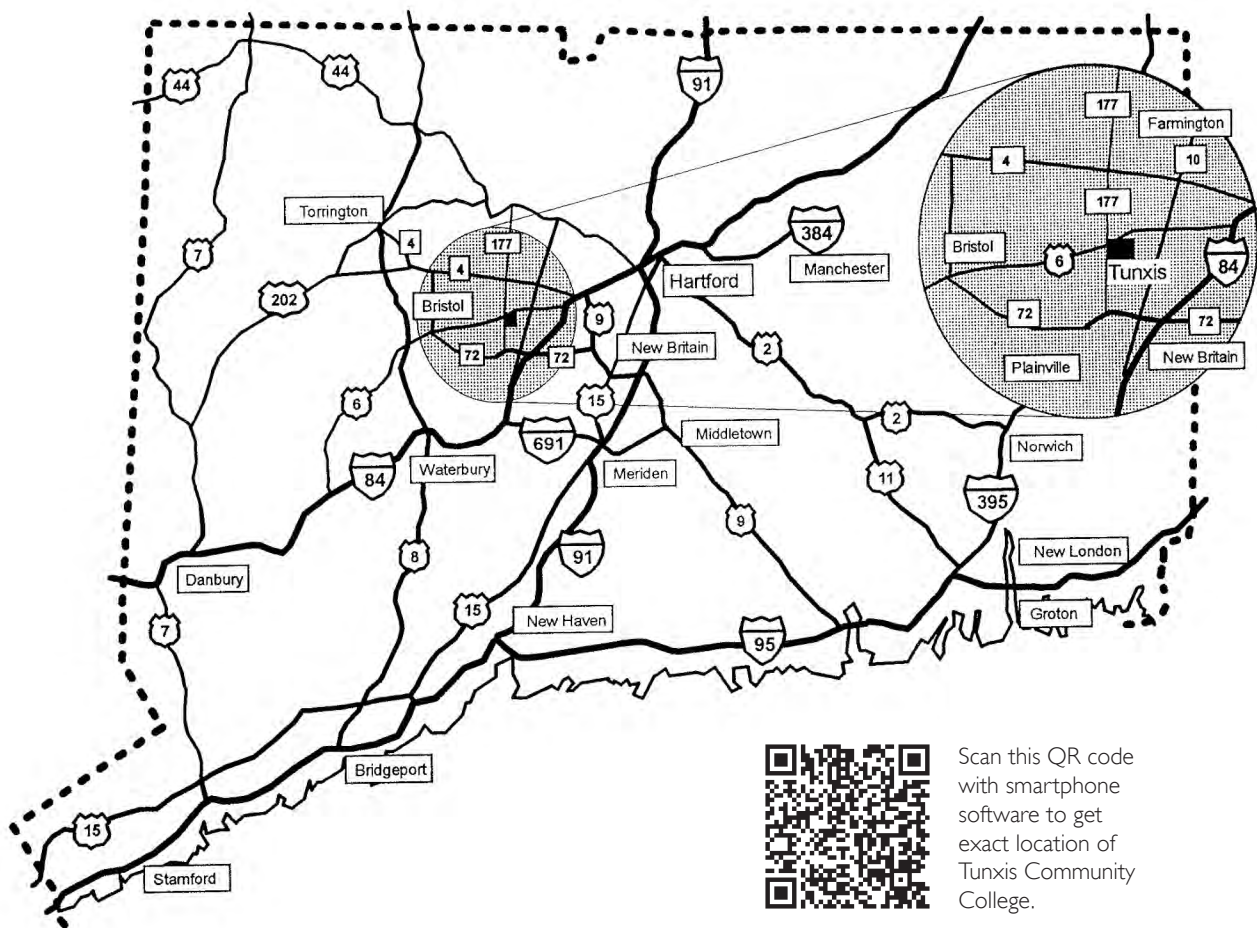


# Tunxis Community College Main Campus Map



# Directions to Tunxis Community College

Tunxis Community College is located at 271 Scott Swamp Road, at the intersection of Routes 6 & 177 in Farmington, CT. Entrances to the parking areas are located on Route 177.



## From I-84 Westbound (From Hartford)

Take Exit 38 (Route 6/Bristol), follow Route 6 approximately 7 miles to the intersection of Routes 6 & 177. Turn left onto Route 177 South. College entrance is on the left. **OR** Take Exit 33 (Route 72 West/Bristol), then take Route 177/N. Washington Street Exit. Turn right at the bottom of the exit ramp onto Rte. 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the third light (intersection of Routes 6 & 177). Estimated driving time 20 minutes.

## From I-84 Eastbound (From Waterbury)

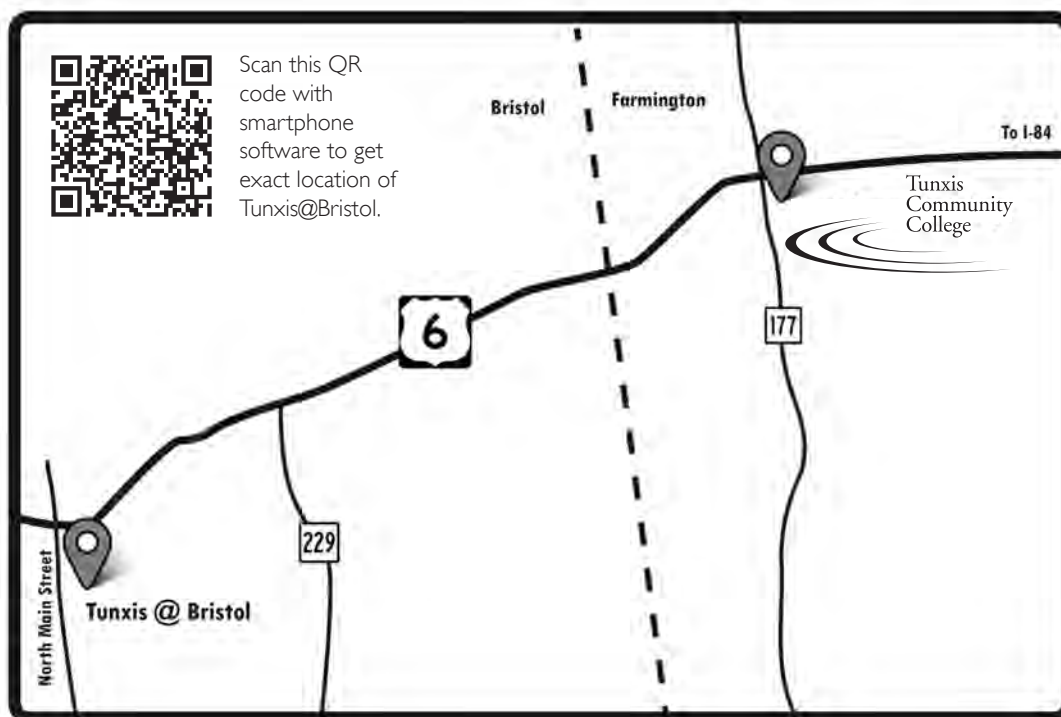
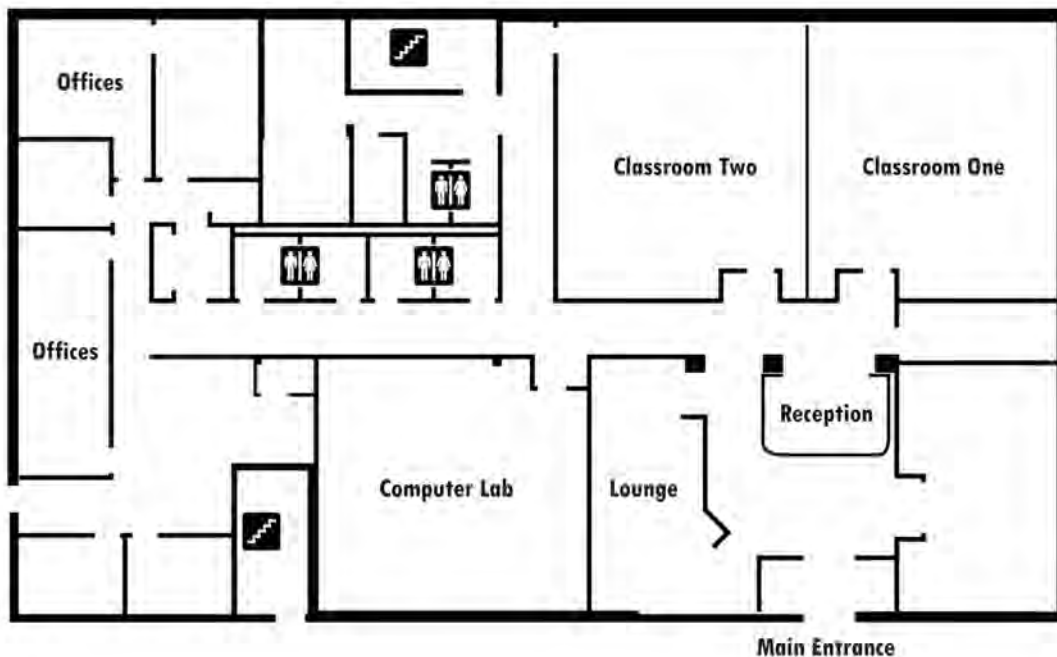
Take Exit 33 on left (Route 72 West•Plainville/New Britain). Continue on Route 72. Exit at Route 177/North Washington Street. Turn right onto Route 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the third light (intersection of Routes 6 & 177). Estimated driving time 30 minutes.

## From Middletown, Rocky Hill, Cromwell, Newington

Take Route 9 North, follow signs for Route 72 New Britain/Bristol. Continue on Route 72 to Route 177/North Washington Street. Turn right onto Route 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the third light (intersection of Routes 6 & 177). Estimated driving time 20-30 minutes.

If you need further assistance, call 860.255.3500.

## Directions To Tunxis@Bristol From Main Campus



**Tunxis@Bristol** is located in the North Side Square, 430 North Main Street in Bristol, CT.

Take Route 6 West for approximately 4.1 miles. Turn left onto North Main Street.

Turn left into parking area. Estimated driving time 9 minutes.

If you need further assistance call, 860.314.4700.

# GENERAL COLLEGE INFORMATION

Tunxis Information Center ..... 860.255.3500  
 Tunxis Internet Address.....tunxis.commnet.edu



Academic Support Center.....	255.3570
Admissions.....	255.3555
Bookstore.....	255.3450
Business Office .....	255.3400
Career Services, Director .....	255.3546
Child Care (Early Childhood Center) .....	255.3430 or 255.3431
Computer Center .....	255.3480
Continuing Education & Workforce Development.....	314.4700
Business & Industry Services/Customized Training.....	314.4709
Continuing Education Programs .....	255.3666
Counseling.....	255.3540
Dean of Academic Affairs.....	255.3615
Dean of Administration.....	255.3375
Dean of Institutional Effectiveness & Outreach .....	255.3498
Dean of Student Services.....	255.3560
Department Chairs & Program Coordinators.....	255.3609
Faculty Offices .....	255.3609
Financial Aid Services .....	255.3510
Human Resources.....	255.3610
Information Technology.....	255.3471
Library.....	255.3800
Marketing and Public Relations.....	255.3776
Online Education .....	255.3659
Placement Testing.....	255.3570
President's Office.....	255.3601
Public Relations.....	255.3776
Registrar/Records .....	255.3533
Student Activities.....	255.3518
Summer Sessions.....	255.3520
Transcripts.....	255.3521
Transfer Information (Tunxis to other institutions).....	255.3540
Transfer Information (from other institutions to Tunxis) .....	255.3555
Tunxis@Bristol .....	314.4700
Weather Information.....	255.3501

**Mailing Address: 271 Scott Swamp Road • Farmington, Connecticut 06032-3187**