

Tunxis Community College



Rendering Courtesy of DuBose Associates Architects, Hartford, CT

View of Main Entrance of Library from Center Courtyard

tunxis.commnet.edu
860.255.3500

Fall 2007 to Spring 2008 Catalog

Tunxis
Community
College



Education That Works For a Lifetime

Ability Based Education

...students need to be able to apply the knowledge they have gained to real world situations.

Traditionally, colleges and universities have focused on the *knowledge* that students should gain in higher education.

Over the past several years, the faculty of 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 they have gained to real world situations.

After much research and consultation, the faculty identified the *General Education Abilities* (listed at left) critical to students' success in their professional and personal lives.

Assessment of student achievement is also necessary to ensure that students have in fact developed these abilities and to provide students with an opportunity to demonstrate what they have learned. The faculty are now completing a system to assess student achievement in each ability and level in courses throughout each discipline and program of study offered at the college.

Even though the system is not yet complete, the assessment of these abilities has already been established in many courses and programs. Students should expect that they will not only be striving for traditional grades but also achievement of these abilities throughout their experience at Tunxis Community College.

Nine General Education ABILITIES

Communication

The ability to effectively articulate and communicate thoughts and ideas through writing and speech, and the ability to listen meaningfully and effectively.

Critical Thinking

The ability to evaluate information and concepts, identify and analyze relationships, and draw and justify reasonable inferences and conclusions in order to gain knowledge and insight, solve problems, and make decisions.

Information Literacy

The ability to use appropriate resources to identify, access, evaluate and present information relevant to the topic being studied.

Technological Literacy

The ability to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

World Cultures and Perspectives

The ability to understand the contemporary world and the forces that have shaped it.

Aesthetic Engagement and Creative Expression

The ability to understand, use, and engage creative processes and expressions.

Quantitative and Scientific Reasoning

The ability to use numerical information, laws of logic, mathematics, and scientific reasoning to solve problems.

Values, Ethics, and Citizenship

The ability to recognize and analyze ethical issues, make and defend ethical decisions, and demonstrate ethical behavior and social responsibility by engaging in community, social, civic or cultural service.

Interpersonal and Team Skills

The ability to participate effectively in group work.

Tunxis Community College

271 Scott Swamp Road • Farmington, CT 06032
860.255.3500 • tunxis.comnet.edu



Education That Works For a Lifetime

Fall 2007 to Spring 2008 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 for Innovation



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

*W*elcome to Tunxis Community College!



President Addy is shown on September 25, 2006 as she signed the last major steel beam that was put in place during Phase I of campus construction at Tunxis.

A transformation is occurring at Tunxis Community College, and we hope that you are as excited by it as we are. The new library and classroom buildings give us more space in which to offer quality programming for you and for members of the Tunxis community. Our students have always been supported in their efforts to prepare for their futures, and we continue to do the best job we can 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,

Cathryn Addy

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 Trustees 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.

Non-discrimination Policy

The Community College System of the state of Connecticut will not discriminate against any person on the grounds of race, color, religious creed, sex, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation, sexual orientation, learning disability, or physical disability, including, but not limited to, blindness, or prior conviction of a crime, unless the provisions of sections 46a-60(b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups. With respect to the foregoing, discrimination on the basis of sex shall include sexual harassment as defined in section 46a-60(8) of the Connecticut General Statutes. Although it is recognized that there are bona fide occupational qualifications, which provide for exception from employment prohibitions, it is understood these exceptions are to be applied pursuant to section 46a-68-33 of the administrative regulations.

Further, the System will not discriminate against any person on the grounds of political beliefs or veteran status.

Academic Calendars for 2007-2008

2007 Fall Semester

August 27 - December 17

August 23 (R-9 a.m.-7 p.m.)	In-person/Final Registration
August 24 (F-9 a.m.-4 p.m.)	In-person/Final Registration
August 24 (F-by 4 p.m.)	Last Day to Drop a Course with 100% Tuition Refund
August 27 (M-10 a.m.)	Senior Citizen Registration

August 27 (M)

FIRST DAY OF CLASSES

August 27-30 (M-R-9 a.m.-6 p.m.)	Add/Drop Registration
August 31 (F-9 a.m.-4 p.m.)	Add/Drop Registration
September 3 (M)	COLLEGE CLOSED—Labor Day Observed
September 7 (F-by 4 p.m.)	Last Day to Drop a Course with 50% Tuition Refund and No Transcript Notation
September 21 (F)	NO CLASSES—Professional Day (COLLEGE OPEN)
September 21 (F)	Last Day to Declare Audit Status
October 8 (M)	CLASSES IN SESSION—Columbus Day
November 2 (F-by 4 p.m.)	Last Day to Make Up Incomplete Grade From Spring/Summer 2007
November 12 (M)	COLLEGE CLOSED—Veterans' Day Observed
November 20 (T)	NO CLASSES—COLLEGE OPEN
November 21 (W)	NO CLASSES—COLLEGE OPEN
November 22 (R)	COLLEGE CLOSED—Thanksgiving Day
November 23-25 (Friday-Sun.)	COLLEGE CLOSED—Thanksgiving Recess
November 26 (M)	Classes Resume, 8:00 a.m.
November 30 (F-by 4 p.m.)*	Last Day to Withdraw from Semester-length Course with Transcript Notation of "W"

December 17 (M)

LAST DAY OF CLASSES/EXAMS

December 23 (SU)	Fall Semester Ends
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* No Refunds

2008 Spring Semester

January 25 - May 19

January 21 (M)	COLLEGE CLOSED—Martin Luther King, Jr. Day observed
January 22 & 23 (T/W 9 a.m.-6 p.m.)	In-person/Final Registration
January 24 (R—by 4 p.m.)	Last Day to Drop a Course With 100% Tuition Refund
January 28 (F—10 a.m.)	Senior Citizen Registration

January 25 (F)

FIRST DAY OF CLASSES

January 28-31 (M-R—9 a.m.-6 p.m.)	Add/Drop Registration
February 1 (F—9 a.m.-4 p.m.)	Add/Drop Registration
February 7 (R) (by 6 p.m.)	Last Day to Drop a Course With 50% Tuition Refund and No Transcript Notation
February 12 (T)	CLASSES IN SESSION—Lincoln's Birthday
February 18 (M)	COLLEGE CLOSED—Washington's Birthday Observed
February 22 (F) (by 4 p.m.)	Last Day to Declare Audit Status
March 17-23	Semester Recess—COLLEGE OPEN
March 21 (F)	COLLEGE CLOSED—Good Friday observed
March 22 (S)	COLLEGE CLOSED
March 24 (M)	Classes Resume, 8:00 a.m.
April 11 (F)	NO CLASSES—Faculty Professional Day (COLLEGE OPEN)
April 11 (F)	Last Day to Make Up Incomplete Grade From Fall '07
April 12 (F)	NO CLASSES—COLLEGE OPEN
May 2 (F) (by 4 p.m.)*	Last Day to Withdraw from Semester-length Course with Transcript Notation of "W"

May 19 (M)

LAST DAY OF CLASSES/EXAMS

May 26 (M)	COLLEGE CLOSED—Memorial Day Observed
TBA	Graduation
June 1 (Su)	Spring Semester Ends

* No Refunds

2008 Summer Sessions

Summer Session information and credit course schedules are available in April. Please contact the Admissions Office at 860.255.3555.

A wide variety of continuing education (non-credit) classes are also available during each session; please contact Continuing Education at 860.255.3666.

GENERAL INFORMATION



Tunxis Community College

Education That Works For a Lifetime

tunxis.commnet.edu

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 approximately 4,800 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 9,450 persons 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 Governors for Higher Education and accredited by the New England Association of Schools and Colleges, Incorporated.

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.

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
Humanities	3 credits
Natural and Physical Sciences	3-4 credits
Mathematics	3-4 credits
Social Sciences	3 credits
Fine Arts (a)	3 credits
Additional credits in the above	3 credits
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Total	21-23 credits

(a) Excludes studio courses in the arts.

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.

After much research and consultation, the faculty identified the General Education Abilities as critical to students acquiring the abilities they need to succeed in their professional and personal lives.

Recognizing that learning is a developmental process, at least two levels of achievement were determined for each outcome. Some of the outcomes were divided into a number of "units," each of which also includes at least two levels of achievement.

Assessment of student achievement is also necessary to ensure that students have in fact gained these abilities and to provide students with an opportunity to demonstrate what they have learned. Accordingly, members of the faculty are designing a variety of strategies to assess student achievement in each ability and level in courses throughout each discipline program of study offered at the College.

While much work was completed in earlier years, the faculty began work on a comprehensive General Education Outcomes Assessment System during the 2004-2005 academic year. A plan was developed to have the abilities distributed throughout each degree program by the 2010 academic year so that any student graduating from the College will have covered the entire set of General Education Outcomes.

Even though the system is not yet complete, the assessment of these abilities has already been established in many courses and programs. Students should expect that they will not only be striving for traditional grades but also achievement of the abilities appropriate for a particular course throughout their experience at Tunxis Community College.

General Education Abilities

1. Communication

The ability to effectively articulate and communicate thoughts and ideas through writing and speech, and the ability to listen meaningfully and effectively.

This area is divided into 3 units: Writing, Speech, and Listening

1.1 Writing: Effectively communicates thoughts and ideas in writing

1.1.1 **Level 1:** communicates effectively in writing

1.1.2 **Level 2:** communicates with sophistication and complexity in the context of an academic discipline

1.2 Speech: Effectively communicates a verbal message

1.2.1 **Level 1:** structures a message effectively

1.2.2 **Level 2:** applies situational and contextual analysis in effective communication

1.2.3 **Level 3:** communicates effectively through use of discipline-area concepts and frameworks with growing understanding

1.3 Listening: Listens effectively and critically

1.3.1 **Level 1:** is aware of and prepares for listening situations

1.3.2 **Level 2:** applies listening processes by analyzing contexts and responding to inquiries

1.3.3 **Level 3:** interprets, analyzes, and evaluates verbal and non-verbal messages

2. Critical Thinking

The process of evaluating information and concepts, identifying and analyzing relationships, and drawing and justifying reasonable inferences and conclusions in order to gain knowledge and insight, solve problems, and make decisions.

2.1 Selects and evaluates information

2.1.1 **Level 1:** distinguishes between relevant and irrelevant information

2.1.2 **Level 2:** evaluates relevant information for its accuracy and completeness

2.2 Identifies and analyzes relationships

2.2.1 Level 1: identifies and describes relationships

2.2.2 Level 2: explains the nature or significance of relationships

2.2.3 Level 3: assesses and explains the significance of each element relationship to the whole

2.3 Draws inferences and conclusions that are logical and supported by evidence

2.3.1 Level 1: identifies and creates inferences

2.3.2 Level 2: uses a reasoning process to create conclusions and make decisions

2.3.3 Level 3: supports conclusions with adequate and persuasive evidence

2.4 Solves problems and makes decisions

2.4.1 Level 1: identifies problems

2.4.2 Level 2: identifies appropriate strategies for solving problems

2.4.3 Level 3: demonstrates insight appropriate to the discipline and applies knowledge to solve problems and make decisions

3. Information Literacy

The use of appropriate resources to identify, access, evaluate and present information relevant to the topic being studied

3.1 Effectively uses, accesses, and evaluates information

3.1.1 Level 1: determines the nature and extent of the information needed

3.1.2 Level 2: accesses needed information effectively and efficiently

3.1.3 Level 3: evaluates information and its sources critically and incorporates selected information into student's own knowledge base and value system

3.2 Understands the issues surrounding access to and use of information

3.2.1 Level 1: documents information using a recognized format

3.2.2 Level 2: comprehends the ethical and legal issues surrounding access to and use of information as applied to a particular discipline

4. Technological Literacy

The ability to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

4.1 Uses software applications effectively and purposefully

4.1.1 Level 1: uses a computer and the appropriate software to create a document in the appropriate digital file format

4.1.2 Level 2: evaluates and uses enhanced features of application software

4.1.3 Level 3: selects and critically uses discipline-specific applications

4.2 Assesses the potentials and limitations of technology

- 4.2.1 **Level 1:** assesses the appropriate use of technology to accomplish a specific task
- 4.2.2 **Level 2:** evaluates the potential and limitations of technology as applied to a discipline

5. World Cultures and Perspectives

The understanding of the contemporary world and the forces that have shaped it

5.1 Analyzes and evaluates the social, cultural, and political forces that shape the individual and society

- 5.1.1 **Level 1:** recognizes how environment shapes one's own opinions and judgments
- 5.1.2 **Level 2:** describes and evaluates individual, group, and institutional influences on human experience
- 5.1.3 **Level 3:** defines and critically evaluates social, cultural, and political forces according to the methods of an academic discipline

5.2 Examines and assesses the relationship between historical events and the contemporary world

- 5.2.1 **Level 1:** identifies and describes figures, ideas, and movements
- 5.2.2 **Level 2:** uses methods of an academic discipline to differentiate and evaluate world cultures
- 5.2.3 **Level 3:** compares systematically the economic, political, and social dynamics of world cultures

6. Aesthetic Engagement and Creative Expression

The ability to understand, use, and engage creative processes and expressions

6.1 Evaluates and applies creative processes

- 6.1.1 **Level 1:** assesses own creativity
- 6.1.2 **Level 2:** describes and evaluates creative processes
- 6.1.3 **Level 3:** integrates creative experiences within a discipline

6.2 Identifies and evaluates the form, structure, and aesthetic qualities of artistic and literary works

- 6.2.1 **Level 1:** identifies and describes the form and aesthetic qualities of an artistic work
- 6.2.2 **Level 2:** articulates rationale for subjective choices and interpretations
- 6.2.3 **Level 3:** compares and evaluates the form, cultural context and aesthetic qualities of artistic genre and movements using the methods of an academic discipline

7. Quantitative and Scientific Reasoning

The ability to use logic, numerical information, the scientific method, and mathematics to solve problems.

This area is divided into two units: quantitative reasoning and scientific reasoning, the latter emphasizing the scientific method.

Quantitative Reasoning

The ability to use numerical information, laws of logic, and mathematics to solve problems.

7.1 Demonstrate knowledge and comprehension of quantitative skills

- 7.1.1 **Level 1:** recalls domain-specific symbols, vocabulary, definitions, operations, laws, and principles
- 7.1.2 **Level 2:** interprets and extrapolates concepts presented in any of the following forms: verbal, symbolic, numeric, algebraic, and graphic
- 7.1.3 **Level 3:** translates concepts from one to any of the following forms: verbal, symbolic, numeric, algebraic, and graphic

7.2 Applies knowledge to analysis of specific problems

- 7.2.1 **Level 1:** performs basic quantitative manipulations effectively
- 7.2.2 **Level 2:** selects, manipulates, and applies previously learned concepts to solve problems within the same discipline or context, and articulates the processes of problem-solving
- 7.2.3 **Level 3:** transfers and applies mathematical principles to solve problems in other disciplines or contexts

7.3 Analyzes and synthesizes quantitative information to solve problems

- 7.3.1 **Level 1:** investigates patterns and makes hypotheses
- 7.3.2 **Level 2:** breaks down complex problems or concepts into their constituent parts in order to abstract relationships, and makes reasonable inferences using symbolic, inductive, or deductive reasoning, as well as domain-specific methods and conceptual frameworks
- 7.3.3 **Level 3:** uses intuition, discipline-specific theories, and the laws of logic to reconstruct problems or concepts in a creative manner in order to generate novel ideas or to achieve optimal problem solutions

7.4 Evaluates problem-solving processes

- 7.4.1 **Level 1:** judges the reasonableness of an answer to a problem
- 7.4.2 **Level 2:** assesses the effectiveness, value, accuracy of models, problem solutions or processes vis-à-vis task objectives
- 7.4.3 **Level 3:** judges the aesthetic characteristics of models, problem solutions or processes vis-à-vis task objectives

Scientific Reasoning

The ability to use scientific reasoning to solve problems.

7.5 Applies empirical evidence and scientific argument and distinguishes between cause and effect

- 7.5.1 Level 1: recognizes and describes scientific information and data
- 7.5.2 Level 2: organizes, evaluates and synthesizes scientific information and data
- 7.5.3 Level 3: applies discipline-specific methods to problems and uses results to reach and support valid conclusions and to distinguish cause and effect

8. Values, Ethics, and Citizenship

The ability to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic or cultural service.

This area is divided into 2 sections: Ethics and Citizenship.

Ethics

The ability to perform ethically, individually and in a group.

8.1 Recognizes ethical issues, values, and standards, and describes the elements of ethical judgment

- 8.1.1 Level 1: identifies ethical issues and ethical dimensions of acts and decisions, and distinguishes from etiquette, prudence, and law
- 8.1.2 Level 2: identifies and evaluates ethical standards: norms, principles and ideals (rights, justice, welfare)
- 8.1.3 Level 3: identifies and analyzes one's own and others' values (ethical standards)

8.2 Makes ethical decisions and formulates and evaluates arguments to justify such decisions

- 8.2.1 Level 1: identifies elements of ethical judgment (moral premise, factual premises, moral judgment)
- 8.2.2 Level 2: recognizes ethical responsibilities in various contexts (academic, professional, civic) and identifies stakeholders, moral dilemmas and criteria for the evaluation of conflicting ethical responsibilities
- 8.2.3 Level 3: formulates and justifies ethical judgments, and formulates and evaluates arguments in support of judgments reached

8.3 Demonstrates ethical behavior and social responsibility

- 8.3.1 Level 1: behaves ethically in class and in group work
- 8.3.2 Level 2: appreciates community and societal problems and needs as well as cultural diversity
- 8.3.3 Level 3: appreciates and adheres to professional ethical standards

Citizenship

The ability to recognize significant community issues and engage in responsible community or civic service.

8.4 Demonstrates civic responsibility by engaging in community or civic service

- 8.4.1 Level 1: identifies significant community issues and assesses ability to act on them
- 8.4.2 Level 2: practices responsible community or civic service
- 8.4.3 Level 3: demonstrates leadership in addressing organizational and community issues

9. Interpersonal and Team Skills

The ability to participate effectively in group work.

9.1 Works in groups to define problems, elicits and respects the contributions of others, synthesizes diverse opinions, and seeks consensus

- 9.1.1 Level 1: assesses own and others' behaviors for their affective and practical impact in social and task-group context
- 9.1.2 Level 2: effectively engages in group and interpersonal interaction using understanding of social and cultural contexts and awareness of affective components of own and others' behavior
- 9.1.3 Level 3: facilitates achievement of goals in the context of discipline-specific roles and task-teams

10. 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.

11. 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.

12. 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.

• Institutional Outcomes

13. 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.

14. 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.

15. 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).

16. 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.

17. 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.

18. 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)

19. 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.

20. 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.

21. 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)

22. 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.

Health Services Clinic

The Bristol Hospital Health Services Clinic at Tunxis Community College is staffed by a Registered Nurse and is located next to the “Whit’s Place” cafeteria. The various health services provided at the College include emergency care, injury and illness assessment, physician referral, immunizations, health maintenance and blood pressure/weight screening. The Clinic also provides health and wellness education, screenings and programs throughout the year. The clinic hours of operation are posted.

Bristol Career Center of Tunxis Community College

The mission of the College’s satellite facility, Bristol Career Center of Tunxis Community College, is to provide new services in response to national trends and the needs of area employers, expanding the educational and training opportunities the College provides at its Farmington campus. Located at the intersection of Route 6 and North Main Street in Bristol, the Center provides an alternative location for area residents and businesses at which specialized training, and some credit courses, may be offered. The 8,300-square-foot Center, which also offers rooms for community use, is home to the Tunxis Criminal Justice Command Institute. The Center was developed in cooperation with Greater Bristol Chamber of Commerce, area business leaders, and Tunxis Community College Foundation & Advisory Board, Inc. Telephone: 860.314.4700; Fax: 860.314.4701; E-mail: Lkaupas@txcc.commnet.edu; 430 North Main Street, Bristol, CT 06010.

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.)**

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, 860.255.3776, mwitt@txcc.commnet.edu.

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, 860.255.3776, mwitt@txcc.commnet.edu.

Graphic Standards/Print Material Guidelines

The Marketing and Public Relations Office is responsible for print-material production for the College. However, 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, 860.255.3776, mwitt@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, 860.255.3776, mwitt@txcc.commnet.edu.

ADMISSIONS



Tunxis Community College

Education That Works For a Lifetime

tunxis.commnet.edu

Admissions

Tunxis Community College has an open door admissions policy for graduates of approved secondary schools, individuals who possess a State High School Equivalency Diploma, and mature adults who demonstrate the ability to perform academically at the college level. 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. Several degree and certificate programs have specific admissions criteria. Please refer to the Academic Programs section of the catalog for these criteria.

Students who do not have a high school diploma or its equivalent, may enroll at the College if they demonstrate appropriate maturity and sufficient scholastic ability as determined by the College's Accuplacer academic assessment tool.

Current high school students and home-schooled students of high school age who demonstrate appropriate maturity and sufficient scholastic ability as determined by the College's Placement Assessment (Accuplacer) may register for courses as non-degree students. High school students must present written approval from their high school guidance counselor or other school official that acknowledges and approves of the student's enrollment at Tunxis.

Students may gain admission to Tunxis in either the Fall semester (September), Spring semester (January), or Summer semester (May). In some programs, admission is specifically for the Fall or Spring semester. Classes are offered days, evenings, and weekends.

You may also visit our web site (tunxis.commnet.edu) for more information about the College or to check our current list of course offerings. (BOT Policy 5.1)

Admissions Procedures

Whether you intend to study as a full or part-time student, degree or non-degree, all applicants must submit:

- ✓ A completed college application and proof of high school (or college) completion along with the \$20 application fee. If you do not have a high school diploma, please see information below for exceptions to this requirement.
- ✓ All degree or certificate enrolled students or students enrolled full-time must submit proof of their immunization against measles and rubella (details and exemption noted below)
- ✓ Complete the Accuplacer academic assessment (details below).

High School Seniors: If you are currently a high school senior, you may submit your application any time during your senior year. Upon graduation, please submit to the Admissions Office, a copy of your high school diploma or transcripts that note your date of graduation. High school seniors are encouraged to notify their guidance counselor of their plans and to work with them as necessary during the application process.

High School Graduates or GED holders: Submit to the Admissions Office a college application with proof of high school completion. A copy of your high school diploma, or transcripts that note a graduation date or GED may be submitted.

Applicants without a High School Diploma or GED: Certain limitations exist, but individuals without a high school diploma who demonstrate appropriate maturity and sufficient scholastic ability as determined by the College's Accuplacer academic assessment may enroll and take classes. Please contact the Admissions Office at 860.255.3555 to discuss enrollment options.

Home-schooled students: Home schooled students who have completed their high school program of study may be admitted as a degree or non-degree seeking student, on either a full or part-time basis. Home-schooled students, like all new students, will be required to submit the application and its required fee, submit proof of high school completion, complete the College's Accuplacer academic assessment tool in its entirety, and as required by state law, provide documentation that they have been immunized against measles and rubella.

Prospective students who are home schooled and who have not completed their high school program of studies, are of high school age and who demonstrate an appropriate level of maturity, may be considered for admission on a part-time, non-degree basis only. The determination regarding the admission of students in this group will be based on the results of the College's Accuplacer academic assessment and an interview with the appropriate academic chairperson. The College's placement test must be taken in its entirety (the reading, writing and math sections must all be completed, regardless of the course work desired). Other materials which may demonstrate an applicant's ability to benefit from admission to the College may be requested at the discretion of the College and the Admissions Office. For questions, please contact the Admissions Office at 860.255.3555. (BOT Policy 5.1.5)

Transfer applicants: Students transferring to Tunxis from another college or university must submit an application with the required fee, a copy of their high school diploma or transcripts that note the date of graduation (a college or university diploma may be used in lieu of the high school diploma), and provide documentation that they have been immunized against measles and rubella (required for degree-seeking and full-time students only).

Transfer students who wish to have credits transferred to Tunxis from other colleges or universities must arrange to have an official copy of their transcripts sent to the Tunxis Admissions Office and submit a "Transfer Evaluation Request Form" (available in the Admissions Office or on our web site), to the Admissions Office for processing.

Immunization Policy

State law requires that all degree or certificate-seeking students, or those enrolled full-time in institutions of higher education, provide proof of adequate immunization against measles and rubella. The law states that if you were born after December 31, 1956 you must present certification of immunization prior to registering for classes.

The Department of Health requires two doses of the measles vaccine, with at least one dose being given after 1980. Proof of one dose of the rubella (German measles) vaccine administered after the student's first birthday must also be provided to the College.

Students who have graduated from a public or private high school in Connecticut beginning in 1999 are exempt from this requirement. Holders of GEDs or Adult Education Degrees, Home-Schooled, Ability-to-Benefit students or students who have graduated from an out-of-state high school must provide proof of their immunization.

Exemptions to this policy exist for students who:

1. Provide certification from a physician stating that such immunization is medically contradicted. If the physician's statement does not cover both diseases (rubella, measles), the student must meet the immunization requirements for the disease not covered by the statement.
2. State in writing an opposition to immunization because of a sincere religious belief.
3. Present a certificate from a physician or town health official stating that the student has had a confirmed case of such disease or diseases. The student must present the College with medical laboratory evidence demonstrating immunity.

Placement Testing

Due to course prerequisites and to ensure proper course placement, all students enrolling at Tunxis Community College are required to take the Accuplacer academic assessment.

Accuplacer consists of three sections: reading, writing and mathematics, and sessions are scheduled days, evenings and weekends throughout the year. Students who provide proof (a college transcript) of completion of college-level English Composition and an appropriate level of math may be exempted from placement testing.

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 Accuplacer assessment.

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 visa (student, visitor, working, etc.) are considered out-of-state for tuition purposes. The Admissions Office may require proof of residency.

Admission to Selective Admission Programs

The following Tunxis programs carry special selective admission requirements: Dental Hygiene, Physical Therapy Assistant, Technology Studies: Television Operations Option, and Drug and Alcohol Recovery Counselor. For information on admission requirements for these programs, please see the Academic 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 students' 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.

Admission to Technology Degree and Certificate Programs

In addition to the standard requirements necessary for admission to the College, students applying for admission to technical degree and certificate programs should possess a solid background in science and mathematics. Specifically, two years of algebra, one year of geometry, and one year of science (preferably physics or chemistry with lab) are recommended.

Readmit Students

Students who previously attended Tunxis but have been away from the College for more than two years should begin the readmit process by submitting a readmit application to the Admissions Office. As part of this process, and if not previously done, students may have to take the College placement test; submit proof of their immunization record for measles and rubella; and provide proof of high school completion. Readmit students are required to follow the most current year's program guide.

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 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. They must also submit a "Transfer Evaluation Request" form to the Admissions Office; forms are available on campus and on the Tunxis web site.

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

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

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; or

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.

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*101	Basic Keyboarding	1
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		28

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 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 Evaluation Request" form. Credit will be granted for equivalent Tunxis courses and applicable program requirements.

International Students

Students who are not residents of the United States, but who are interested in studying at Tunxis Community College, may do so by applying as international students. International students planning to attend Tunxis and requiring an F-1 Student Visa must present the following documents at the time of application:

1. A completed Tunxis application form and \$20.00 application fee.
2. Official transcripts from all secondary schools, colleges and universities attended. All transcripts *must* be translated into English and *must* contain a description of courses studied, grades earned, and an explanation of the grading system which indicates the

highest and lowest passing mark. High school translations must be notarized. College transcripts that would be used for transfer credit must be processed through an accredited credential evaluation service.

3. Proof of proficiency in English: This can be satisfied by attaining a minimum of 500 on the TOEFL. TOEFL scores must be sent to the Admissions Office at Tunxis.
4. Applicants must submit an official notarized affidavit of Financial Support indicating ample resources to cover expenses (tuition, etc.) at the College. Students must also provide the name and address of sponsors in the United States. Tunxis Community College does not offer financial aid to international students.
5. Submit proof of measles and rubella immunity.
6. Submit, in writing, both their intended United States address and their permanent homeland address.
7. Transfer students must provide proof that they are currently in-status and eligible for transfer. Forms are available in the Admissions Office.

Please note: The College does not provide housing. International students who take on-campus classes are required to pay non-resident tuition and fees. Questions may be directed to the International Admissions Counselor at 860.255.3555.

Non-Matriculating Students

An individual who is interested in enrolling in credit courses, but not interested in pursuing a degree or certificate program, 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. In some cases students may be required to take Accuplacer, the College's academic assessment instrument, or provide evidence (college transcript) that prerequisites have been met.

Senior Citizens

Connecticut residents who are 62 years old and 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 take advantage of this option is held during the first week of classes. This exemption does not include Extension Fund or credit-free courses.

High School Partnership Program

Developed by the Board of Trustees of Connecticut Community-Technical Colleges, this program provides the opportunity for a junior or senior to experience college while still in high 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 of Trustees and apply toward General Fund credit classes only.

Partnership admissions guidelines are as follows:

- ✓ The program is open to service area high school juniors and seniors who have an overall grade average of "B" or better and who have appropriate placement scores on the College's Accuplacer academic assessment instrument;
- ✓ 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 and 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 to the Partnership Program is on a space-available basis and requires that prerequisites be met.

Tech Prep

The Tunxis Tech Prep program is a cooperative academic program between the College and participating area school districts to create educational pathways for students that prepare them for today's careers.

The Tech Prep program provides high school students the opportunity to begin earning college credits for pre-approved high school courses and to participate in available internship programs tied to their career-interest areas. High schools must have an articulation agreement on file with the College. Students can receive up to 13 college credits at no cost while attending high school and achieve advanced standing in selected business, occupational, and technology programs at Tunxis. To receive credit, students must meet the same college-level standards that are expected of students who attend Tunxis.

Students who wish to participate in the Tech Prep internship program must meet specific criteria outlined by their local high school and Tunxis. For more information, contact the Tech Prep coordinator at 860.255.3556.

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 Director of Admissions.

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 programs are open to all citizens in the region for continuing professional and personal development, 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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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.

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, Minority Affairs, Records, Student Activities, and Academic Support Center, as well as the Early Childhood and Health Centers. 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 350 computers are provided for student use across the campus in various locations. At least eleven (11) classrooms are fully-equipped for computer instruction and an Open Lab in the Computer Center is available for general student use.

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 Internet research, 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.

Training Classes

Faculty training programs are provided on an ongoing occasional basis and cover such topics as e-mail, Banner and its various modules, Microsoft Office applications, creating PowerPoint presentations, and more. Self-paced online web learning offers faculty the opportunity for training in a wide variety of topics which can be accessed from home or office.

Training classes and one-on-one sessions are provided periodically 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.

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 Computer Services on Campus

The CAD (Computer Aided Drafting) classroom contains student workstations plus hardware to support the Technology Studies programs. AutoCAD software and several related modules are installed as well as a color plotter, to 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 Career Center 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 lab.

Computers are utilized in many other areas of the College for instructional delivery. With over 12 computer-based classrooms and more than 400 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.

Acceptable Use Policies

The resources of the Computer Center should only be used for class work or any other academically 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.

Minority Affairs

Minority Affairs focuses on enhancing the academic life of minority students. Programs and services include academic advising, career awareness and planning, leadership development, tutorial assistance, and referrals. Minority Affairs places great emphasis on retention of students and on their academic success.

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) A comprehensive, nationally certified, free tutoring program is available for all students enrolled in credit classes, as well as developmental reading/writing, math, and English as a Second Language.
- (c) 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.
- (d) Disability services are provided upon request by students with documented disabilities (see Academic Support Center staff for details).

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 on a part- or full-time basis. 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 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.

Students with Disabilities

Tunxis is committed to the full participation of all students in its programs. Students with documented disabilities who feel they may require specific accommodations are encouraged to contact the Learning Disabilities Specialist in the Academic Support Center (860.255.3570). Students with documented disabilities are eligible to receive reasonable academic accommodations. Efforts to comply with student requests will be documented and maintained in the student's confidential file and disability services database.

The College does not discriminate on the basis of disability in admission access or operation of its programs, services or activities. Questions, concerns, complaints or requests for additional information regarding the Americans With Disabilities Act of 1992 may be forwarded to Tunxis Community College, Attn.: Dean of Student Affairs, Tunxis Community College, 271 Scott Swamp Road, Farmington, CT 06032; 860.255.3560.

Student Activities and Student Government Association

The Student Activities Office represents more than 18 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. 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. All students, both full- and part-time, are members of the Student Government Association.

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 84 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.

Psi Beta

Psi Beta is the national honor society in psychology for community and junior colleges. It is an affiliate of the American Psychological Association and the American Psychological Society, and a member of the Association of College Honor Societies. The organization's mission is to encourage, stimulate, and promote interest and excellence in psychology, to advance the science of psychology, and to nurture scholarship in all fields of study.

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 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, Human Services Club, Multicultural Student Alliance, Muslim Student Association, Phi Theta Kappa (Honor Society), Polish International Association Club, R.O.C.K. Club (Christian Faith), SADHA (Student American Dental Hygienist Association), Tunxis Arts Club, Tunxis Comedy Club, Tunxis Computer Club, Tunxis Outdoor Club, Tunxis Spanish Club (El Club de Español), Tunxis Student Newspaper Club, and several other organizations. These clubs are a part of the Student Government Association and Student Activities Office.

Alumni Association

Tunxis Alumni Association assists in the support of programs and activities which promote Tunxis Community College's mission, development, and growth; maintains contact with Tunxis Community College alumni; enhances community awareness of the College; provides educational, cultural, and social programs and activities; subsidizes special projects for the College for which public funds are not allocated; undertakes any other activities which may benefit the College and its constituents within the terms of its bylaws; and fosters a sense of fellowship among alumni, students, faculty, staff, and the community in general.

Campus Parking

Parking and traffic regulations are designed to provide convenience and safety for members of the College community and visitors. Official parking hangtags are required for faculty and staff of Tunxis to park in restricted parking areas. 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 semicircle.

Anyone parked in an area reserved for faculty/staff or the disabled or in the semicircle without the appropriate tag may be given a parking citation, as well as those leaving vehicles in areas not designated for parking.

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.

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 the Community-Technical College Board of Trustees 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 of these may be disclosed to students' parents by either of two procedures:
 - a. obtaining the students' written consent, 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. 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, awards and honors, and graduation date is considered to be “directory information” that can be released without a student’s written permission. Students who do not want the College to release directory information may complete the College’s “Non-Disclosure of Directory Information” form available at the Records Office. The form must be submitted to the Records Office within the first ten (10) days of the start of the semester. Upon completion of the form, directory information will not be released even in emergency situations.

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, 860.255.3560.

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. Information on costs may be obtained at the bookstore and on the web site. The Bookstore Information Line is 860.255.3450.

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.

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 of Trustees or College policies.

Smoking Prohibition Policy

Smoking is prohibited in College buildings, including outside near entranceways and in the courtyard.

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 Colleges
- 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.

FINANCIAL AID



Tunxis Community College
Education That Works For a Lifetime
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.

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) 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 or in writing. If you are found to have need, the decision will be a financial aid award, which is a commitment of student aid funds to you. If you are not found to have need, you will receive a letter explaining how that decision was reached. In either case, you have the right to appeal.

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.online.commnet.edu).

When to Apply

For best results, you should apply for student aid at least 12 weeks before you 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, the Tunxis Bookstore will automatically be informed of how much financial aid is available to the student as a bookstore charge account, provided the student has given Title IV authorization. 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 Perkins 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. Then the Financial Aid Services Office authorizes the College’s Business Office to order the payment of your grants and Perkins Loan (if any) 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. These funds are for your use in meeting other expenses related to College attendance.

Stafford Loans and PLUS Loans are paid by the lending banks as soon as possible after your application has been approved by all parties involved, but not before the beginning of the term for which the loan is intended. These loan funds are transferred to the College for disbursement to the student.

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.

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 and attend college full-time. 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

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.

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 obtained from the lender (bank or credit union) of his/her choice.

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.

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.

More specific information about Stafford Loans can be found in the "Student Guide To Federal Student Aid Programs," available from the Financial Aid Services Office.

PLUS Loans—PLUS Loans are loans made by banks or credit unions to parents of dependent students. Before a Plus Loan can be approved by Tunxis, the student must apply for financial aid as described above. Families are not required to have financial need to obtain PLUS Loans.

More specific information about PLUS Loans can be found in the "Student Guide to Federal Student Aid Programs," available from the Financial Aid Services Office.

NOTE: Approval of these loans is not automatic.

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).

Verification—Tunxis will 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 but do not complete any courses in a semester, the College has to determine whether any of the grant 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 grants 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).

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. At any point, the grade point average 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 usually be placed on financial aid probation as a warning. A student on probation is still eligible for aid. Unsatisfactory grades in the probation semester will result in loss of aid eligibility. In extreme cases (such as failure to attend), students may lose aid eligibility without a probation semester.

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 may be 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.

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 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 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 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.

Connecticut Veterans Tuition Waiver

Requirements:

1. At least 90 days of active duty during a State-defined wartime period (for example, Iraq War, Gulf War, Vietnam, Korea, WWII, etc).
2. Honorable discharge from active duty.
3. Domiciled in Connecticut when admitted to the College.

To use the tuition waiver, a veteran should complete the application at the Veterans Affairs Office and present a copy of his/her separation document (usually DD form 214). Additional information will be provided at that time. The Connecticut Veterans Tuition Waiver cannot be used for Extension Fund courses, nor does it 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 student fees.

Guard members must obtain a certificate of eligibility from their unit and submit it to the Financial Aid Services Office when tuition is due.

The National Guard Waiver does not cover Extension Fund courses.

Disclaimer

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.

ACADEMIC INFORMATION



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Grades, Credits, Grade Points, and Administrative Notations

The following grading system is used to indicate the student's 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
N	no grade assigned
P	passing grade, credits earned, not calculated into grade point average
TR	transfer credit(s)

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

For example, a student who takes 12 credits may receive the following grades during a semester:

Grade	Credits Attempted	Grade Point	Earned Grade Point(s)
A	3	x 4.0	= 12
B	3	x 3.0	= 9
B	4	x 3.0	= 12
D	3	x 1.0	= 3
Total Credits Attempted = 13		Total Earned Grade Points = 36	
Semester Grade Point Average = 36 divided by 13 = 2.76 G.P.A.			

(credits attempted x grade point = earned grade points)

When a course is repeated, the highest grade prevails and is calculated into the GPA. No course earning grades of A-F may be repeated more than twice.

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

Incomplete Notation

An incomplete is a temporary grade assigned by the faculty member when course work 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 course work 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 Dean of Academic Affairs, the registrar, and such other appropriate parties as the College may identify.

All Incompletes will convert to a letter grade by the end of the following 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 request and retroactively receive semester or graduation honors, and such recognition shall appear on the transcript, provided that the student has earned the required grade point average. (BOT Policy 3.5.1 – adopted 7/23/2001)

Withdrawal Notation

“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. To be official, all grades must be processed by the Records Office.

A course withdrawal may have an impact on student progress; may change student status (full time/part-time); 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 a finding the student did not commit academic misconduct in the course.

Prerequisite Grades

Students must attain the required minimum grade in all prerequisite courses 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. The student may ask to have papers critiqued, but an instructor is not required to grade an auditor's course work. Full tuition and fees are charged for courses audited.

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

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.

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 through the Records Office within the first two weeks of the standard semester will receive no notation for the course. Those who drop after the first two weeks but before the end of the 13th 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 a 10-week course, students may withdraw through the eighth week of the course. After these deadlines have passed, withdrawal from a course may be granted by the Dean of Academic Affairs or the Dean of Student Affairs—if extenuating circumstances are found to justify the withdrawal. The following extenuating circumstances apply:

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

Withdrawal after the deadline may be granted only with the permission of the Dean of Student Affairs whose office will examine submitted documentation. 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 in accordance with the following condensed procedure. (For a full statement, see Policy Statements—Section 3: Review of Academic Standing.)

1. The student shall meet with the faculty member.
2. If the matter is unresolved within 10 days, both the student and faculty member shall meet with the Department Chair. Students may seek advocacy of the Dean of Student Affairs.

3. If the matter is not satisfactorily adjusted, it may be referred to the Grade Appeals Committee. The student must demonstrate in writing that the decision was arbitrary or made for improper reasons.
4. The Committee will forward its recommendation to the Dean of Academic Affairs where a final decision will be rendered.

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 for a course or courses must register for the examination(s) at least one week in advance of the examination date. Credit gained by examination will be treated in the same manner as transfer credit. Students who have already successfully completed a higher-level, sequential course in the discipline are not eligible to receive credit by examination.

The examination may consist of oral, and/or written, and/or laboratory work, and/or portfolio analysis. A fee of \$15 will be charged for each examination. Applications are available from the Records Office and must be signed by the appropriate department chair.

College Level Examination Program

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, Humanities, Mathematics, Natural Sciences, and Social Sciences—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

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.

Special (Make-Up) Examinations

Students who fail to appear at the scheduled hour for any examination may petition the instructor for permission to take a special (make-up) examination.

Class Attendance

Students are expected to participate fully within the courses they take. Attendance at all class meetings is expected.

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 semester hours;
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

Transcripts of student records are issued for a \$3.00 fee. Official transcripts require the student's consent and are mailed directly to the institution concerned. Official transcripts issued to students contain the notation "ISSUED TO STUDENT." Mailed requests for transcripts should be sent to the Records Office and include the student's name and address (while attending Tunxis), Social Security number, Student ID number, date of birth, and approximate dates of attendance. They should also contain the name of the office and full address to which the transcript will be sent. Federal law prohibits the College from sending out records without written authorization from the student. As a result, telephone requests are not accepted.

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

A student can obtain an unofficial copy of his/her transcript by going to www.online.commnet.edu, by completing the proper form at the Records Office, or by following the procedure for mail requests as described above.

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. If a student does not enroll in a program during his/her first registration at the College, the student still must enroll in a program by the time 12 semester hours have been earned.

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.

Full-Time Students

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

Curriculum Advising & Program Planning (CAPP)

Unofficial degree audits are available to students at www.online.commnet.edu. The unofficial audit may assist students with registration and graduation planning.

Part-Time Students

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

Academic Standing [BOT 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 of Academic Probation.

Combined Academic Standing (CAST): CAST is the result of a combination of Academic Difficulty (GPA) and Progress Evaluation (50% completion).

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. (BOT 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. (BOT 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 above 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. (BOT policy 3.8)

Repeated Course Policy: Beginning with courses taken in the Fall of 2002, no course may be repeated for credit more than twice. The highest grade received will be used in calculating a student's academic average. (BOT 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.

Withdrawals from a course: Dropped courses beyond the add/drop period are uncompleted courses. They may adversely affect academic standing and a student's full-time status. Students who withdraw from a course are not eligible for Dean's List recognition. The designation of "W" will appear on the transcript after a student has officially submitted course withdrawal information to the Records Office. *Ceasing to attend a course does not constitute withdrawal from a course and will result in a grade of "F" or notation of "N".*

Fresh Start Option

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. (BOT 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 and counseling 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 Center services whenever their advisor is unavailable or when they need the expertise of advising/counseling staff. Any student who is not assigned to a faculty advisor should make an appointment through the Academic Advising Center to discuss program requirements, course selection and academic program planning.

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 extensive therapy 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. 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. 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.

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 or 45 semester credit hours, students seeking certificates and/or degrees must meet with their advisor for review of 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 counselor and submitted to the Records Office. This is a requirement for receipt of degrees and/or certificates.

Graduation Requirements—Degree and Certificate Students

1. **Program-enrollment.** Candidates for degrees and/or certificates must have been formally matriculated to 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;
 - 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 graduation application as early as possible, but no later than **February 1** of the year in which graduation is expected. 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, no later than **February 1** of the year in which graduation is expected. Proof of course work in progress must be submitted. Final transcripts reflecting all credits earned shall be filed with the Records Office one week before commencement ceremonies.
4. **Financial Responsibilities.** The candidate for a degree or certificate shall have fulfilled all financial obligations to the College.
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 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. (BOT 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 Counseling Office. 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 12 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.

Media Instructional Technologies

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 to educators the necessary tools, resources, strategies, support and training.

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, 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 education support and training, and production workshops. In addition, audio and videotapes for supplementary instruction are routinely duplicated for students.

When classes are in session, the Media Center is open Mondays through Thursdays, 9:00 a.m. to 9:30 p.m.; Fridays, 9:00 a.m. to 5:00 p.m.; and is closed on Saturdays and Sundays. During all other time periods, hours are Mondays through Fridays, 9:00 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 Mondays through Thursdays, 8:00 a.m. to 9:30 p.m.; Fridays, 8:00 a.m. to 5:00 p.m.; and Saturdays, 8:00 a.m. to 12:30 p.m. (walk-up copier available, must have copier ID). During all other time periods, hours are Mondays through Fridays, 8:00 a.m. to 5:00 p.m.

Tunxis Online Education

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 or office. 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 online education web page at tunxis.commnet.edu.

Library

Tunxis Library serves the students, faculty, and staff of Tunxis Community College, as well as the community at large. The library is committed to providing a broad range of materials and services to 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 including 11 small group study rooms, two conference rooms, a common information area, and a 24-seat classroom. In addition to the group study rooms, library users can select from individual study carrels, tables, and soft seating when they visit the library.

The library collection consists of over 60,000 items, over 250 periodicals and newspaper subscriptions, and over 40 database subscriptions. In addition to books and periodicals, the library has a collection of DVDs, videos, and music and books on CD. At the library web page, users can connect to a variety of databases, access Internet, and access Libris—the online library catalog.

Library services include:

- Information literacy classes designed in cooperation with individual faculty members
- Individual assistance with research and academic assignments
- Online reference assistance via the library web page
- 24/7 InfoAnytime online reference service
- Interlibrary loans from other libraries available to faculty, staff, and students
- Coin-operated copy machines
- Microfilm/microfiche reader/printers (nominal cost)
- Reserve Collection of course-related materials reserved for special use available at the circulation desk
- Audiovisual equipment including DVD and video players, CD players, headsets, and other multimedia equipment available for use in the library

Library hours during the fall and spring semesters are:

Monday –Thursday	8 a.m. – 9 p.m.
Friday	8 a.m. – 4 p.m.
Saturday	9 a.m. – 4 p.m.

Check with the library for hours during the summer semester and break periods.

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 web page at tunxis.commnet.edu/library to find out more about Tunxis Library's services, 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 communication and quantitative skill levels and is conducted throughout the year. 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 and on weekends 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 counselors 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 of Trustees approves the following recommendations for implementation of a system wide program for assessment of the skills and competencies of students who enter a community college:

1. The Accuplacer computerized adaptive test shall be used for purposes of assessment placing of entering Connecticut Community College students.
2. Each college shall use, at a minimum, the reading comprehension, sentence skills and 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. Resources shall be made available to assist colleges in implementation of the testing program and for appropriate research studies. (BOT 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. A grade of "C-" or better is required to advance to the next level course.

Courses

MAT*075	Pre-Algebra - Number Sense/Geometry
MAT*095	Elementary Algebra Foundations (requires grade of "C" to move onto next level)
ENG*063	Writing: Introduction to the Essay
ENG*083	Writing: Introduction to the Composition
ENG*093	Introduction to College Reading & Writing
ENG*003	Foundations of Reading
ENG*073	Academic Reading

The Student Development Seminar, listed below, prepares students for credit-bearing courses.

CSS-100	Student Development Seminar	3 credits
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Topics Courses

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

Students should realize that topics courses may or may not be transferable to other institutions, and students should seek the consent of faculty advisors prior to selecting a topics course. Topics 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 topics 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 topics 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.

WORKFORCE DEVELOPMENT & CONTINUING EDUCATION



Tunxis Community College
Education That Works For a Lifetime
tunxis.comnet.edu

The College, through Workforce Development & Continuing Education (WD&CE), provides non-credit continuing education and training for persons and organizations. WD&CE works closely with business and industry as well as with public and private agencies so that instruction is tailored to individual and organizational needs. Programs offered by WD&CE are financially self-sustaining by participant or sponsor fees.

Workforce Development

The Workforce Development Office of Tunxis Community College, housed at Bristol Career Center of Tunxis Community College (860.314.4700), 430 North Main Street in Bristol, provides large and small businesses, nonprofit agencies, and municipalities with customized credit and non-credit programming. Job training and skill development training can be provided either at the company's site or on the Tunxis campus.

Information resources, field experts, and customized training have been provided to over 15,500 Connecticut workers and more than \$2 million in grant subsidies for company training, development and education, have been provided.

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 English as a Second Language; statistical process control; blueprint reading; computer applications; health and safety programs; supervisory skills; Lean Enterprises; customer-service skills; avoiding job burnout; workplace literacy; business writing; communication skills; and team-building. Companies and organizations served include Tiger Claw; 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; Bristol Technical Education Center; Doncasters Aerospace; Ultimate Companies; Southington Care Center; VNA of Central Connecticut, Bristol Hospital; and Wal-Mart.

Continuing Education Programs

Continuing Education (860.255.3666) offerings take the form of short-cycle courses, workshops, seminars, and lectures. Offerings include both those related to career development and personal development.

Each term, the Office sponsors a wide variety of continuing education programs responsive to specific community needs. Among these are "Certified Nurse Aide" (CNA), Dental Assisting, Pharmacy Technician, phlebotomy, computer applications, and service-industry training. "American Payroll PayTrain Program," real estate, Central Sterile Supply Technician, and motorcycle safety. 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.

Personal development courses deal with such topics as basic safe boating and photography. Programs are also offered in such lifestyle and leisure activities as golf and painting. The faculty for continuing education courses has demonstrated content expertise and credentials, and is evaluated program-by-program.

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) and our Education To Go (ed2go.com/tunxis) program. The offerings are frequently changed and updated. Custom-designed courses that are tailored to meet specific company or agency needs can be developed and contracted. In addition, our seasonal publications are a good resource.

Tunxis Workforce Development & Continuing Education Quality Council

Composed of business, community and education leaders, the Tunxis Workforce Development & Continuing Education Quality Council participates in rotating focus groups throughout the year. 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 nonprofit groups, with priority to nonprofit entities. Facilities may be reserved by calling 860.255.3666, Monday through Friday. Bristol Career Center facility reservations can 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, WD&CE 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 WD&CE pages on the Tunxis web site: tunxis.commnet.edu.

PROGRAMS



Tunxis Community College
Education That Works For a Lifetime
tunxis.commnet.edu

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

Visual Fine Arts

Associate in Science Degree (continued)

Fourth Semester

ART*215	Illustration (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, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

NOTE: Externship may be taken in lieu of one Directed Elective – see faculty advisor.

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*245	Photographic Computer Manipulation (a)	3
	General Elective	3
	Art History Elective (c)	3
	Mathematics Elective (a)(e)	3-4

Visual Fine Arts: Photography Option

Associate in Science Degree (continued)

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, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, Digital Photography, or Object & Portrait Photography.
- (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, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

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.

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
GRA*101	Design Principles	3
ART*141	Photography I	3
ART *142	Photography II (a)	3
ART *243	Studio Photography I (a)	3
ART *245	Photographic Computer Manipulation (a)	3
ART *246	Photographic Image Development (a)	3
	Fine Arts Elective (a)	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.

Banking

Associate in Science Degree

Prepares students for career advancement or new careers in supervisory, middle management, and professional positions in the banking industry. Designed in cooperation with the American Institute of Banking (AIB), this program complements existing AIB course offerings and provides a degree path for AIB students and similar opportunities for other students.

First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
BFN*125	Principles of Banking	3
BMG*202	Principles of Management (a)	3
CSC*101	Introduction to Computers	3
ENG*101	Composition (a)	3

Second Semester

ACC*117	Principles of Managerial Accounting (a)	3
BBG*231	Business Law I (a)	3
BMK*201	Principles of Marketing (a)	3
ECN*101	Principles of Macroeconomics (a)	3

One of the following courses:

COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (a)	3

Third Semester

BBG*232	Business Law II (a)	3
BFN*107	Managerial Finance	3
ECN*250	Money and Banking (a)	3
ENG*106	Writing for Business (a)	3
MAT*165	Elementary Statistics with Computer Applications (a)	4

Fourth Semester

Humanities Elective (g)	3
Directed Elective (c)	3
Fine Arts Elective (f)	3
Social Science Elective (b)	3
Science Elective (d)	3-4

Total 61-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

Business Administration

Associate in Science Degree

Provides training in effective leadership and decision-making. Prepares students for supervisory and middle management positions as well as for transfer to a bachelor's degree program.

First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
BMG*202	Principles of Management (a)	3
BMK*201	Principles of Marketing (a)	3
CSC*101	Introduction to Computers	3
ENG*101	Composition (a)	3

Second Semester

ACC*117	Principles of Managerial Accounting (a)	3
BBG*231	Business Law I (a)	3
ECN*101	Principles of Macroeconomics (a)	3
	Mathematics Elective (a)(e)	3-4

One of the following courses:

ENG*103	Composition II (a) (c) or	
ENG*106	Writing for Business (a) (c) or	
COM*173	Public Speaking (a)(c)	3

Third Semester

BFN*201	Principles of Finance (a)	3
ECN*102	Principles of Microeconomics (a)	3
MAT*165	Elementary Statistics with Computer Applications (a)	4
	Fine Arts Elective (f)	3

One of the following courses:

BBG*294	Business Internship (a) or	
BES*218	Entrepreneurship (a)	3

Fourth Semester

BBG*240	Business Ethics (a)	3
	Directed Elective (c)	3
	Directed Elective (c)	3
	Humanities Elective (g)	3
	Science Elective (d)	3-4

Total 61-63

- (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.
- (e) To be selected from any college-level Mathematics course except Number Systems.
- (f) To be selected from any three-credit, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

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
CSC*101	Introduction to Computers	3
ECN*101	Principles of Macroeconomics (a)	3
ENG*101	Composition (a)	3
Total		24

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

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.

First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
BMG*202	Principles of Management (a)	3
BMK*201	Principles of Marketing (a)	3
ENG*101	Composition (a)	3
	Mathematics Elective (a)(e)	3-4

Second Semester

ACC*117	Principles of Managerial Accounting (a)	3
CSC*101	Introduction to Computers	3
MAT*165	Elementary Statistics with Computer Applications (a)	4
	Humanities Elective (c)(g)	3
	Science Elective (d)	3-4

Third Semester

ACC*271	Intermediate Accounting I (a)	3
BBG*231	Business Law I (a)	3
ECN*101	Principles of Macroeconomics (a)	3
	Fine Arts Elective (f)	3

One of the following courses:

ENG*103	Composition II (a) (c) or	
ENG*106	Writing for Business (a)(c) or	
COM*173	Public Speaking (a)(c)	3

Fourth Semester

ACC*272	Intermediate Accounting II (a)	3
BBG*240	Business Ethics (a)	3
ECN*102	Principles of Microeconomics (a)	3
	Directed Elective (c)	3
	Directed Elective (c)	3

Total 61-63

- (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.
- (e) To be selected from any college-level Mathematics course except Number Systems.
- (f) To be selected from any three-credit, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

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
Total		24

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

Business Administration: Marketing Management Option

Associate in Science Degree

Focuses on the techniques of marketing and consumer relations, and on development of management skill. Students are prepared for entry-level positions in advertising, sales promotion, personal selling, product planning and development, market research, retail management, and related fields. A foundation of study in the field appropriate for transfer to a bachelor's degree program is provided.

First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
BMG*202	Principles of Management (a)	3
BMK*201	Principles of Marketing (a)	3
ENG*101	Composition (a)	3
	Mathematics Elective (a)(e)	3-4

Second Semester

BMK*207	Consumer Behavior (a)	3
CSC*101	Introduction to Computers	3
	Science Elective (d)	3-4
	Humanities Elective (g)	3

One of the following courses:

ENG*103	Composition II (a) (c) or	
ENG*106	Writing for Business (a)(c) or	
COM*173	Public Speaking (a)(c)	3

Third Semester

BBG*231	Business Law I (a)	3
BBG*240	Business Ethics (a)	3
BMK*230	Advertising and Promotion (a)	3
ECN*101	Principles of Macroeconomics (a)	3
	Directed Elective (c)	3

Business Administration: Marketing Management Option

Associate in Science Degree (continued)

Fourth Semester

BMK*293	Seminar in Marketing (a)	3
ECN*102	Principles of Microeconomics (a)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3

One of the following courses:

BES*218	Entrepreneurship (a) or	
BMK*292	Practicum in Marketing (a)	3

Total 60-62

- (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.
- (e) To be selected from any college-level Mathematics course, except Number Systems.
- (f) To be selected from any three-credit, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

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.

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
BMG*202	Principles of Management (a)	3
BMK*201	Principles of Marketing (a)	3
BMK*207	Consumer Behavior (a)	3
BMK*230	Advertising and Promotion (a)	3
BMK*293	Seminar in Marketing (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ENG*101	Composition (a)	3
Total		24

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

Business Administration: Retail Business Management Option

Associate in Science Degree

Provides training in the fundamentals of retail merchandising, consumer relations, retail planning, and marketing techniques. Students are prepared for entry-level management positions in retail. A foundation of study in the field appropriate for transfer to a bachelor's degree program is provided.

First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
BMG*202	Principles of Management (a)	3
BMK*201	Principles of Marketing (a)	3
ENG*101	Composition (a)	3
	Mathematics Elective (a)(e)	3-4

Second Semester

BBG*231	Business Law I (a)	3
BMK*103	Principles of Retailing (a)	3
CSC*101	Introduction to Computers	3
	Humanities Elective (g)	3

One of the following courses:

ENG*103	Composition II (a) (c) or	
ENG*106	Writing for Business (a)(c) or	
COM*173	Public Speaking (a)(c)	3

Third Semester

BMK*207	Consumer Behavior (a)	3
BMK*230	Advertising and Promotion (a)	3
ECN*101	Principles of Macroeconomics (a)	3
	Directed Elective (c)	3

One of the following courses:

BES*218	Entrepreneurship (a) or	
BMK*294	Retail Business Management Practicum (a)	3

Fourth Semester

BMK*293	Seminar in Marketing (a)	3
ECN*102	Principles of Microeconomics (a)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Science Elective (d)	3-4

Total 60-62

- (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.
- (e) To be selected from any college-level Mathematics course, except Number Systems.
- (f) To be selected from any three-credit, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

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*201	Principles of Marketing (a)	3
BMK*103	Principles of Retailing (a)	3
BMK*207	Consumer Behavior (a)	3
BMK*230	Advertising and Promotion (a)	3
BMK*293	Seminar in Marketing (a)	3
BMK*294	Retail Business Management Practicum (a)	3
<i>One of the following courses:</i>		
ENG*101	Composition (a) or	
ENG*106	Writing for Business (a) or	
COM*173	Public Speaking (a)	3
Total		24

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

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
	Mathematics Elective (a)(e)	3-4
	General Elective	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

One of the following courses:

ENG*102	Literature & Composition (a) or	
COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (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 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.
- * 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

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

ENG*106	Writing for Business (a)	3
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

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

One of the following courses:

ENG*102	Literature & Composition (a) or	
COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (a)	3

Total 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.

* 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.

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
CSA*114	Introduction to Windows	1
ENG*101	Composition (a)	3
ENG*106	Writing for Business (a)	3
Total		27

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

* If a student presents evidence of satisfactory completion of two years of high school study or its equivalent, he/she may 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 ICD9/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.

* If a student presents evidence of satisfactory completion of two years of high school study or its equivalent, he/she may 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: 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
ENG*101	Composition (a)	3
ENG*106	Writing for Business (a)	3
COM*172	Interpersonal Communication (a)	3
Total		27

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

* If a student presents evidence of satisfactory completion of two years of high school study or its equivalent, he/she may 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 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
One of the following courses:		
COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (a)	3
	Externship (Optional) (a)	3
Total		24-27

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

Computer Information Systems

Associate in Science Degree

Provides students with proficiency in both mainframe and microcomputer platforms emphasized in client-server environments and distributed processing. Students develop skills and competencies to analyze and design systems, to program in both a mainframe and microcomputer environment, to manipulate the microcomputer in a variety of software applications using a greater range and depth of skill, and to take advantage of opportunities in the area of networking. This program emphasizes the development of good communication skills so that students are able to make presentations and effectively interact with other professionals.

First Semester

Course #	Title	Credits
CSC*101	Introduction Computers	3
CSC*105	Programming Logic	3
ENG*101	Composition (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4
	Social Science Elective (b)	3

Second Semester

CST*210	Operating Systems (a)	3
	Applications Software Elective (e)	3
	Computer Programming Elective (h)	3
	Science Elective (d)	3-4

One of the following courses:

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

Third Semester

CST*130	Network Essentials I (a)	3
CST*150	Web Design & Development I (a)	3
	CIS Directed Elective (c)	3
	CIS Directed Elective (c)	3
	Computer Programming Elective (h)	3
	Humanities Elective (g)	3

Computer Information Systems

Associate in Science Degree (continued)

Fourth Semester

CSC*231	Database Design I (a)	3
CSC*250	Systems Analysis and Design (a)	3
CSC*295	Coop Ed/Work Experience (a)	3
	CIS Directed Elective (c)	3
	Directed Elective (c)	3

Total 64-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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: 1-credit courses—Spreadsheet I, II or III; Database Applications I, II, or III; Introduction to the Internet; Presentation Software, Web Construction. 3-credit course—Database Design I, Web Design and Development I.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.
- (h) Programming Electives: COBOL I and II; C Programming; Advanced C++ Programming; Visual BASIC I; Object-Oriented Programming using Java.

Computer Information Systems: Computer Programming Option

Associate in Science Degree

Prepares students for positions in the field of computer programming. The curriculum provides knowledge of computer software engineering technology. The objectives of this program are to provide the student with a competitive edge through instruction in the most current object-oriented programming methodologies; provide the student the opportunity to pursue a career in computer programming; upgrade skills for workplace advancement of those currently in the workforce.

First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers	3
CSC*105	Programming Logic	3
CST*130	Network Essentials I	3
ENG*101	Composition (a)	3

One of the following courses:

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

Second Semester

CSC*201	COBOL I (a)	3
CSC*205	Visual Basic I (a)	3
CSC*210	C Programming (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4
	Humanities Elective (g)	3

Third Semester

CSC*220	Object-Oriented Programming Using JAVA (a)	3
CSC*231	Database Design I (a)	3
CSC*250	Systems Analysis and Design (a)	3
CST*150	Web Design & Development I (a)	3
CST*210	Operating Systems (a)	3
	Social Science Elective (b)	3

Computer Information Systems: Computer Programming Option

Associate in Science Degree (continued)

Fourth Semester

CSC*295	Coop Ed/Work Experience (a)	3
	Directed Elective (c)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Science Elective (d)	3-4

Total 64-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

Certificate Program in Computer Programming

Provides the skills to solve problems in business, science, and mathematics 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 in which employees usually write in COBOL, C, and/or BASIC.

First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers	3
CSC*105	Programming Logic	3

Second Semester

CSC*201	COBOL I (a)	3
CSC*205	Visual BASIC I (a)	3
CSC*210	C Programming (a)	3
CSC*220	Object-Oriented Programming Using JAVA (a)	3
CSC*250	Systems Analysis and Design (a)	3

Third Semester

Select three of the following courses: (9 credits)

CSC*202	COBOL II (a)	3
CSC*206	Visual Basic II (a)	3
CSC*214	Advanced C++ Programming (a)	3
CSC*221	Advanced JAVA Programming I (a)	3

Total 30

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

Computer Information Systems: Network Administration Option

Associate in Science Degree

The option is designed to prepare students for positions in the field of network administration and support. The curriculum provides knowledge of network design, network operating systems, and networking administration.

First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers	3
CSC*105	Programming Logic	3
CST*130	Network Essentials I	3
ENG*101	Composition (a)	3

One of the following courses:

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

Second Semester

CSC*231	Database Design I (a)	3
CST*150	Web Design & Development I (a)	3
CST*192	Wide Area Networks (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4
	Humanities Elective (g)	3

Third Semester

CSC*250	Systems Analysis and Design (a)	3
CST*163	Windows 2003 Server (a)	3
CST*193	Introduction to TCP/IP (a)	3
CST*210	Operating Systems (a)	3
CST*270	Network Security Fundamentals (a)	3
	Social Science Elective (b)	3

Computer Information Systems: Network Administration Option

Associate in Science Degree (continued)

Fourth Semester

CSC*295	Coop Ed/Work Experience (a)	3
CST*264	Unix/Linux System Administration (a)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Science Elective (d)	3-4

Total 64-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music or Philosophy.

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 responds to the growing importance of networking in the business world.

First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers	3
CSC*105	Programming Logic	3
CST*130	Network Essentials I	3

Second Semester

CST*192	Wide Area Networks (a)	3
CST*193	Introduction to TCP/IP (a)	3
CST*210	Operating Systems (a)	3

Third Semester

CST*163	Windows 2003 Server (a)	3
CST*264	Unix/Linux Administration (a)	3
CST*270	Network Security Fundamentals (a)	3

Total 27

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

Certificate Program in Microcomputer Processing

Provides training in basic microcomputer applications such as word processing, spreadsheet applications, database applications and presentation graphics, as well as in networking and the Internet. Programming opportunities in the Windows environment, and exposure to the components and advanced functions of personal computer operating systems, are also integral parts of this program. The Microcomputer Processing Certificate can lead to entry-level positions in desktop support services including help desk and training positions, entry-level software maintenance, or entry-level network operating system support.

First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers	3
CSC*105	Programming Logic	3
	Applications Elective (c)	3

Second Semester

BOT*111	Keyboarding for Information Processing I	3
CSA*131A	Spreadsheet I	1
CSA*131B	Spreadsheet II (a)	1
CSA*131C	Spreadsheet III (a)	1
CSA*150	Presentation Software	1
CSC*205	Visual BASIC I (a)	3

Third Semester

CSA*141A	Database Applications I	1
CSA*141B	Database Applications II (a)	1
CSA*141C	Database Applications III (a)	1
CST*130	Network Essentials I	3
CST*210	Operating Systems (a)	3

Total 28

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

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

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

One of the following courses:

HIS*201	U.S. History I (a) or	
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

One of the following courses:

COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (a) or	
ENG*102	Literature & Composition (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

Criminal Justice

Associate in Science Degree (continued)

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 (b)	3

Total 63-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from upper-division courses in Anthropology, Drug and Alcohol Recovery Counselor, Human Services, 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, non-studio course in Art or Music.

NOTE: Students interested in pursuing a concentration in Law Enforcement may do so by taking Police Organization & Administration, Forensic Science, Police & the Community, and Criminal Justice Supervision & Administration as electives (courses may not be offered every semester).

NOTE: Students who have graduated from The Police Training Academy may be awarded three credits in Criminal Law I, and three credits in Police & the Community. Students seeking award of such credits should contact the Criminal Justice Program Coordinator.

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

One of the following courses:

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

One of the following courses:

COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (a) or	
ENG*102	Literature & Composition (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

Criminal Justice: Corrections Option

Associate in Science Degree (continued)

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 (b)	3

Total 63-65

- (a) Prerequisite and/or co-requisite required.
 - (b) To be selected from upper-division courses in Anthropology, Drug and Alcohol Recovery Counselor, Human Services, 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, non-studio course in Art or Music.
- * 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: 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

One of the following courses:

HIS*201	U.S. History I (a) or	
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

One of the following courses:

COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (a) or	
ENG*102	Literature & Composition (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

Criminal Justice: Drug and Alcohol Treatment Option

Associate in Science Degree (continued)

Fourth Semester

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

Total 63-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, Political Science, Psychology or Sociology. Abnormal Psychology 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. DARC Counseling Internship II; Addiction Counseling II; Biology of Addiction; and Institutional Treatment of the Offender 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, non-studio course in Art or Music.

Certificate Program in Criminal Justice Command Institute: Supervisory Leadership

Focuses on significant issues and concerns affecting the successful development and growth of leadership among criminal justice supervisors. A certificate for the criminal justice professional, the program promotes an understanding of personal and organizational values, and their relationship to effective leadership. It recognizes past professional and personal accomplishments while providing opportunity for further advancement. The program is open to anyone who holds the rank of supervisor or manager in a criminal justice agency; to individuals who demonstrate leadership abilities but who do not hold a formal supervisory or management rank; or through the recommendation of the department or agency.

Course #	Title	Credits
CJS*151	Criminal Justice Supervision & Administration (a)	3
CJS*250	Police Organization & Administration	3
CJS*255	Ethical Issues in Criminal Justice (a)	3
CJS*256	Futures Study, Forecasting and Analysis in Criminal Justice (a)	3
CJS*290	Practicum in Criminal Justice (a)	3
Total		15

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

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.

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
HTL*201	Nutrition for Allied Health Professionals (a)	3
	Mathematics Elective (b)	3-4

First Semester

Course #	Title	Credits
BIO*235	Microbiology (a)	4
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*229	Dental Materials for the Dental Hygienist (a)	2
DHY*230	Practice Management Law & Ethics (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

Dental Hygiene

Associate in Science Degree (continued)

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	Capstone (a)	1
SOC*101	Principles of Sociology (a)	3
	Fine Arts Elective (f)	3

Total 66

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

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 Dental Assisting and for continual progression in programs, 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.

Application Deadline: December 31

(Prior to the fall semester for which the student hopes to begin work in the program.)

Special Admission Process: Dental Hygiene Associate's Degree Program

Applicants must meet all of the following minimum requirements by the deadline, to be considered for the selective admissions process.

- A) One year of high school or one semester of college in each of the following, with minimum grade of **"C"**.
1. Chemistry
 2. Advanced Biology (human biology)
 3. Elementary Algebra
 4. English Writing (e.g. Composition)

All applicants must complete science course work within five years of application.

- B) Applicants who have earned fewer than 12 college credits in math, Life Science, and English must have graduated in the top 50 percent of their class. Such students also must submit their SAT scores to the Admissions Office.

Applicants who have earned 12 college credits or more in math, Life Science, and English must have a minimum **Grade Point Average of 2.5**. *Additional consideration will be given to college-level course work.*

- C) Applicants who have work experience in the field and/or who have graduated from an accredited dental assisting program will be given some additional consideration
- D) Applicants with a GPA of less than 2.5 may utilize a one-time-only opportunity, the Fresh Start Option. *This option allows a student with a GPA of less than 2.5 to take 12 to 14 course credits in college math, Composition, and the Life Sciences (with a laboratory component). The student must take these courses within three years and achieve a minimum GPA of 2.5 in order to be considered by the Admissions Committee.*

Transfer Students—Dental Hygiene

Students currently enrolled in an accredited Dental Hygiene Program who have good academic standing will be considered for transfer on a space available basis. Transfer students must apply to both the school and the Dental Hygiene program and pay the \$20 application fee. An assessment of the student's clinical skills will be made to determine placement and sequencing of courses.

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
ALH-121	Basic Medical Support	2
DAS*115	Dental Assisting Concepts (a)	3
DAS*120	Oral Medicine (a)	2
DAS*125	Oral Anatomy & Essentials of Radiography (a)	3
DAS*130	Dental Materials for the Dental Assistant (a)	2
CSS-101	First Year Experience	3
ENG*101	Composition (a)	3

Spring Semester

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

One of the following courses:

COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (a)	3

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.

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

Students with disabilities may be eligible for accommodations.

Certificate Program in Dental Assisting (continued)

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 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

Provides students who are pursuing a career in the drug and alcohol field with the education and training needed to obtain employment. Students enrolled in this program are exposed to traditional as well as current modalities in addiction counseling. Through the opportunity presented by a year-long internship program, students can apply their academic knowledge in a hands-on environment that allows them further to develop their skills and marketability. Admission to the program is selective through a separate application and screening process.

First Semester

Course #	Title	Credits
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
COM*172	Interpersonal Communication (a)	3

Second Semester

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

Third Semester

DAR*251	Counseling Internship I (a)	6
DAR*213	Addiction Counseling II (a)	3
	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

Total 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

Drug and Alcohol Recovery Counselor

Associate in Science Degree (continued)

Special Admission Requirements: Drug and Alcohol Recovery Counselor (DARC) Associate's Degree Program

The Drug and Alcohol Recovery Counselor Program is a selective admission program offered by the Connecticut Community College System with limited enrollment. Prospective applicants must meet with the College's DARC Program Coordinator for advisement about the program and application procedure.

Special application materials are available, by request, from the Tunxis Admissions Office.

All applicants must submit an application to the Admissions Office by **December 15** prior to the Fall semester for which they are applying, including:

1. The Tunxis application form and \$20.00 fee, as required for all degree programs.
2. All academic transcripts (High School or GED, and college, if applicable) sent directly to the Tunxis Admissions Office.
3. The DARC program application (available upon request).
4. A one-page self-evaluation.
5. Three (3) letters of reference.
6. Completion of DAR*101 (Public Health Issues in Abuse and Addiction) and DAR*111 (Addiction Counseling I) in the Fall semester prior to the December 15 application deadline of December 15. ENG*101 (Composition) is a pre- or co-requisite. Those applicants currently enrolled in those courses should call the Admissions Office to request grade posting card(s), which must be completed by your instructor and submitted to complete your file.

A screening committee will examine and identify a list of candidates for a personal interview. Accepted students will be notified by letter.

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 child-care 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
	Directed Elective (b)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
ECE*295	Student Teaching (a)(e)	6

Total 64

- (a) Prerequisite and/or co-requisite required.
- (b) ECE*106 Music & Movement for Children, ECE*141 Infant/Toddlers Growth & Development, or ECE*109 Science & Math for Children.
- (c) PSY*214 Psychology of Adjustment, PSY*243 Theories of Personality, or HIS*201 U.S. History I or HIS*202 U.S. History II.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science.
- (e) Thirty hours of approved course work that includes ECE*101, ECE*210, ECE*215, PSY*203 and PSY*220. Additionally, a physical examination by a doctor is required prior to starting ECE*295 Student Teaching. Signature of Program Coordinator is required.
- (f) To be selected from any three-credit, non-studio course in Art or Music.

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

Total	15
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- (a) Prerequisite and/or co-requisite required.
- (b) Section from ACC*113 Principles of Financial Accounting or BMK*201 Principles of Marketing 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*295	Student Teaching (b)	6
ENG*101	Composition (a)	3
PSY*111	General Psychology I (a)	3
PSY*203	Child Development (a)	3
	Directed Elective (c)	3
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 is approved.
- (c) Infant/Toddler Growth & Development or Music & Movement for Children.

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
	Computer Programming Elective (a)(c)	3
	Humanities Elective (g)	3

Second Semester

CHE*122	General Chemistry II (a)	4
ENG*102	Literature & Composition (a)	3
MAT*256	Calculus II (a)	4
CAD*133	CAD Mechanical AutoCAD (a)	3
	Social Science Elective (b)	3

Third Semester

ES-211	Applied Mechanics I (a)	3
MAT*268	Calculus III: Multivariable (a)	4
PHY*221	Calculus-Based Physics I (a)	4
	Directed Elective (c)	3
	Humanities Elective (g)	3

Fourth Semester

ES-212	Applied Mechanics II (a)	3
MAT*285	Differential Equations (a)	3
PHY*222	Calculus-Based Physics II (a)	4
	Fine Arts Elective (f)	3

Total 64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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 or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

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*143	ESL: Writing & Reading IV (a)	3
ESL*145	ESL: Grammar IV (a)	3
ESL*153	ESL: Writing & Reading V	3
ESL*155	ESL: Grammar V (a)	3
ENG*101	Composition (a)	3
ENG*173	Perspectives in the Humanities (a)	3
<i>One of the following courses:</i>		
COM*173	Public Speaking (a) or	3
ESL*149	ESL Pronunciation Workshop	2
Total		20-21

General Studies

Associate in Science Degree

Provides a quality academic program with a broad selection of courses selected from a wide range of disciplines. The General Studies degree provides students with a foundation for transfer to a four-year college or university, preparation for a particular vocational area, or the pursuit of an area of intellectual or professional interest.

Requirements

Course #	Title	Credits
ENG*101	Composition (a)	3
ENG*103	Composition II (a)	3
	Fine Arts Elective (f)	3
	English Electives (a) (select 2)	6
	History Electives (a) (select 2)	6
	Mathematics Electives (a)(e) (select 2)	6-8
	Science Electives (a)(d) (select 2)	6-8
	Social Science Electives (b) (select 2)	6
	Electives (c) (select 7)	21-22
Total		60-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.

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

One of the following courses:

	Art History Elective (c)* or	
ART*100	Art Appreciation	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
	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

Total 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, or Philosophy.

* Students planning to transfer to a baccalaureate program should take an Art History course.

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

One of the following courses:

ART*100	Art History Elective (c)* or Art Appreciation	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
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	Design for Presentation and Interactive Media (a)	3
	Directed Elective/Studio (c)	3
	Social Science Elective (b)	3

Total 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, or Philosophy.

* Students planning to transfer to a baccalaureate program should take an Art History course.

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	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>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.

* Students planning to transfer to an associate or baccalaureate program should take Composition.

Certificate Program in Health Careers 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	4
CSS-101	First Year Experience	3
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
<i>One of the following courses:</i>		
BIO*115	Human Biology (a) or	
BIO*121	General Psychology I (a)	4
Total		31

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

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 provided the student completes the required Central Connecticut State University admission process.

First Semester

Course #	Title	Credits
CSC*210	C Programming (a)	3
MAT*186	Precalculus (a)	4
ENG*101	Composition (a)	3
	Directed Elective (c)	3
	Humanities Elective (c)	3

Second Semester

CSC*214	Advanced C++ Programming (a)	3
MAT*254	Calculus I (a)	4
ENG*102	Literature & Composition (a)	3
	Directed Elective (a)	3
	Social Science Elective (a)	3

Third Semester

CSC*220	Object Oriented Programming Using Java	3
MAT*256	Calculus II (a)	4
	Directed Elective	3
	Humanities Elective (g)	3

One of the following courses:

CHE*121	General Chemistry I (a) or	4
PHY*121	General Physics I (a)	

Honors Computer Science/Mathematics

Associate in Science Degree (continued)

Fourth Semester

CSC*221	Advanced Java Programming I (a)	3
MAT*268	Calculus III: Multivariable (a)	4
	Fine Arts Elective (f)	3
<i>One of the following courses:</i>		
CHE*122	General Chemistry II (a) or	4
PHY*122	General Physics II (a)	

Total 63

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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 or Music.
- (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.

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
HIS*202	U.S. History II (a)	3
HSE*101	Introduction to Human Services (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3

Second Semester

BIO*115	Human Biology (a)	4
ENG*102	Literature & Composition (a)	3
HSE*203	Theories of Counseling (a)	3
POL*111	American Government (a)	3
	Directed Elective (c)	3

One of the following courses:

SOC*103	Social Problems (a) or	
SOC*210	Sociology of the Family (a)	3

Third Semester

COM*172	Interpersonal Communication (a)	3
HSE*243	Human Services Skills and Methods (a)	3
MAT*165	Elementary Statistics with Computer Applications (a)	4
PSY*245	Abnormal Psychology (a)	3
	Directed Elective (c)	3

Human Services

Associate in Science Degree (continued)

Fourth Semester

HSE*281	Human Services Field Work I (a)	3
SOC*220	Racial and Ethnic Diversity (a)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
<i>One of the following courses:</i>		
PSY*203	Child Development (a) or	
PSY*208	Psychology of Adult Development and Aging (a)	3

Total 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, non-studio course in Art or Music.

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
HIS*202	U.S. History II (a)	3
HSE*101	Introduction to Human Services (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3

Second Semester

BIO*115	Human Biology (a)	4
ENG*102	Literature & Composition (a)	3
HSE*185	Family Violence Intervention (a)	3
POL*111	American Government (a)	3

One of the following courses:

SOC*103	Social Problems (a) or	
SOC*210	Sociology of the Family (a)	3

Third Semester

COM*172	Interpersonal Communication (a)	3
HSE*203	Theories of Counseling (a)	3
HSE*205	Counseling Diverse Populations (a)	3
MAT*165	Elementary Statistics with Computer Applications (a)	4
PSY*245	Abnormal Psychology (a)	3

Fourth Semester

HSE*186	Legal Issues in Family Violence Intervention (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

One of the following courses:

PSY*203	Child Development (a) or	
PSY*208	Psychology of Adult Development & Aging (a)	3

Total 65

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

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

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*186	Legal Issues in Family Violence Intervention (a)	3
HSE*203	Theories of Counseling (a)	3
HSE*205	Counseling Diverse Populations (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*210	Sociology of the Family (a)	3
Total		30

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

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
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
HSE*203	Theories of Counseling (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
	Directed Elective (c)	3
One of the following courses:		
PSY*208	Psychology of Adult Development & Aging (a)* or	
PSY*245	Abnormal Psychology (a) *	3
One of the following courses:		
COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (a)	3
Total		27

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

(c) To be selected from courses in Foreign Languages, Psychology, or Sociology.

* Choice based on student's career intentions.

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
	Foreign Language Elective (a) *	3
	Liberal Arts Elective (g)	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
	Fine Arts Elective (f)	3
	Mathematics Elective (a)(c)(e)	3-4
	Social Science Elective (b)	3

Third Semester

	English Elective (a)	3
	Foreign Language Elective (a) *	3
	History Elective (a)	3
	Liberal Arts Elective (g)	3
	Science Elective (c)(d)	3-4

Liberal Arts and Sciences

Associate in Arts Degree (continued)

Fourth Semester

English Elective (a)	3
Foreign Language Elective *	3
History Elective (a)	3
Liberal Arts Elective (g)	3
Science Elective (c)(d)	3-4

Total 60-64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.
- (g) To be selected from courses in English, Fine Arts, Foreign Languages, History, Human Services, Mathematics, Music, Philosophy, Science, and Social Sciences.

- * 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 Discipline Coordinator. 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 Discipline Coordinator.)
 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.

NOTE: 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 or Kenneth Mikulski at kmikulski@txcc.commnet.edu for more information.

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
	Liberal Arts Elective (g)	3
	Liberal Arts Elective (g)	3
	Mathematics Elective (a)(c)(e)	3-4
	Social Science Elective (b)	3

Second Semester

ENG*103	Composition II (a)	3
	Fine Arts Elective (f)	3
	Liberal Arts Elective (g)	3
	Mathematics Elective (a)(c)(e)	3-4
	Social Science Elective (b)	3

Third Semester

	English Elective (a)	3
	History Elective (a)	3
	Liberal Arts Elective (g)	3
	Liberal Arts Elective (g)	3
	Science Elective (c)(d)	3-4

Liberal Arts and Sciences

Associate in Science Degree (continued)

Fourth Semester

English Elective (a)	3
History Elective (a)	3
Liberal Arts Elective (g)	3
Liberal Arts Elective (g)	3
Science Elective (c)(d)	3-4

Total 60-64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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 courses.
- (f) To be selected from any three-credit, non-studio course in Art or Music.
- (g) To be selected from courses in English, Fine Arts, Foreign Languages, History, Human Services, Mathematics, Music, Philosophy, Science, and Social Sciences.

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.

NOTE: 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 or Kenneth Mikulski at kmikulski@txcc.commnet.edu for more information.

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

First Semester (Spring)

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

Summer Semester

PTA*220	Introduction to Physical Therapy Clinic (a)	1
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Second Semester (Fall)

ENG*102	Literature & Composition (a)	3
PTA*230	Physical Agents in Physical Therapy (a)	4
PTA*235	Kinesiology for Rehabilitation (a)	4
	Mathematics Elective (a)(e)	3-4

One of the following courses:

COM*172	Interpersonal Communication (a) or	
COM*173	Public Speaking (a)	3

Third Semester (Spring)

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

Physical Therapist Assistant

Associate in Science Degree (continued)

Fourth Semester (Fall)

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, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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, non-studio course in Art or Music.

Special Admissions Requirements:

Physical Therapist Assistant Associate's Degree Program

Application Deadline: October 1

(prior to the spring semester in which the student hopes to gain admission)

Applicants must meet the following minimum requirements **by the deadline** to be considered for this selective admissions program.

One year of high school or one semester of college of the following courses with a minimum grade of **"C"**:

- 1) Chemistry or Physics with laboratory components
 - 2) Biology with laboratory
 - 3) Elementary Algebra
- (High School students must submit SAT scores)

All applicants must complete science course work within five years of application. All applicants must complete within five years of application deadline a **4-credit College-level Anatomy and Physiology I** course with a minimum grade of **"B-"**.

Students with SAT scores of less than 1000 (with a minimum of 500 in verbal and 500 in math) should complete three additional program related courses in the basic Sciences or the Liberal arts area, with a minimum grade of "C" and a minimum **GPA of 2.5**, to be considered for the program.

NOTE: 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

One of the following courses:

CHE*111	Concepts of Chemistry (a) or	
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

One of the following courses:

	Geography Elective (a)(c) or	
	History Elective (a)(c) or	
	Political Science Elective (a)(c)	3

One of the following courses:

PHY*110	Introductory Physics (a) or	
PHY*121	General Physics I (a)	4

Third Semester

	Directed Elective (b)	3
	Technology Elective (c)	3-4
	Technology Elective (c)	3-4

One of the following courses:

	Economics Elective (a)(c) or	
	History Elective (a)(c)	3

One of the following courses:

	Psychology Elective (a)(c) or	
	Sociology Elective (a)(c)	3

Technology Studies

Associate in Science Degree (continued)

Fourth Semester

Philosophy Elective (a)(c)	3
Directed Elective (c)	3
Fine Arts Elective (f)	3
Technology Elective (c)	3-4
Technology Elective (c)	3-4
Technology Elective (c)	3-4

Total 67-71

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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 or Music.

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

One of the following courses:

CHE*111	Concepts of Chemistry (a) or	
CHE*121	General Chemistry I (a)	4

Second Semester

EGR*112	Engineering Drawing Interpretation (a)	3
ENG*202	Technical Writing (a)	3
	Directed Elective (c)	3
	Economics Elective (a)(c)	3

One of the following courses:

	Geography Elective (a)(c) or	
	History Elective (a)(c) or	
	Political Science Elective (a)(c)	3

One of the following courses:

PHY*110	Introductory Physics (a) or	
PHY*121	General Physics I (a)	4

Third Semester

CAD*218	CAD 3D Mechanical AutoCAD (a)	3
EGR*118	Materials Science (a)	3
MAT*186	Precalculus (a)	4

One of the following courses:

	Economics Elective (a)(c) or	
	History Elective (a)(c)	3

One of the following courses:

	Psychology Elective (a)(c) or	
	Sociology Elective (a)(c)	3

Fourth Semester

MFG*239	Geometric Design & Tolerancing (a)	3
QUA*233	Statistical Process Control (a)	3
	Philosophy Elective (a)(c)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3

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, non-studio course in Art or Music.

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
MFG*127	Engineering Graphics (a)	3
TC-251	Practicum in Technology I (a)	3
	CAD Directed Elective * (a)(c)	3
	CAD Directed Elective * (a)(c)	3
<i>One of the following courses:</i>		
ENG*101	Composition (a) or	
ENG*202	Technical Writing (a)	3
<i>One of the following courses:</i>		
MAT*185	Trigonometry Functions (a) or	
MAT*186	Pre-calculus (a)**	3-4
Total		21-22

(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
CHE*111	Concepts of Chemistry	4
CSC*101	Introduction to Computers	3
ENG*101	Composition (a)	3
MAT*137	Intermediate Algebra (a)	3
SOC*106	Technology and Society (a)	3

Second Semester

CAD*133	CAD Mechanical AutoCAD (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4
PHY*110	Introductory Physics (a)	4
TC-118	Materials Science	3

Third Semester

COM*173	Public Speaking (a)	3
MAT*186	Pre-calculus (a)	4
EET*142	Electric & Power System Fundamentals	3
	Humanities Elective (g)	3

Technology Studies: Electrical Option

Associate in Science Degree (continued)

Fourth Semester

Social Science (behavioral) Elective *	3
Fine Arts Elective (f)	3
Humanities Elective (g)	3
Social Science Elective (b)	3
<hr/>	
	55
Independent Electrical Contractors Certification **	12
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Total	67

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, Political Science, Psychology, or Sociology.
- (f) To be selected from any three-credit, non-studio course in Art or Music.
- (g) To be selected from courses in Art History, Communication, Foreign Languages, Literature, History, Music, or Philosophy.
- * To be selected from courses in Psychology or Sociology.
- ** Students may also fulfill the requirements of this option by completing the following courses: Fundamentals of Electricity; Fundamentals of Electronics; Electrical Machines; and Practicum in Technology.

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	3
ENG*101	Composition (a)	3
MAT*137	Intermediate Algebra (a)	3
PHY*110	Introductory Physics (a)	4
		17
Independent Electrical Contractor's Certification*		12
Total		29

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

* Students also may fulfill the requirements of this option by completing the following courses: Fundamentals of Electricity; Fundamentals of Electronics; Electrical Machines; and Practicum in Technology.

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.

Course #	Title	Credits
CSC*101	Introduction to Computers	3
MAT*137	Intermediate Algebra (a)	3
MAT*186	Pre-calculus (a)	4
TC-113	Fundamentals of Electricity (a)	4
TC-213	Fundamentals of Electronics (a)	4
TC-214	Electric Machines (a)	3
TC-251	Practicum in Technology (a)	3
<i>One of the following courses:</i>		
ENG*101	Composition (a) * or	
ENG*106	Writing for Business (a)	3
Total		27

(a) Prerequisite and/or co-requisite required

* For students who wish to transfer credits to another program or college, Composition 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

One of the following courses:

Geography Elective (a)(c) or	
History Elective (a)(c) or	
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

One of the following courses:

General Chemistry II (a) or	
General Physics II (a)	4

One of the following courses:

Psychology Elective (a)(c) or	
Sociology Elective (a)(c)	3

Fourth Semester

EGR*242	Engineering Dynamics (a)	3
	Philosophy Elective (a)(c)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3

One of the following courses:

Economics Elective (a)(c) or	
History Elective (a)(c)	3

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, non-studio course in Art or Music.

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

One of the following courses:

Geography Elective (a)(c) or	
History Elective (a)(c) or	
Political Science Elective (a)(c)	3

Third Semester

MEC*264	Introduction to Materials Science (a)	3
TC-113	Fundamentals of Electricity (a)	3
	Directed Elective (c)	3

One of the following courses:

Economics Elective (a)(c) or	
History Elective (a)(c)	3

One of the following courses:

Psychology Elective (a)(c) or	
Sociology Elective (a)(c)	3

Fourth Semester

MEC*250	Applied Statics & Strength of Matter (a)	3
	Philosophy Elective (a)(c)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Technology Elective (c)	3

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, non-studio course in Art or Music.

Technology Studies:

Television Operations Option

Associate in Science Degree

Provides a liberal arts background in science, mathematics, computer applications, and communications. This degree provides a particular emphasis on television operations, which prepares students for entry-level positions in the industry. The option has been developed in cooperation with ESPN in Bristol to meet the need and demand for qualified technical workers in the television operations industry. Graduates of the program are proficient in a broad range of technical competencies required of highly skilled television technicians.

First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers	3
ENG*101	Composition (a)	3
GRA*110	Introduction to Computer Graphics	3
MAT*137	Intermediate Algebra (a)	3
SOC*106	Technology and Society (a)	3

Second Semester

COM*104	Careers in Media (a) *	3
CHE*111	Concepts of Chemistry	4
MAT*165	Elementary Statistics with Computer Application (a)	4
	Directed Elective (c)	3
	Humanities Elective (g)	3

Third Semester

COM*142	Television Production (a) *	4
CAD*133	CAD Mechanical AutoCAD (a)	3
COM*173	Public Speaking (a)	3
	Fine Arts Elective (f)	3
	Humanities Elective (g)	3
	Social Science Elective (b)	3

Fourth Semester

COM*283	Broadcast Engineering (a) *	3
TC-251	Practicum in Technology I (a)	3
	Directed Elective (c)	3
	Social Science (behavioral) Elective (h)	3

One of the following courses:

MAT*186	Pre-calculus (a) or	
PHY*110	Introductory Physics (a)	4

Total 67-68

Technology Studies: Television Operations Option

Associate in Science Degree (continued)

- (a) Prerequisite and/or co-requisite required.
 - (b) To be selected from courses in Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor, Early Childhood Education, Economics, Geography, History, Human Services, 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 or Music.
 - (g) To be selected from courses in Art History, Communication, Literature, Foreign Language, History, Music, or Philosophy.
 - (h) To be selected from courses in Psychology or Sociology.
- * Course must be taken at Middlesex Community College.

Selective Admissions Requirements: Technology Studies–Television Operations Option

All candidates must first submit a standard Tunxis Community College application as well as meet all general admissions procedures. In addition, all applicants must meet the following minimum requirements prior to admission into the Television Operations option:

1. Complete the College Placement Tests to demonstrate eligibility to enroll in Composition and Intermediate Algebra. (Applicants who have previously completed college-level English and mathematics courses are exempt from taking these tests. Official college transcripts should be sent to the Admissions Office.)
2. Complete a course in the Fundamentals of Electricity with a minimum grade of "B," and submit a high school and/or college transcript documenting that it was completed no earlier than five years prior to the application date. Applicants can fulfill this course requirement in the following ways:
 - a. Successful completion of Fundamentals of Electricity (TC-113) course at Tunxis
 - b. Successful completion of an equivalent course at another college or university
 - c. Military experience with documentation
 - d. High school electronics course (one-year minimum)
 - e. State of Connecticut Electrician's License
 - f. Special cases outside of those identified above may be proposed to the program coordinator for consideration

Application deadline for Fall entry is August 1. Application deadline for Spring entry is December 15.

Program Learning Objectives

Visual Fine Arts (A.S. Degree)

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 (A.S. Degree)

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.

Banking (A.S. Degree)

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

1. Attain a thorough understanding of the nature of banking and the functions of bank management.
2. Acquire the general knowledge necessary for success in a banking career, such as accounting, marketing, business law, finance, and economics.
3. Attain the ability to integrate banking knowledge and management skills in solving real-world bank management problems.
4. Acquire an ability to work in teams and an understanding of interpersonal relations, and the motivation and leadership processes.
5. Acquire the technical skills important to a career in banking, such as quantitative and qualitative analytical skills as well as critical-thinking and problem-solving skills.
6. Develop the ability to communicate effectively in writing and speech as well as visually.
7. Develop comprehension of written material, and listening and note-taking skills.
8. Develop the ability to synthesize concepts and to make contextual connections among different ideas and phenomena.
9. Develop the ability to think logically and critically, and to formulate logical arguments.
10. Develop analytical and quantitative skills.
11. Acquire skill in effectively utilizing modern computer and communication technology in work and study.
12. Acquire an enthusiasm for learning, and a curiosity toward the world and the banking-related disciplines in particular.
13. Develop an appreciation of diverse cultures.
14. Develop a sensitivity to social problems, as well as a commitment to civic responsibility and ethical and professional standards.
15. Develop the ability to make and defend ethical judgments, particularly in a business setting, and develop an understanding of individual moral responsibility, particularly in a group or corporate context.

Business Administration (A.S. Degree)

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. Work competently in teams and demonstrate an understanding of interpersonal relations, and the communication, motivation and leadership processes.
4. Demonstrate the ability to integrate and apply knowledge and skills in solving real-world management and business problems.

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

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.

Business Administration: Marketing Management Option (A.S. Degree)

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. Work competently in teams and demonstrate an understanding of interpersonal relations, and the communication, motivation and leadership processes.
5. Demonstrate the ability to integrate and apply knowledge and skills in solving real-world marketing management problems.

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

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. Be able to recognize retailing trends, and be able to participate in strategic planning.
3. Be able to demonstrate well-developed customer service skills and an appreciation of their importance in successful businesses.
4. Work competently in teams and demonstrate an understanding of interpersonal relations, and the communication, motivation and leadership processes.
5. Demonstrate the ability to integrate and apply knowledge and skills in solving real-world retailing problems and managing retailing operations.

Business Office Technology (A.S. Degree) and Business Office Technology: Medical Options (A.S. Degree)

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. Compose business documents that are clear, concise, complete, consistent, correct and courteous; and proofread and edit accurately for grammatical, punctuation, spelling and contextual errors, as well as for acceptable format, style, and accuracy.
3. Keyboard with speed and accuracy that meets industry standards. Demonstrate knowledge and skill in using transcription equipment; and apply mathematical skills and concepts in solving problems related to the format and tabulation of business documents.
4. Demonstrate an understanding of records management.
5. Prepare a complete résumé packet including an application letter, résumé, and follow-up letter.
6. Research and write a report using the library, the Internet, interviews, and other sources.
7. Use logic to make decisions to solve problems, apply learning and reasoning strategies, and acquire and utilize information.
8. Relate computer knowledge, communication skills, problem-solving techniques, and business procedures to business applications in a work environment; and take pride in completing a project in an accurate, proficient, and timely manner.
9. Display decision-making ability in order to function with a minimum of supervision.
10. Develop leadership skills based on a sense of professional and personal integrity, self-esteem, and willingness to receive and give constructive praise and criticism.
11. Display responsibility, sociability, self-management, integrity, honesty, and confidentiality; extend these attributes to facilitate cooperative working relationships with others; and develop interpersonal and team-participation skills for working effectively with others.
12. Embrace the concept of lifelong learning to keep up to date with current practices and technology in the field.

13. Develop an understanding and awareness of cultural diversity, of people who are physically challenged, and of the various types of discrimination.
14. Display a positive attitude when dealing with others, regardless of their level or status.
15. Develop a portfolio that showcases talents, promotes self-evaluation, and demonstrates creativity as validation for employment or promotion.

Computer Information Systems (A.S. Degree)

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

Applications Software

1. Produce a simple database design and implement database applications using standard query language
2. Create, publish and maintain a web site

Programming

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

Systems Analysis

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

Operating Systems

8. Understand the components of an operating system
9. Install, administer, and maintain an operating system

Networking

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 (A.S. Degree)

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

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

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

Network Administration (Certificate)

1. Develop algorithmic thinking ability.
2. Develop problem solving skills and apply those to a specific programming problem using various programming languages.
3. Apply structured programming techniques in a variety of programming languages.
4. Apply object oriented programming techniques in a variety of programming languages.
5. Define, describe and understand the five phases of the Systems Development Life Cycle.
6. Utilize a visual design environment to develop programs and applications.
7. 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.
8. Apply programming skills and constructs to develop large-scale programs and applications.

Criminal Justice (A.S. Degree)

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 constitutional principles that protect the rights of citizens and regulate criminal justice 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 criminal justice topics and issues, synthesize concepts, and apply them to operational activities.
7. Have the knowledge and skills to obtain entry-level employment in the criminal justice 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 and particularly about criminal justice issues.
9. Define the principles of good citizenship, and apply these principles to the solution of current social problems.
10. Demonstrate an understanding of and a commitment to the moral, ethical, and legal obligations of criminal justice 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.
14. Demonstrate an understanding of and commitment to the community-services functions of police agencies.

Criminal Justice: Corrections Option (A.S. Degree)

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 (A.S. Degree)

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 (A.S. Degree)

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

1. Provide an accurate and complete documentation of the patients/clients or the community conditions utilizing evolving technology and armamentarium to assess, diagnose, plan, implement, and evaluate dental hygiene services.
2. Provide care to all clients/patients utilizing an individualized human-needs approach without regard to race, creed, and socioeconomic background or health status.
3. Provide scientific and evidence-based care that is the accepted standard of care.
4. Adhere to the laws governing the practice of dental hygiene, and apply the professional code of ethics in all endeavors.
5. Continually self-assess through critical thinking and problem-solving skills.
6. Communicate effectively both verbally, non-verbally, and in writing with diverse groups of individuals.
7. Advance dental hygiene and promote community health through service and affiliation with professional organizations.

Dental Assisting (Certificate)

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.

Drug and Alcohol Recovery Counselor (A.S. Degree)

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

1. Communicate effectively in both written and verbal form.
2. Define, explain, and apply the basic counseling theories and strategies.
3. Apply the practical application of the 12 core functions of an alcohol and drug counselor.
4. Identify current research on drug and alcohol issues, synthesize concepts, and apply them to operational activities.
5. Demonstrate an understanding of and commitment to the moral, ethical, and legal obligations to the addiction counseling profession.
6. Define the causes and characteristics of substance abuse and addiction.
7. Demonstrate behaviors that are appropriate for the counselor as a person and a professional.
8. Demonstrate knowledge of the various self-help programs.
9. Apply an understanding of the addiction and recovery process.
10. Demonstrate ability for self-assessment through critical thinking and problem solving skills.
11. Demonstrate the knowledge and skills necessary for employment in substance abuse counseling.
12. Demonstrate knowledge of the impact of addiction on the family system.
13. Develop and demonstrate a working understanding of the pharmacological effects of various substances on the brain.
14. Demonstrate working knowledge and skills as they pertain to the facilitation of didactic and counseling groups, the ability to process feedback, and an understanding of transference and countertransference.
15. Demonstrate knowledge and skills necessary in the assessment and treatment of co-occurring disorders.
16. Define the characteristics of substance abuse relevant to various populations and cultures.

17. Demonstrate competency in the documentation of intake assessments, treatment plans, progress notes, and discharge summaries.
18. Demonstrate an openness to receive and provide constructive feedback.

Early Childhood Education (A.S. Degree)

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.

Engineering Science (A.S. Degree)

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.

General Studies (A.S. Degree)

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

1. Analyze, synthesize, and manipulate new information, ideas, and language in their historical and social 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, 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. Analyze and apply numerical concepts in varied contexts.
6. Use cognitive skills and problem-solving techniques to analyze data and scientific information.
7. Identify the characteristics of effective interpersonal relationships, assess one's own interpersonal skills, and be able to apply principles of those skills in order to work independently and collaboratively.
8. Identify characteristics of other ethnic and racial groups, and learn to assess one's own potential for establishing positive relationships with individuals who have different ethnic and racial identities.

9. Identify and analyze legal, ethical, and moral issues relating to individual rights and responsibilities.
10. Demonstrate a knowledge base that fulfills intellectual, academic, and/or professional interests.

Graphic Design (A.S. Degree)

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

1. Identify and apply the design principles and elements used in the control of aesthetic and compositional elements in creation of visual solutions to art and design problems.
2. Acquire fine art skills in basic drawing
3. Develop skills in the use of tools, materials, techniques, and technical processes of graphic design using traditional media.
4. Be literate in the Macintosh OS, file storage and retrieval, network and file-server navigation, and the output of black & white and color images/designs to a variety of laser printers.
5. Understand the function and impact of design in our society, the design profession, and the working relationships among designers, art directors, illustrators, photographers, and graphic arts technicians.
6. Acquire knowledge of typography and its applications in design layout through analysis and critique of existing design pieces, and the design and creation of original typographically-based visual communications process.
7. Choose typography styles in support of the content of a design and use the type and image relationship effectively in visual communication.
8. Use letterform and create graphic interpretations for logo and symbol designs.
9. Acquire skills in the use of the tools and techniques available in a Postscript drawing software program in (Adobe Illustrator) to be able to design, execute, and successfully output realistic, stylized, and expressive graphic imagery.
10. Acquire skills in the use of the tools and techniques available in a high-resolution paint/image processing software program (Adobe Photoshop) so as to be able to design, execute, and successfully output montage, stylized, and painted digital imagery.
11. Understand project management, marketing, and business-related responsibilities of a graphic designer in the design and production of visual communication pieces.
12. Understand the basic concepts of printing and print production processes and color systems (spot/process) used in print production; be able to create electronic mechanical art for a graphic design project.
13. Use computer-page design software (QuarkXPress) to apply page layout, document construction, and typesetting techniques to the design and construction of design pieces.
14. Gain skills in image scanning and file-format choice for digitally created images.
15. Acquire and apply knowledge of paper selections as a design device and budgetary or technical constraint.
16. Analyze a visual communication problem, develop design/visual concepts, and create technically-accurate designs that demonstrate knowledge and skill in typography, layout, composition and image using appropriate applications software—Adobe Illustrator, Photoshop, QuarkXPress, and related traditional media.
17. Develop skills in working in a collaborative environment.

18. Think critically and effectively communicate an understanding and application of design and technical concepts through participation in class and individual discussions.
19. Demonstrate the development of the visual and conceptual skills required to create successful image-based design solutions through the process of idea development, assessment, and refinement in the creation of design projects.
20. Work with deadline pressures through the strict adherence to project schedules.
21. Present a portfolio of work that shows evidence and understanding of the concepts and techniques presented during the curriculum.
22. Obtain a partial exposure to/understanding of art history.
23. Meet established general education requirements.

Graphic Design: Interactive Media Option (A.S. Degree)

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

1. Provide the visual and technical skills necessary to qualify for an entry level position in the field of Interactive Media.
2. Provide a curriculum for students who intend to seek an advanced degree through transfer to a BA or BFA degree granting institution.
3. Provide opportunities for graphic art professionals to upgrade their skills and advance their careers.

Human Services (A.S. Degree)

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 (A.S. Degree)

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.

Liberal Arts and Sciences (A.A. Degree)

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 (A.S. Degree)

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.

Physical Therapist Assistant (A.S. Degree)

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.

Technology Studies (A.S. Degree)

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. Use 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. These competencies will vary over time and by specialization. The specialization may include but is not limited to: electricity, manufacturing, civil engineering, environmental systems, television operations, industrial systems, electronics, automation, construction, spring and metal-stamping, wastewater management, and computer aided drafting and design.
8. Analyze data and scientific information using critical-thinking skills and problem-solving techniques.
9. Use appropriate devices, such as tables, graphs, spreadsheets, pictures, and algebraic equations to investigate, organize, and communicate mathematical data.
10. Utilize effective written, oral, visual, and graphical formats to communicate scientific, technical, and professional information.
11. 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.
12. Use logic and organization when acquiring information, analyzing a situation, and solving problems.
13. Identify the need for lifelong learning and currency in one's profession.
14. Appreciate diverse cultures.

Technology Studies: Electrical Option (A.S. Degree)

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:

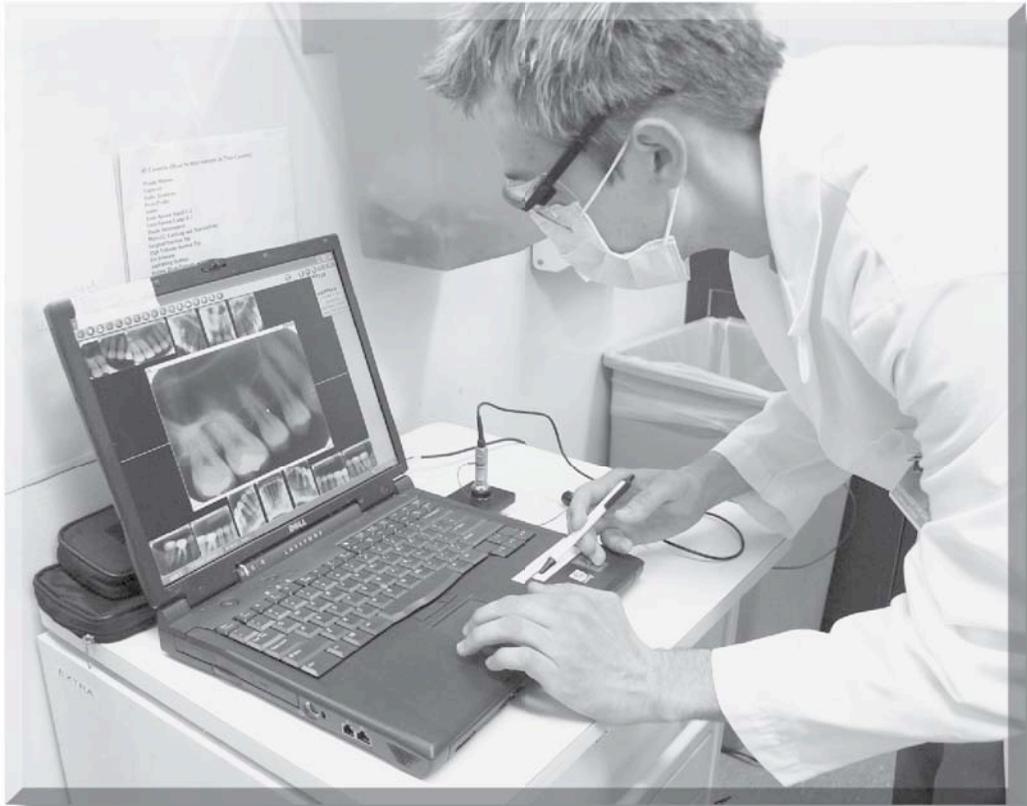
1. Complete the electrical apprenticeship program through the Connecticut Department of Labor.
2. Utilize the National Electrical Code when installing electrical equipment.
3. Identify and apply electrical theory to simulated wiring situations.

Technology Studies: Television Operations Option (A.S. Degree)

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. Identify and utilize language unique to the broadcast industry.
2. Recognize the role of the FCC and other government organizations in the broadcasting industry.
3. Operate equipment currently used in the industry including cameras, recorders, editors, sound and video electronics, and various other communications equipment.
4. Interpret waveform monitors and vectorscopes.
5. Analyze and diagnose communications equipment.
6. Cite basic theories and protocols common to the television industry.

COURSE DESCRIPTIONS



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Course Descriptions by Program & Subject Area

Accounting	English–Writing
Anthropology	English as a Second Language
Art	Externship
Astronomy	French
Biology	Geography
Business–General	Graphic Design
Business–Entrepreneurship	Health
Business–Finance	History
Business– Management	Human Services
Business–Marketing	Independent Study
Business–Real Estate	Interdisciplinary Studies
Business Office Technology	Italian
Chemistry	Latin
College Preparation	Mathematics
Communication	Meteorology
Computer Aided Drafting (see Technology Studies)	Music
Computers–Applications	New Media Communication
Computers–Computer Science	Philosophy
Computers–Technology	Photography
Criminal Justice	Physical Sciences
Dental Assisting	Physical Therapist Assistant
Dental Hygiene	Physics
Drug and Alcohol Recovery Counselor	Polish
Early Childhood Education	Political Science
Earth Science	Psychology
Economics	Russian
Engineering Science (see Technology Studies)	Science
English–Literature	Sociology
English–Reading	Spanish
	Technology Studies/ Engineering Science

Accounting

ACC*113 Principles of Financial Accounting
(ACC-105)

3 credits

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.

ACC*117 Principles of Managerial Accounting
(ACC-205) (27-205)

3 credits

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: Principles of Financial Accounting.*

ACC*123 Accounting Software Applications
(ACC-111) (27-110)

3 credits

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*241 Federal Taxes I
(ACC-161) (27-161)

3 credits

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
(ACC-201) (27-201)

3 credits

Introduction to financial statement analysis, involving intensive study of classification and evaluation of current assets. *Prerequisite: C- or better in Principles of Financial Accounting.*

ACC*272 Intermediate Accounting II
(ACC-202) (27-202)

3 credits

Study of non-current assets is undertaken along with analysis of total equity classification and application of funds-flow reporting. *Prerequisite: Intermediate Accounting I.*

Anthropology

ANT*101 Introduction to Anthropology
(ANTH-101) (57-121)

3 credits

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. *Prerequisite: C- or better in Foundations of Reading and Writing: Introduction to the Essay or placement into Academic Reading and Writing: Introduction to Composition.*

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
(IDS-110)

3 credits

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*153 Peoples and Cultures
of Sub-Saharan Africa**

(ANTH-210)

3 credits

Exploration of the societies and cultures of sub-Saharan Africa, including an examination of traditional ways of life and the changes brought about by European influences of the Colonial legacy. Primary focus is on the peoples and cultures of West Africa.

**ANT*205 Cultural
Anthropology**

(Effective Spring 2008)

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 Introduction to Anthropology, OR Principles of Sociology, OR permission of Department Chair.*

Art

ART*100 Art Appreciation

(ART-100) (70-101)

3 credits

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.

ART*101 Art History I

(ART-103) (70-103)

3 credits

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

(ART-104) (70-104)

3 credits

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

(ART-227)

3 credits

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

(ART-120) (75-121)

3 credits

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*111 Drawing I

(ART-109) (74-111)

3 credits

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

(ART-110) (74-112)

3 credits

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: Drawing I.*

ART*113 Figure Drawing I
3 credits
2 lecture/2 studio
(ART-150) (75-171)

Introduction to figure drawing techniques with emphasis on 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 to express a multitude of ideas concerning interpretive drawing. *Prerequisite: Drawing II or permission of Program Coordinator.*

ART*122 Three-Dimensional Design
3 credits
2 lecture/2 studio
(ART-102) (74-122)

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 hours

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: Three-Dimensional Design.*

ART*132 Sculpture II
3 credits
1 lecture/3 studio hours

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: Sculpture I.*

ART*151 Painting I
3 credits
2 lecture/2 studio
(ART-211) (75-143)

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: Drawing II and Design Principles or permission of Program Coordinator.*

ART*152 Painting II
3 credits
2 lecture/2 studio
(ART-212) (75-144)

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: Painting I.*

ART*155 Watercolor I
3 credits
2 lecture/2 studio
(ART-215)

An introduction to watercolor, this course involves the study of equipment, painting surfaces, and painting techniques. *Prerequisite: Drawing I*

ART*180 Art & Writing
3 credits
2 lecture/2 studio
(ART-145)

Exploration of the relationship between written expression (poetry, the essay) and visual expression (photography, illustration). Students will select a topic and study the dynamics and interrelationships between writing and art. Possible topics may include children's stories and illustration, art and poetry, essay and image, photography and writing, documentary writing and art, video and script, and linear and non-linear formats. This course is co-taught by Visual Fine Arts and English Department faculty. *Prerequisite: Drawing I and Composition.*

ART*201 Contemporary Art in the U.S.A.
3 credits
(ART-230) (70-163)

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*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: Drawing II.*

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: Drawing III 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: Drawing II and Design Principles.*

**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: Drawing I and either Introduction to Computer Graphics or consent of the Program Coordinator.*

**ART*221 Electronic Painting
and Drawing II**
3 credits (74-220) (Effective Spring 2008)
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: Electronic Painting and Drawing.*

**DGA*I60 3-D Computer
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: 3-D Computer Modeling, Drawing II.*

**DGA*I61 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: 3-D Computer Modeling AND Drawing II.*

Astronomy

AST*111 Introduction to Astronomy
(SCI-178) (52-131)
4 credits
3 lecture/2 lab

Overview of the origin, structure and space-time relationship of the universe. Analysis of planets, stars, and constellations. Lecture and laboratory.

Biology

BIO*111 Introduction to Nutrition
(BIO-111) (57-156)
3 credits

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. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition, or placement into Composition.*

BIO*115 Human Biology
4 credits
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. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition or placement into Composition.*

BIO*121 General Biology I
4 credits
3 lecture/3 lab

Study of the physical and chemical nature of the cell including basic biochemistry, photosynthesis, and respiration. Additional focus on topics of cell division, organism response, genetics, and the nature of the gene. Lecture and laboratory. No dissection is required. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition, or placement test into Composition.*

BIO*122 General Biology II
4 credits
3 lecture/3 lab
(BIO-122) (57-142)

A comparative study of systems, covering specific organisms in the five major Kingdoms: Monera, Fungi, Protistis, Plants, and Animals. Emphasis on taxonomy, diversity of life, and the evolution of systems as manifested by the influences of genetics and the environment. Lecture and laboratory. Dissection is required. *Prerequisite: General Biology I.*

BIO*145 General Zoology
4 credits
3 lecture/2 lab
(BIO-221) (59-211)

Introduction to the animal kingdom including the general principles of animal biology. Classification, structure, life histories, and evolutionary relationships of animals. Field trip required. Lecture and laboratory. *Prerequisite: General Biology I.*

BIO*155 General Botany
4 credits
3 lecture/3 lab
(BIO-222) (63-121)

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. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading & Writing, OR placement into Composition.*

BIO*211 Anatomy and Physiology I
4 credits
3 lecture/3 lab
(BIO-225) (61-111)

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 organismic point of view. Lecture and laboratory. Dissection is required. *Prerequisites: General Biology I and Concepts of Chemistry or permission of Department Chair.*

BIO*211

4 credits

3 lecture/3 lab

Anatomy and Physiology I

(BIO-225) (61-111)

(Effective Spring 2008)

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 organismic point of view. Lecture and laboratory. Dissection is required.

Prerequisites: Concepts of Chemistry or General Chemistry I, AND C or better in General Biology I, AND C or better in Composition.

BIO*212

4 credits

3 lecture/3 lab

Anatomy and Physiology II

(BIO-226) (61-112)

Continuation of Anatomy and Physiology I. Lecture and laboratory. Dissection is required.

Prerequisite: Anatomy and Physiology I or permission of Department Chair.

BIO*235

4 credits

3 lecture/3 lab

Microbiology

(BIO-250) (57-261)

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: General Biology I and either General Chemistry I or Concepts of Chemistry.*

Business—General**BBG*231**

3 credits

Business Law I

(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, agency law, and business organizations. *Prerequisite: C- or better in Academic Reading and Writing: Introduction to Composition, or placement into Composition.*

BBG*232

3 credits

Business Law II

(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: Business Law I.*

BBG*240

3 credits

Business Ethics

(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, prior to taking this course. *Prerequisite: Composition.*

BBG*294

3 credits

Business Internship

(BUS-250)

Designed to integrate all of the Business Administration program's course work knowledge through integrated, interdisciplinary practical exercises or experience that are directly applicable to real-world business. The Business Practicum is designed to provide students with opportunity to acquire and utilize practical skills and know-how in solving actual management problems and possibly in managing actual business entities. Preferably, this experience should be comprised of actual problem solving in firms where the student is employed under a student cooperative or regular employment contract. The Practicum exercise may be customized to address specific training needs of the student. The role of the instructor is to help students identify the problems or issues to be taken up in the exercise, (if possible, in consultation with the student's employer) and to supervise and guide the student's progress through the problem solving process. Alternatively, the Practicum experience may be provided through a faculty supervised comprehensive case study or research project. In either case, the Practicum exercise may be conducted in task teams if this is appropriate to or a part of the assignment. The Business Practicum may be repeated for credit once. *Prerequisites: Program enrollment and nine earned credits in Business, or permission of the Department Chair.*

BBG*240

3 credits

Business Ethics*(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, prior to taking this course. *Prerequisite: Composition.*

BBG*294

3 credits

Business Internship*(BUS-250)*

This course is designed to integrate all of the Business Administration program's course work knowledge through integrated, interdisciplinary practical exercises or experience that are directly applicable to real-world business. The Business Practicum is designed to provide students with opportunity to acquire and utilize practical skills and know-how in solving actual management problems and possibly in managing actual business entities. Preferably, this experience should be comprised of actual problem solving in firms where the student is employed under a student cooperative or regular employment contract. The Practicum exercise may be customized to address specific training needs of the student. The role of the instructor is to help students identify the problems or issues to be taken up in the exercise, (if possible, in consultation with the student's employer) and to supervise and guide the student's progress through the problem solving process. Alternatively, the Practicum experience may be provided through a faculty supervised comprehensive case study or research project. In either case, the Practicum exercise may be conducted in task teams if this is appropriate to or a part of the assignment. The Business Practicum may be repeated for credit once. *Prerequisites: Program enrollment and nine earned credits in Business, or permission of the Department Chair.*

**Business—
Entrepreneurship****BES*218**

3 credits

Entrepreneurship*(BUS-225)*

This course is designed to introduce 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 experiential exercises, student team projects, and case studies. *Prerequisites: Principles of Marketing, Principles of Financial Accounting, Composition, or permission of Department Chair, or Program Coordinator.*

Business—Finance**BFN*107**

3 credits

Managerial Finance*(BUS-107) (23-107)*

Provides an understanding of the role of finance in the economy, business, government and consumer financing. Financial analysis, planning and control, investment decisions, and sources of funds are examined.

BFN*110

3 credits

Personal Finance

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 Academic Reading and Writing: Introduction to Composition or placement into Composition.*

BFN*125

3 credits

Principles of Banking*(BUS-109) (23-108)*

Overview of the business of banking, the banking industry, and its role in the economy. Nearly every aspect of banking, from the fundamentals of negotiable instruments to contemporary issues and developments within the industry, will be examined.

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. *Prerequisite: C- or better in Academic Reading and Writing: Introduction to Composition, or placement test into Composition, C- or better in Elementary Algebra, and Principles of Financial Accounting, 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: Principles of Financial Accounting and Managerial Finance.*

Business—Management

BMG*202 **Principles of Management**
3 credits (BUS-101) (28-111)

Management principles are studied, including authority and responsibility, problem-solving, and decision-making, as applied to the functions of planning, organizing and controlling business. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition, or placement into Composition.*

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: Principles of Management.*

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 Academic Reading and Writing: Introduction to Composition, or placement into Composition.*

BMG*228 **Labor Relations**
3 credits (BUS-106) (28-120)

A study of the general nature of present-day labor relations with emphasis on the historical, structural, and legal environments which influence union-management relations.

Business—Marketing

BMK*103 **Principles of Retailing**
3 credits (MKT-103) (25-101)

Introduction to the technical and theoretical aspects of retailing necessary for mid-management employment. Areas of emphasis include merchandise management, buying, pricing, site selection, operations, and human resources management. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition, or placement into Composition. (NOTE: This course is typically held in the Community Room at Westfarms Mall.)*

BMK*201 **Principles of Marketing**
3 credits (MKT-101) (25-111)

Introduction to the marketing process with emphasis on the total marketing concept from the viewpoint of individual firm management. Determination of effective channels of product distribution, price structure, and promotion. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition, or placement into Composition.*

BMK*252 Fashion Fundamentals
3 credits (MKT-105) (27-411)

The basic principles of fashion are presented: how fashions begin, move and disseminate, and how they may be predicted. Subject matter includes the history and development of fashion, methods of operation, merchandising activities, fabric, color, line and design, and trends within all levels of the fashion industry. *Prerequisite: Principles of Marketing.*

BMK*257 Textiles
3 credits (MKT-104) (27-403)

Examines the textile products available on the market, stressing consumer concerns with regard to comparison, selection, usage, and care of fabrics and merchandise. The theory and processes underlying the manufacture of the textiles are considered.

BMK*281 Marketing Decision Making
3 credits (MKT-203) (25-114)

An overview of research methods and procedures in collection and analysis of information relevant to decision-making in marketing. *Prerequisites: Principles of Marketing and Elementary Statistics with computer application.*

BMK*292 Practicum in Marketing
3 credits (MKT-250)

A cooperative work experience in which the student is employed in a Marketing occupation in order to gain some of the practical experience necessary for success in Marketing. Supervision of the college-approved position is provided through on-the-job visitation and individual progress review sessions. The student and the instructor mutually establish objectives related to his/her position and career objectives. The student will attend five on-campus three-hour seminars and work a minimum of 15 hours per week. *Prerequisites: Principles of Marketing and enrollment in the Business Administration: Marketing Option program.*

BMK*293 Seminar in Marketing
3 credits (MKT-205) (25-291)

The application of traditional methods of marketing to the decision-making process in profit and nonprofit enterprises. Primary emphasis is on the development and implementation of total marketing programs through case-study analysis. *Prerequisite: Principles of Marketing, Advertising and Promotion or Consumer Behavior, and Composition.*

BMK*294 Retail Business Management Practicum
3 credits (MKT-204) (27-431)

A cooperative work experience program in which the student is employed in a retail store in order to gain some of the practical experience necessary for success in retail business management. Supervision of the College-approved position is provided by the College through on-the-job visitations and individual progress review sessions. The student and the instructor will mutually establish objectives related to the student's position and career objective in order to effect the attainment of specific job competencies. The student will attend a weekly on-campus one-hour seminar and work a minimum of 15 hours per week. *Prerequisites: Principles of Marketing, Principles of Retailing, and program enrollment or permission of Department Chair.*

Business—Real Estate

BRE*201 Real Estate Principles
3 credits (BUS-103) (33-131)

Introduction to Connecticut Real Estate, including law, brokerage, valuation, financing, development, land use, taxation, and market analysis. Successful completion meets minimum requirements for taking the salesman's examination conducted by the Connecticut Real Estate Commission.

Business Office Technology

BOT*101 Basic Keyboarding
1 credit (BOT-106) (22-103)

Designed for beginning computer users. The main instructional tool is a tutorial software program. This course is not recommended for Business Office Technology students.

BOT*111 Keyboarding for Information Process. I
3 credits (BOT-101) (22-101)

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*132 **Introduction to
Word Processing
Applications**
(BOT-107) (22-120)

1 credit

This introductory course covers the basics of creating, editing and printing a document. Topics include format functions, text enhancement features, and tools such as the spell checker. A hands-on approach is used in this course. (NOTE: Does not satisfy BOT program requirements in word processing.) *Prerequisite: Basic Keyboarding or permission of Program Coordinator.*

BOT*133 **Intermediate
Word Processing
Applications**
(BOT-108) (22-121)

1 credit

A continuation of Introduction to Word Processing Applications. Students learn how to perform advanced editing functions, use newspaper-style columns, headers and footers, WordArt, Clipart, envelopes and labels. The autotext and merging feature of Word will also be covered. A hands-on approach is used in this course. (NOTE: This course does not satisfy BOT program requirements in word processing.) *Prerequisite: Introduction to Word Processing Applications.*

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 2002. The student must be able to follow oral and written instructions with minimum supervision. *Prerequisite: C- or better in Keyboarding for Information Processing I or permission of Program Coordinator or waiver.*

BOT*180 **Medical Terminology**
3 credits (BOT-113)

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 Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition, OR permission of Program Coordinator. Co-requisite: Keyboarding for Information Processing I or permission of Program Coordinator.*

BOT*181 **Medical Coding I**
3 credits (BOT-214)

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 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 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 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- in Word Processing Applications 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 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 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. *Prerequisites: C- or better in Administrative Procedures or permission of Program Coordinator.*

BOT*270 Legal Terminology and Transcription

3 credits (BOT-211) (22-224)

Familiarizes the student with basic legal terminology and legal documents. Machine transcription will be utilized for preparation of legal documents and correspondence. *Prerequisites: C- or better in Keyboarding for Information Processing I, or permission of program coordinator, or waiver.*

BOT*271 Legal Document Production

3 credits (BOT-215)

Reinforces the student's ability to use and apply legal terminology through the production of legal documents using the computer. Various legal documents from case studies will be produced. Particular emphasis will be placed on Connecticut legal documents. *Prerequisite: Legal Terminology and Transcription.*

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 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. *Prerequisite: C- or better in Word Processing Applications, Medical Terminology; AND, C- or better in Academic Reading and Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition; 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. *Prerequisite: Program Enrollment, completion of 12 credits in the BOT discipline, and permission of Program Coordinator.*

Chemistry**CHE*111****Concepts of Chemistry**

4 credits

(CHE-110) (54-128)

3 lecture/2 lab

Fundamental principles, theories, and laws of chemistry are studied, including atomic theory; bonding; stoichiometry; solutions; reactions; ionic equilibria and pH; nuclear and organic chemistry. Lecture and laboratory. *Completion of Elementary Algebra Foundations is highly recommended.*

CHE*121**General Chemistry I**

4 credits

(CHE-121) (54-131)

3 lecture/3 lab

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 and periodicity, solutions and colloids. Lecture and laboratory. *Prerequisite: Intermediate Algebra or satisfactory score on Placement Test. May be taken concurrently.*

CHE*122**General Chemistry II**

4 credits

(CHE-122) (54-132)

3 lecture/3 lab

Further study of the principles, theories, and laws of chemistry. Topics include thermochemistry, kinetics, chemical equilibrium, oxidation reduction and

electrochemistry, introduction to organic and nuclear chemistry, and the chemistry of elements and compounds. Lecture and laboratory. *Prerequisite: General Chemistry I.*

CHE*210**Introduction to
Organic Chemistry**

4 credits

(CHE-210) (54-210)

3 lecture/3 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 analysis. Lecture and laboratory. *Prerequisite: General Chemistry I or permission of Department Chair.*

CHE*211**Organic Chemistry I**

4 credits

(CHE-211)

3 lecture/4 lab

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. *Prerequisite: General Chemistry II or permission of Department Chair.*

CHE*212**Organic Chemistry II**

4 credits

(CHE-212)

3 lecture/4 lab

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: Organic Chemistry I.*

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 one of the following courses: ENG*003 Foundations of Reading or ENG*063 Writing: Introduction to the Essay. *This course does not satisfy an elective in any degree program; neither do its credits count towards 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 provides students with the tools necessary for success in the classroom and college environment, while broadening their knowledge of the world beyond the classroom. Students learn and apply college study skills, expand their civic awareness by collaboratively researching and presenting an issue related to active citizenship, and acquire strategies to help them cope with the academic and personal demands unique to college. This three credit college-level course is strongly recommended for all students who are new to college and have placed into Academic Reading, Writing: Introduction to Composition, Introduction to College Reading & Writing, Perspectives in the Humanities, OR Composition. This class prepares

students for the rigors of college-level academic work and is not appropriate for students placing into Foundations of Reading or Writing: Introduction to the Essay. *Prerequisites: C- or better in Foundations of Reading AND Writing: Introduction to the Essay, OR placement into any of the following courses: Academic Reading AND Writing: Introduction to Composition, Introduction to College Reading & Writing, Perspectives in the Humanities, OR Composition.*

Communication

COM*104 **Careers in Media**

3 credits

(BC-103)

An overview of Careers in Media. Guest speakers discussing day-to-day operations of radio, television, and cable stations as well as other media jobs. Also teaches students career preparation through job targeting, interviewing skills, and résumé preparation. *Prerequisite: C- or better in Composition.*

COM*121 **Journalism**

3 credits

(ENG-107)(80-141)

Students gain practical experience in the basics of news writing, reporting, and information-gathering through completion of writing assignments and examination of articles by working journalists. The focus is on the tasks and responsibilities of persons who write and report for today's varied media. Students also begin to explore the various ethical questions and issues that journalists must confront. This course can serve as an English elective. *Prerequisite: C- or better in Composition.*

COM*142 **Television Production**

4 credits

(BC-152)

Introduction to the mechanics, techniques, and aesthetics of television production. All equipment and operations of a television studio will be covered: cameras, recorders, editors, lights, microphones, and scenery. *Prerequisite: C- or better in Careers in Media.*

COM*154 **Film Study & Appreciation**

3 credits

**(COMM-100 Film Appreciation)
(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.*

COM*167 **Film and Video
Techniques**
(COMM-111) (77-143)

3 credits

The techniques of video film-making are introduced. Students explore various shots, camera/performer motion, editing rhythm, and principles of light and color are explored. Students shoot and edit their own videos/films based on their examinations of the techniques involved. *Prerequisite: C- or better in Foundations of Reading, and Writing: Introduction to the Essay or placement test score for Introduction to College Reading and Writing.*

COM*172 **Interpersonal
Communication**
(SPE-101 Fund. of Comm.)

3 credits

Emphasizes the improvement of the student's communication skills. Students engage in activities and in-class practice of verbal and nonverbal communication, perception, and listening. How the self develops through communication, how to handle conflict positively, and how to be assertive are also examined. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition. This course does not satisfy an English requirement.*

COM*173 **Public Speaking**
(SPE-103)

3 credits

Involves the theory and principles of oral communication, with an emphasis on public speaking skills needed for academic and professional presentations. During this workshop-style course, a variety of speeches will be presented, and involve the optimal use of audio/visual aids and outside research. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition. This course does not satisfy an English requirement.*

COM*283 **Broadcast Engineering**
(BC-204)

3 credits

Course emphasizes both studio and field engineering practices including system design and timing, station operations, reading of waveform monitors and vectorscopes, camera theory and adjustments, and RF equipment. *Prerequisite: C- or better in Television Production.*

Computer Aided Drafting (see Technology Studies)

Computers—Applications

NOTE: Any three-credit computer information systems course satisfies the requirements of a business elective.

CSA*100 **Computer
Fundamentals**
(CIS-100)

1 credit

Topics of this basic, hands-on course include hardware terminology and operation, file-management techniques, word processing fundamentals, library research and information resources, and how to use the Internet. Students receive Pass/Fail grades. (Passing is 70 percent or greater.)

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*114 **Introduction to
Windows**
(CIS-110) (65-110)

1 credit

Covers the major features of Microsoft Windows. Students get hands-on practice learning how to identify and use standard desktop components: use a mouse with the Windows graphical user interface; use Windows Help; find, retrieve, create, save and view the contents of data and document files; find, retrieve, and execute program files; use tools for controlling and maintaining files and folders; copy, move, and delete files, organize files in the Windows hierarchical folder structure, and make elementary customizing adjustments of the Desktop.

CSA*131A **Spreadsheet I**
(CIS-120) (65-120)

1 credit

Introduces students to spreadsheets using Microsoft Excel. Students learn to create a basic worksheet, navigate in an existing worksheet, use built-in functions, and format a worksheet. A hands-on approach is used. Familiarity with the Windows operating system required.

CSA*131B**Spreadsheet II***1 credit**(CIS-121) (65-121)*

Students learn skills and concepts necessary to begin using charting and list management capabilities. Includes how to create charts to graphically represent worksheet data, and how to maintain and manage lists. A hands-on approach is utilized. **Prerequisite:** *Spreadsheet I, or permission of program coordinator.*

CSA*131C**Spreadsheet III***1 credit**(CIS-122) (65-122)*

Students learn to customize work areas and create advanced formulas. Worksheet troubleshooting techniques and multiple file linking options are explored. Students also investigate worksheet analysis tools, importing and exporting of data, and compatibility with other applications. A hands-on approach is utilized. **Prerequisite:** *Spreadsheet II, or permission of program coordinator.*

CSA*141A**Database Applications I***1 credit**(CIS-130) (65-130)*

Introduces students to relational databases using Microsoft Access. Students learn to create and work with tables, queries, forms, and reports. A hands-on approach is used. **Familiarity with the Windows operating system required.**

CSA*141B**Database Applications II***1 credit**(CIS-131) (65-131)*

An in-depth examination of database design, queries and reporting, with an introduction to form design and macro basics. A hands-on approach is utilized. **Prerequisite:** *Database Applications I, or permission of program coordinator.*

CSA*141C**Database Applications III***1 credit**(CIS-132) (65-132)*

As students learn how to create an efficient database by using normalization rules and table relationships, they will also learn how to customize queries, forms, and reports by using functions, properties and macros. **Prerequisite:** *Database Applications II, or permission of program coordinator.*

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*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:** *Database Design I.*

**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 applications, including word processing, spreadsheeting, data management, presentation management, and accessing and using Web-based services, such as e-mail. Covers what computers are, their main components, how they work together, and the terminology used to refer to their components and what they do. Students spend approximately three hours per week on hands-on computer assignments, mastering

elementary Microsoft Office and Internet Explorer functions. **Note:** *It is strongly recommended that students take Introduction to Windows prior to taking this course. Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition.*

CSC*105 Programming Logic
3 credits (CIS-102) (65-102)

Provides the necessary background for acquiring fluency in programming using a source language. Students learn the function and logic of common programming methods, such as assignment, memory declaration, branching and looping. Students practice solving practical and realistic cases. Top-down design, prior planning, documentation, efficient debugging, clarity and simplicity of programming, and structured programming are emphasized. The visual programming interface is introduced. Illustrative examples and exercises use one or more dialects of BASIC. **Note:** *Familiarity with the Windows operating system required. Prerequisites: C- or better in Elementary Algebra Foundations or placement into credit level mathematics.*

CSC*201 COBOL I
3 credits (CIS-201) (65-210)

COBOL fundamentals will be covered including the four divisions of a COBOL program and a survey of basic COBOL verbs. Programs will be written and run during the course. **Prerequisite:** *Introduction to Computers and Programming Logic.*

CSC*202 COBOL II
3 credits (CIS-202) (65-211)

A more advanced application of COBOL skills. Tables, subscripts, subprograms, and sort applications are among the concepts that will be demonstrated. Programs requiring application of advanced techniques will be written during the course. **Prerequisite:** *COBOL I.*

CSC*205 Visual Basic I
3 credits (CIS-212) (65-212)

The essentials of Microsoft Visual BASIC are covered in this introductory course. Practical problems are used to illustrate application-building techniques. New capabilities of building applications in a graphical environment are explored. **Prerequisite:** *Programming Logic and Introduction to Windows, or permission of program coordinator.*

CSC*206 Visual Basic II
3 credits (CIS-213)

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. 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 the Drag and Drop, Active X Controls, and VB Programming using Windows API. **Prerequisite:** *Visual Basic I.*

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:** *Introduction to Computers and Programming Logic.*

**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 Programming.*

**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 Programming.*

**CSC*221 Advanced Java
Programming I**
(CIS-215)

3 credits

Sound software engineering principles involving polymorphism, abstract classes and interfaces will be developed. Layout managers 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: Object Oriented Programming using JAVA.*

CSC*231 Database Design I
(CIS-252)

3 credits

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. *Prerequisites: Introduction to Computers or Database Applications I.*

**CSC*250 Systems Analysis
and Design**
(CIS-221) (65-351)

3 credits

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. *Prerequisites: Visual Basic I or C Programming.*

**CSC*295 Coop Ed/Work
Experience**
(CIS-270)

3 credits

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**
(CIS-260) (CIS-199) (65-560)

3 credits

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. *Prerequisite: Introduction to Computers and Programming Logic, or permission of Program Coordinator.*

Computers—Technology

CST*130 Network Essentials I
(CIS-225)

3 credits

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. *Prerequisites: C- in Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition.*

**CST*150 Web Design
and Development**
(CIS-105)

3 credits

Designed primarily for the CIS student, this course will introduce the student to the rudimentary concepts and applications of the Hyper-Text Markup Language, Cascading Style Sheets, Common Gateway Interface, 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: Programming Logic.*

CST*151 Web Construction
1 credit (CIS-117)

Covering introductory terms, tools, and protocols for creating web pages with Hypertext Markup Language (HTML), this course focuses on how to use available tools to create universal web pages that are platform- and browser-independent. *Prerequisite: Introduction to Computers, or Introduction to the Internet, or permission of program coordinator.*

CST*163 Windows 2003 Server
3 credits (CIS-235)

Introduces the student to Microsoft Windows Server 2003. Students will learn the basics of installing, administering and maintaining a Windows 2003 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 and Operating Systems.*

**CST*170 Introduction to
Local Area Networks**
3 credits (CIS-241)

Students will learn concepts, technologies, components and protocols inherent in today's local area networking environments. They will see how computers are connected together to form peer-to-peer and server-based networks, and learn the functionality and uses of a router, bridge, switch, hub, and repeater. The two most commonly used network operating systems today, Microsoft's Windows 2000 and Novell's NetWare, are introduced. VLANs, and the various forms of Ethernet technology, such as Fast Ethernet, are also explained. *Prerequisite: Network Essentials I.*

CST*192 Wide Area Networks
3 credits (CIS-242)

Students learn technologies used to move voice and data across long distances, as well as technologies such as ATM that integrate voice, data, and video communications. Basic concepts of how information is transported over a Wide Area Network (WAN) from physical layer to application layer, and how these technologies work, are also discussed. *Prerequisite: Network Essentials I.*

**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: Network Essentials I*

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: Programming Logic.*

**CST*231 Data Communications
and Networks**
3 credits (CIS-253)

Covers both networking concepts and hands-on experience. Microcomputer networks, network topologies, network protocols, network design, and how to plan and implement LANs are covered. Network administration and maintenance are presented primarily from a Windows-NT server standpoint. However, other network software systems are surveyed notably Unix, Linux, and other Windows versions. *Prerequisite: Operating Systems or permission of Program Coordinator.*

**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: Network Essentials I.*

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: Network Essentials I, Windows 2003 Server (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. *Prerequisite: Introduction to Computers and Programming Logic, or permission of Program Coordinator.*

Criminal Justice

CJS*101 **Introduction to
Criminal Justice**
(CJ-101) (35-121)

3 credits

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**
(CJ-102) (35-101)

3 credits

Study of the history, philosophy and evolution of correction. 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*103 **Introduction
to Security**
(CJ-181) (35-181)

3 credits

A study of the historical, philosophical, and legal bases of security. Emphasis is on the role of security and the individual in modern society, and on the concept of professionalism. A survey of the administration, personnel, and physical aspects of the security world is included.

CJS*105 **Introduction to
Law Enforcement**
(CJ-100) (35-111)

3 credits

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**
(CJ-140) (35-253)

3 credits

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*128 **Survey of
Drugs of Abuse**
(CJ-135)

3 credits

This course, a joint effort of the Criminal Justice and the Drug and Alcohol Recovery Counselor Program, will examine the National Drug Policy, current federal and state drug legislation, the national war on drugs, the international drug trade, the history of drug use, law enforcement tactics, drug user profiles, and treatment modalities. Alternatives to the national drug control policy will be examined, including the European Experiments, decriminalization, legalization, and new treatment strategies.

CJS*151 Criminal Justice Supervision and Administration

3 credits

The essentials of personnel management and fundamentals of supervision are examined as applied to the administration of criminal justice agencies. Topics include supervisory principles, discipline, motivation, training, recruitment and interviewing. *Prerequisite: Police Organization and Administration.*

CJS*155 Probation Practices and Policies

3 credits

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: Introduction to Criminal Justice.*

CJS*211 Criminal Law I

3 credits

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: Evidence and Criminal Procedure.*

CJS*213 Evidence and Criminal Procedure

3 credits

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: Introduction to Criminal Justice, U. S. History I or II.*

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.

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, trick and device, theft by false pretenses, and evidence required for prosecution.

CJS*230 Security Management

3 credits

(CJ-246) (35-286)

A study of the organization and management of security personnel and plant protection units; policy and decision-making; and personnel selection, including hiring and budgeting. Programs in industry, government, and private guard and alarm services also covered. *Prerequisite: Introduction to Security.*

CJS*240 Correctional Administration

3 credits

(CJ-111) (35-261)

Provides students with an understanding of the correctional organization, the administrative process, and supervision and management in the correctional setting. Topics include values and ethics, policies and procedures, legal issues for employees, human resources, leadership, power and influence. *Prerequisites: Introduction to Criminal Justice or Introduction to Corrections.*

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: Introduction to Criminal Justice or Introduction to Corrections.*

CJS*244**Community Based Corrections***(CJ-152) (35-251)***3 credits**

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: Introduction to Criminal Justice or Introduction to Corrections.*

CJS*250**Police Organization and Administration***(CJ-110) (35-161)***3 credits**

An overview of the criminal justice management function, and of the administrative processes and principles found within criminal justice organizations, is presented. Topics include leadership, ethics and values, criminal justice management techniques, organizational behavior, legal issues for employees, and management of a diverse workplace.

CJS*255**Ethical Issues in Criminal Justice***(CJ-298) (35-271)***3 credits**

Ethical issues and value conflicts are explored from the standpoint of persons assuming leadership positions in organizations, which provide services to the public. Emphasis is placed upon responsibility, accountability, and personal and professional value systems. *This course is part of the Supervisory Leadership Certificate Program. Admission to the program is selective through a separate application and screening process.*

CJS*256**Futures Study, Forecasting & Analysis in Criminal Justice***(CJ-299) (35-272)***3 credits**

Introduction to the basic theories underlying futures research and their application to criminal justice. The forecasting of events and trends using appropriate analytical techniques is emphasized. Strategic thinking and the development of strategic planning are also considered. *Prerequisite: Admission into the Supervisory Leadership Program. This course is part of the Supervisory Leadership Certificate Program. Admission to the program is selective through a separate application and screening process.*

CJS*290**Practicum in Criminal Justice***(CJ-251) (99-105)***3 credits**

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. *Prerequisite: Enrollment in a criminal justice program; 12 semester hours of criminal justice program courses. Criminal justice training experience may be included in these 12 hours. Graduation from the Municipal Police Training Academy or the Correction Center for Training and Staff Development meets the course prerequisite.*

CJS*294**Contemporary Issues in Criminal Justice***(CJ-211) (35-221)***3 credits**

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. *Prerequisites: Introduction to Criminal Justice or Introduction to Corrections.*

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. *Prerequisites: C- or better in Academic Reading and Writing; Introduction to Composition or placement into Composition.*

Co-requisites: Oral Anatomy & Essentials of Radiography, Oral Medicine for the Dental Assistant, Dental Materials for the Dental Assistant, Basic Medical Support, and First Year Experience.

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. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition or placement into Composition.*

Co-requisites: Dental Assisting Concepts, Oral Anatomy and Essentials of Radiography, Basic Medical Support, Dental Materials for the Dental Assistant, and First Year Experience.

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. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition or placement into Composition. Corequisites: Dental Assisting Concepts, First Year Experience, Basic Medical Support, and Dental Materials for the Dental Assistant.*

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 complement

the didactic theory through manipulation of dental materials. *Prerequisite: C- or better in Academic Reading and Writing: Introduction to Composition or placement into Composition.*

Co-requisites: Dental Assisting Concepts, Oral Anatomy & Essentials of Radiography, and First Year Experience.

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. *Prerequisite: Dental Assisting Concepts, Oral Medicine for the Dental Assistant, Oral Anatomy and Essentials of Radiography, Basic Medical Support, and Dental Materials for the Dental Assistant.*

Co-requisites: Oral Health Education; Dental Radiography; Practice Management, Law & Ethics.

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: Dental Assisting Concepts, Oral Medicine for the Dental Assistant, Oral Anatomy and Essentials of Radiography.*

Co-requisites: Advanced Clinical Techniques for the Dental Assistant.

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: Oral Anatomy & Essentials of Radiography.*

Co-requisite: Dental Assisting Advanced Clinical Techniques.

Dental Hygiene

These courses are open to admitted dental hygiene students only. A minimum grade of C is required in all courses for progression in the program.

DHY*207 Practice Management, Law and Ethics
(DE-107/DED*107/DHY*107)
(61-042)
2 credits

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. *Co-requisite: Matriculation in the Dental Hygiene or Dental Assisting Program.*

DHY*209 Fundamentals of Dental Hygiene Theory
4 credits
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 Dental Hygiene Clinic
1 credit
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, Dental Hygiene Diagnostic Technologies I, Histology and Oral Anatomy for the Dental Hygienist, Fundamentals of Dental Hygiene Theory.

DHY*212 Dental Hygiene Diagnostic Technology I
2 credits
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, Fundamentals of Dental Hygiene Theory, Fundamentals of Dental Hygiene Clinic.

DHY*221 Fundamentals of Dental Hygiene
4 credits
4 lecture/6 clinic
(DH-/DHY*101) (61-011)

A comprehensive clinical and theoretical introduction to dental hygiene. The course is designed to familiarize the student with the concept of total patient care through didactic presentation and clinical laboratory technique. *Prerequisites: matriculation into the Dental Hygiene program, Anatomy & Physiology I;*

Co-requisites: Oral and Dental Anatomy for the Dental Hygienist, Oral Histology and Embryology, and Radiographic Principles for the Dental Hygienist.

DHY*224 Radiographic Principles for the Dental Hygienist
2 credits
1 lecture/2 lab

Provides a comprehensive study of dental radiographic techniques, radiation safety, application of radiographic theory and interpretation skills for dental hygiene diagnosis and treatment planning including the identification of caries and periodontal conditions. *Prerequisite: Anatomy & Physiology I.*

Co-requisite: Oral & Dental Anatomy for the Dental Hygienist.

DHY*225 Dental Materials for the Dental Hygienist
2 credits
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: Concepts of Chemistry and Anatomy & Physiology I.*

DHY*228 Histology & Oral Anatomy for the Dental Hygienist
4 credits
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 Anatomy & Physiology I.*

Co-requisites: Fundamentals of Dental Hygiene; Radiographic Principles for the Dental Hygienist.

DHY*231 Clinical Practice II
3 credits (DH/DHY*111) (61-021)
2 lecture/seminar; 12 clinic

Presents the principles and assessment of oral health, dental hygiene treatment planning, treatment methods, and the preventive measures employed against dental disease. The course establishes the scientific principles of disease prevention and focus on instrumentation techniques. *Prerequisite: Anatomy & Physiology II, Fundamentals of Dental Hygiene, and Radiographic Principles for the Dental Hygienist;*

Co-requisite: Oral Medicine and Pathology.

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 acquainted with disease processes that impact delivery of patient care. *Prerequisites: Anatomy and Physiology I, Anatomy and Physiology II, Oral Histology and Embryology, and Fundamentals of Dental Hygiene;*

Co-requisite, Clinical Practice II.

DHY*261 Clinical Practice III
4 credits (DH/DHY*201) (61-030)
2 lecture/seminar; 14 clinic

A comprehensive approach to patient assessment, education, treatment planning, and evaluation of delivery care is provided. The focus is on dental health science. The student will be required to undertake a decision-making process regarding delivery of care. There is an emphasis on the treatment of patients who are compromised and require care. *Prerequisite: Clinical Practice II;*

Co-requisite: Periodontics, Oral Health Management, and Pharmacology.

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 microorganisms; the role of local factors in the etiology of periodontal disease; and the principles of therapy. *Prerequisites: Anatomy and Physiology I, Anatomy and Physiology II, Microbiology, and Clinical Practice II;*

Co-requisite: Pharmacology, and Clinical Practice III.

DHY*263 Oral Health Management I
3 credits (DH/DHY*203) (61-035)
2 lecture/4 clinic

Introduction to the role of the dental hygienist as a comprehensive care provider in a variety of health-care and educational settings. Focus is on the basic skills needed to provide clinical and educational services to clients as individuals or as members of special population groups. Lectures interface with the clinical and practicum portion of the course. *Co-requisite: Clinical Practice III.*

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: Successful completion of all prior courses with a grade of 75 (C) or better, Anatomy & Physiology I and II.*

Co-requisite: Clinical Practice III—DH.

DHY*271 Clinical Practice IV
4 credits (DH/DHY*211) (61-040)
2 lecture/seminar; 14 clinic

Presents a complete, comprehensive integration of the student's basic science and dental science education as it relates to assessment, education, treatment planning, and delivery of care in the contemporary practice of dental hygiene. *Prerequisite: Clinical Practice III;*

Co-requisite: Oral Health Management II.

DHY*273

3 credits

2 lecture/4 clinic

A continuation of Oral Health Management I via lecture, laboratory, seminar, practicum, special events, and clinical experiences. The course provides students with the skills needed to deliver care to patients with special physical, psychological, or informational needs. *Prerequisite: Oral Health Management I;*

Co-requisite, Clinical Practice IV.

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. Composition is a prerequisite or co-requisite for DAR* 101, 111, 112, and 158 only.

DAR*101

Public Health Issues in Abuse & Addiction

(DARC-101) (61-256)

3 credits

Students become familiar with the key issues of the alcohol and drug abuse treatment field from the standpoint of the unique sociological and public health aspects involved. *Prerequisite: C- or better in Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.*

DAR*101

Public Health Issues in Abuse & Addiction

(DARC-101) (61-256)
(Effective Spring 2008)

3 credits

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. *Prerequisites: Placement into Academic Reading AND Writing: Introduction to Composition.*

DAR*111

Addiction Counseling I

(DARC-111) (61-151)

3 credits

In addition to learning theory of therapeutic counseling, students will develop skills in such areas as attending behavior, reflection of feelings,

direct mutual communication, and interpretation. Issues in substance abuse are also discussed. *Prerequisite: C- or better in Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.*

DAR*111

3 credits

Addiction Counseling I

(DARC-111) (61-151)
(Effective Spring 2008)

Provides an overview of the major foundational theories, and the significance of how these theoretical approaches influenced the field of counseling. Psychoanalysis, Behaviorism, and Humanism will be explored through didactic and experiential learning, as well as how these therapeutic approaches pertain to addiction counseling. *Prerequisites: Placement into Academic Reading AND Writing: Introduction to Composition or permission of Program Coordinator.*

DAR*112

3 credits

Group Counseling Therapy & Techniques

(DARC-112) (61-254)

The theory of group dynamics is presented, with a focus on substance abuse. An overview will be provided of the different modalities within the generic term group counseling and of the various guidelines for the appropriate use of these modalities with various client populations. *Prerequisite: Addiction Counseling I.*

DAR*112

3 credits

Group Counseling Therapy & Techniques

(DARC-112) (61-254)
(Effective Spring 2008)

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. *Prerequisites: Addiction Counseling I OR permission of Program Coordinator, AND C- or better in Academic Reading AND Writing: Introduction to Composition, OR placement into Composition.*

DAR*114 Introduction to Family Systems

3 credits

Concepts of family dynamics and family systems as they relate to drug and alcohol abuse counseling.

DARC-115 Introduction to and Training in Alcohol and Drug Education

3 credits

Students will learn the physiology and sociocultural aspects of alcohol and drugs as they pertain to peer alcohol and drug education programs. The history of prevention models will be studied and new programs considered. Students will learn how to facilitate workshops and plan and implement outreach strategies, and will acquire referral and assessment skills. The concept of wellness and how it relates to the American culture will be covered.

DAR*158 Biology of Addiction

3 credits

A study of drug abuse in current times, including the pharmacology and pathology of chronic drug abuse with respect to the individual as well as to society and the law.

DAR*158 Biology of Addiction

3 credits

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. *Prerequisites: Public Health Issues OR permission of the Program Coordinator, AND C- or better in Academic Reading AND Writing: Introduction to Composition, OR placement into Composition.*

DAR*213 Addiction Counseling II

3 credits

An in-depth study of individual and group counseling theory and an opportunity to synthesize theory with practical application. *Prerequisites: Addiction Counseling I, Group Counseling Theory and Techniques, C- or better in Composition, or by permission of Program Coordinator.*

DAR*213 Addiction Counseling II

3 credits

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. *Prerequisites: Addiction Counseling I or permission of the Program Coordinator AND C- or better in Academic Reading AND Writing: Introduction to Composition or placement into Composition.*

DAR*230 Management of Human Services Facilities

3 credits

The various types of facilities providing care for human services patients, including differing corporate structures, are surveyed. Budgeting, administration, management (including personnel policies, corporate policies, admission and discharge policies, and medicine and nursing administration), staffing, and employment.

DAR*251 Counseling Internship I

6 credits

Prospective drug and alcohol counselors are expected to demonstrate their counseling skills for a minimum of 15 hours per week in a clinical setting under the joint supervision of the College and qualified clinical personnel of the treatment agency. Two class hours per week plus 15 hours of field placement per week. *Prerequisites: Public Health Issues in Abuse and Addiction, Counseling I, Group Counseling Theory and Techniques, Biology of Addiction, and C- or better in Composition.*

DAR*252

6 credits

Counseling Internship II

(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: Counseling Internship I.*

Early Childhood Education**ECE*101**

3 credits

Introduction to Early Childhood Education

(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. Prerequisite: C- or better in Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.*

ECE*103

3 credits

Creative Experience/Children

(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 Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.*

ECE*106

3 credits

Music and Movement for Children

(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 Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.

ECE*109

3 credits

Science & Math for Children

(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 Foundations of Reading AND Writing: Introduction to the Essay, or placement test into Academic Reading AND Writing: Introduction to Composition; C- or better in Elementary Algebra or placement test into Intermediate Algebra.*

ECE*141

3 credits

Infant/Toddler Growth and Development

(ED-106)

Growth and development of infants and toddlers are explored. Students learn developmentally- appropriate care-giving 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 Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.*

ECE*176

3 credits

Health, Safety and Nutrition

(ED-108)

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 Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.*

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: Introduction to Early Childhood Education and Health, Safety, and Nutrition.*

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. *Prerequisite: Introduction to Early Childhood Education, Child Development, C- or better in Composition, 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. *Prerequisite: C- or better in Composition and a passing grade in General Psychology I or equivalent as determined by department chairperson.*

ECE*224 **Advanced Early
Childhood Curriculum**
(ED-235)

3 credits

The teacher's role in planning, implementing, and evaluating curriculum will be studied. Curriculum development will include designing the learning environment; teacher, child, and family interactions; and activities that foster children's creativity, social, emotional, physical, and cognitive development. Play as a vehicle for learning will be explored.

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: Composition.*

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. *Prerequisite: Child Development or Principles of Sociology.*

ECE*295 Student Teaching
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. *Prerequisite: 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)

A study of the earth as a planet—its crust, atmosphere, and oceans, and the earth's environment in space. Related earth science facts, theories, and basic principles from areas of geology, astronomy, and meteorology will be covered.

EAS*102 Earth Science
3 credits (SCI-113) (55-105)
(Effective Spring 2008)

An introductory overview of our planet Earth, including important aspects of physical and historical geology. Rock types, minerals, plate tectonics, and estimates of the earth's age will be examined. Physical oceanography (oceans, currents and water masses), meteorology (weather systems, wind-ocean interactions and climatology), and astronomy (planets and moons in our solar system and the sun) will be included. This course qualifies as a science elective for non-science majors. Field trips may be required.

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. *Prerequisite: C- or better in Academic Reading and Writing; Introduction to Composition or placement into Composition; and C- or better in Elementary Algebra or placement test 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. *Prerequisite: C- or better in Academic Reading and Writing; Introduction to Composition or placement into Composition; and C- or better in Elementary Algebra or placement test into credit level mathematics.*

ECN*250 Money and Banking
3 credits (BUS-208) (33-221)

Monetary theory and policy with special attention to the monetary system, commercial banking, the thrift industry, central banking, and capital markets are explored. *Prerequisite: Principles of Macroeconomics or permission of Department Chair.*

Engineering Science (see Technology Studies)

English—Literature

ENG*102 Literature and Composition
3 credits (ENG-110) (80-102)

A study of the various genres, including poetry, short story, drama, and the novel. Readings may be organized around a central theme. Through their written observations of the works studied, students develop a critical sense of literature in its dominant forms. *Prerequisite: C- or better in Composition.*

ENG*114 Children's Literature
3 credits (ENG-114)

Designed to familiarize 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: Composition.*

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 the 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 Literature and Composition or permission of the Department Chair.*

ENG*216 Contemporary Fiction
3 credits

Focuses on fiction from the post-World War II 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 nature, in the form and nature of fiction. *Prerequisite: C- or better in Literature and Composition.*

ENG*221 American Literature I
3 credits

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 Literature and Composition.*

ENG*222 American Literature II
3 credits

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 Literature and Composition.*

ENG*231 British Literature I
3 credits

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 Literature and Composition.*

ENG*232 British Literature II
3 credits

Introduces students to the major British poets, novelists, essayists, and short story writers of the 19th- and 20th-centuries. Students will examine the impact of such issues as Romanticism, the Industrial Revolution, Democracy, Victorian sensibilities, the exploration of the psyche, the rise of technology, and Realism on the literature. The spectrum of writers might include, but is not limited to, Wordsworth, Coleridge, Byron, Keats, the Shelleys, Dickens, Shaw, Carroll, Joyce, Lawrence, and Forster. *Prerequisite: C- or better in Literature and Composition.*

ENG*233 Shakespeare
3 credits

Introduces Shakespeare, his time period, and his contributions to literature through an exploration of various plays chosen from his histories, comedies, and tragedies. Since Shakespeare's plays are meant primarily for performance, students will view, analyze, and interpret film, video or live performances of his work. *Prerequisite: C- or better in Literature and Composition.*

ENG*245 Early Western Literature
3 credits

A study of the chief literary masterpieces of the Continental tradition from ancient times through the 17th-century (excluding British and American literature) with attention to literary and historical backgrounds. Among the writers studied will be Sophocles, Aristophanes, Aristotle, and St. Augustine. *Prerequisite: C- or better in Literature and Composition.*

ENG*246 **Modern Western Literature**
(ENG-216) (80-282)

3 credits

A study of the chief literary masterpieces of the Continental tradition from the 18th century through the modern period, excluding British and American literature, with attention to literary and historical backgrounds. *Prerequisite: C- or better in Literature and Composition.*

ENG*247 **Latin American Literature**
(ENG-226)

3 credits

A study of Latin American fiction from the Colonial to the boom period 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 nexus of indigenous and African narrative cycles and European models. *Prerequisite: C- or better in Literature and Composition.*

ENG*250 **Studies in Ethnic Literature**
(ENG-223) (81-281)

3 credits

Surveys writing by various ethnicities and races in American culture, including but not limited to Italian, Polish, German, Chinese, African American, Latino, Jewish, and Native American. This course examines how ethnic writing underlies mainstream American literature and, at times, as with the Jewish writing of the 1950s, becomes part of the mainstream. The course also explores the history and sociology of immigration and current multicultural issues. *Prerequisite: C- or better in Literature and Composition.*

ENG*251 **African American Literature**
(ENG-227)

3 credits

Considers a wide range of literature and encompasses 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, finding in this literature the universality of the human condition. *Prerequisite: C- or better in Literature and Composition.*

ENG*256 **Asian American Literature**
(ENG-228)

3 credits

Surveys the fiction, poetry, and nonfiction produced by Asian Americans from the turn of the century to the present. Students will explore such literature, not only as an aesthetic creation, but also as a product of historical and cultural times. Topics range from the evolution of Asian-American literature through different generations of immigration and acculturation, as well as through thematic investigations of contemporary literary definition. *Prerequisite: C- or better in Literature and Composition.*

ENG*260 **Studies in Women's Literature**
(ENG-225) (80-285)

3 credits

A study of traditional and non-traditional images of women found in literature. Includes a brief overview of pertinent feminist literary criticism to: (1) aid in the examination of how traditional reading has influenced our perspectives on women; (2) expand our knowledge of women as writers and as figures in literature. Analysis of contemporary texts, which depict women in the process of breaking away from stereotypical identities, will be undertaken. *Prerequisite: C- or better in Literature and Composition.*

English—Reading

ENG*003 **Foundations of Reading**
(RDG-001) (89-120)

3 credits

Focuses on the development of a basic level of reading competence with emphasis on literal comprehension and introduces inferential comprehension to prepare students for Academic Reading. Students respond in oral and written form to a variety of texts while building vocabulary and reading skills. 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.*

ENG*073 **Academic Reading**
(RDG-002) (89-123)

3 credits

Prepares students who have achieved a basic level of reading competence for the higher order reading demands of college courses. Reading a variety of full length texts, primarily expository and literary selections, students move beyond literal comprehension skills and begin to develop

the critical reading strategies required across the disciplines. This course does not satisfy an English requirement or English elective in any degree program; neither do its credits count toward graduation. It prepares students for Composition. *Prerequisite: C- or better in Foundations of Reading or appropriate Placement Test score.*

ENG*173 Perspectives in the Humanities
(RDG-101) (89-122)

3 credits

Students utilize a variety of thinking and reading strategies to explore literature, philosophy, history, social sciences, and fine arts. Through an integration of readings and 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 Academic Reading, appropriate Placement Test score, or permission of Department Chair.*

ENG*173 Perspectives in the Humanities
(RDG-101) (89-122)
(Effective Spring 2008)

3 credits

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. *Prerequisites: C- or better in Academic Reading, OR C- or better in Introduction to College Reading and Writing, OR placement test into Perspectives in the Humanities OR permission of Department Chair.*

English—Writing

ENG*011 Grammar for College Writing
(ENG-100)

1 credit

Provides an intensive review of English grammar as it applies to the preparation of essays. Students learn to identify parts of speech, punctuation marks, sentence patterns, and common sentence-level errors. Emphasis is placed on building proofreading skills and applying grammatical principles in the context of essay writing. *Students receive pass/fail*

grades. (Passing is 70 percent or greater.) This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation.

ENG*063 Writing: Introduction to the Essay
(ENG-001) (89-100)

3 credits

Students learn to write short essays based on personal experience, reading, and observation. Writing is taught as a means of thinking critically and as a vehicle for developing, organizing, and refining ideas. Students learn the stages of the writing process from inventing to drafting and revising. The course develops students' skills in writing narrative, descriptive, and expository essays. Within this context, word, sentence and paragraph skills within the essay are stressed. Attention is given to spelling, punctuation, capitalization, grammar, word choice, and organization and development of ideas. This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation. It prepares students for Writing: Introduction to Composition. *Prerequisite: Appropriate Placement Test score.*

ENG*083 Writing: Introduction to Composition
(ENG-002) (89-115)

3 credits

Through more complex essay types used in the academic setting students master the stages of the writing process as a vehicle for effective expression of ideas. Moving beyond writing based primarily on personal experience and observation, students focus on demonstrating the ability to understand, report, and react to the ideas of others. The basics of appropriate use of quotation, summary, and paraphrase as well as documentation of sources are introduced. Students develop awareness of the importance of audience and purpose. Texts will serve as models and sources for students to refine their skills in narration, description and exposition, and to develop skills in interpretation and argumentation. Students increase mastery of the conventions of standard academic written English. This course does not satisfy an English requirement or an English elective in any degree program; neither do its credits count toward graduation. It prepares students for Composition. *Prerequisite: C- or better in Writing: Introduction to the Essay or Appropriate Placement Test score.*

ENG*093 Introduction to College Reading & Writing

(ENG-003) (89-118)

3 credits

Designed for students who have demonstrated their ability to complete both Academic Reading and Writing: Introduction to Composition (formerly Academic Writing Skills) in one three-semester-hour course. Please see catalog descriptions of Academic Reading and Writing: Introduction to Composition. This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation. *Prerequisite: Recommendations from Foundations of Reading and Writing: Introduction to the Essay instructors, permission of Department Chair or appropriate Placement Test score.*

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. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Placement Test score for Composition.*

ENG*103 Composition II

(ENG-102)

3 credits

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*106 Writing for Business

(ENG-103) (80-191)

3 credits

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. *Prerequisites: C- or better in Writing: Introduction to Composition or Composition, appropriate Placement Test score, or permission of Department Chair.*

ENG*202 Technical Writing

(ENG-104) (80-104)

3 credits

Provides directed practice in writing and speaking skills needed in technical fields for specific audiences. Students create documentation for technical systems, including formal and informal reports, abstracts and reviews. Students will learn strategies for producing such reports successfully, including planning, analyzing, purpose and audience, gathering data, and developing revising techniques and oral presentations. Students will be encouraged to choose topics based on their major or intended career. *Prerequisites: C or better in Writing: Introduction to Composition or Composition, appropriate Placement Test score or permission of Department Chair.*

ENG*281 Creative Writing

(ENG-201) (80-291)

3 credits

Engages students in the study and writing of various types of creative writing, such as fiction (short stories, novels), poetry, plays, nonfiction articles and essays, television screen plays and radio scripts, with some focus on professional marketing. The class may explore the use of creative writing in publicity, advertising, newspapers, and electronic media. Students will study published works to show the variety of markets open to the freelance writer. *Prerequisite: B or better in Composition.*

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. *Prerequisite: B- or better in Composition or permission of Department Chair.*

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

(ESL-111) (89-128)

3 credits

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, OR appropriate placement test score, OR permission of Department Chair.*

ESL*125 English as a Second Language: Grammar II

(ESL-101) (89-126)

3 credits

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 or appropriate placement test score or permission of the Department Chair.*

ESL*133 English as a Second Language: Writing & Reading III

(ESL-112) (89-129)

3 credits

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 or appropriate placement test score.*

ESL*135 English as a Second Language: Grammar III

(ESL-102) (89-127)

3 credits

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: ESL Grammar II or appropriate placement test score or permission of the Department Chair.*

ESL*143**English as a Second Language: Writing & Reading IV***(ESL-211) (89-130)***3 credits**

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, appropriate placement test score, or permission of Department Chair.*

ESL*145**English as a Second Language: Grammar IV***(ESL-201) (89-131)***3 credits**

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: ESL Grammar III or appropriate placement test score or permission of Department Chair.*

ESL*149**English as a Second Language: Pronunciation Workshop***(ESL-150)***2 credits**

Helps the non-native speaker of English to recognize and produce the individual sounds of English, improve listening skills and oral proficiency, and differentiate between sounds that are often confused. Through a variety of drills, games, oral exercises, tape recordings, presentations, and work in pairs or groups, students will practice the pronunciation of English sounds as well as appropriate stress, rhythm, and English intonation patterns. The goal of the course is to improve pronunciation to levels where one can be more easily understood by native speakers in conversational speech.

ESL*153**English as a Second Language: Writing/ Reading V***(ESL-143)***3 credits**

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 Academic Reading, and Writing: Introduction to Composition. C- or better in Grammar V is recommended but not required. *Prerequisite: C- or better in Writing & Reading IV, appropriate placement test score, or permission of Department Chair.*

ESL*155**English as a Second Language: Grammar V (ESL-202)****3 credits**

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: ESL Grammar IV or appropriate placement test score or permission of Department Chair.*

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.*

Externship**1-6 credits**

The Externship is offered for elective credit in career programs. It provides work experience, in accordance with terms of an Externship contract developed between the instructor and the student, for students in occupational programs who have completed at least half the specialized courses in their programs. (Exceptions are subject to the approval of the appropriate academic discipline coordinator or program coordinator.) Students who select this course will be assigned to host companies by the instructor; however, with the instructor's permission, some students may arrange their own externship. The ratio of fieldwork to semester credit hour is three to one; i.e. three hours per week per credit per semester (15 weeks). This course may be applied once toward general elective credit.

French**FRE*101****Elementary French I****3 credits****(FR-101) (44-101)**

Covers pronunciation and fundamental grammatical principles introduced through drills in the basic language skills of listening and speaking followed by practice in reading and writing.

FRE*102**Elementary French II****3 credits****(FR-102) (44-102)**

Continuation of and further practice in pronunciation and fundamental grammatical principles through drills in the basic language skills of listening and speaking followed by further practice in reading and writing. *Prerequisite: Elementary French I or its equivalent.*

FRE*201**Intermediate French I****3 credits****(FR-201)**

Intensive review of grammatical principles with emphasis on conversation, composition, translation, and selected readings from French literature. *Prerequisite: Elementary French II or equivalent.*

FRE*202**Intermediate French II****3 credits****(FR-202)**

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: Intermediate French I, or equivalent.*

Geography**GEO*101****Introduction to Geography****3 credits****(GEOG-110) (55-101)**

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 Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading & Writing, OR placement into Composition.*

Graphic Design

GRA*101 Design Principles

3 credits (GRPH-101) (74-151)

2 lecture/2 studio

Introduction to basic design principles and their application on a two-dimensional surface. Investigation of the basic elements of design (line, shape, value, texture, space) and their organization through the principles of design (balance, unity, emphasis, repetition, rhythm, etc.) into effective design statements. Assignments progress from manipulation of geometric shapes to complex problems of image representation 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

3 credits (GRPH-111) (74-260)

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 postscript illustration (Adobe Illustrator), computer paint/image process (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 and designer's problem solving process through interactive visual alternatives. Lecture topics include the evolution of computer graphics, an overview of the range of computer graphics systems and their various capabilities, hardware components, software programs, high resolution output, and application of computer graphics to the fields of art and design. *Knowledge of Windows or Macintosh OS is required.*

GRA*200 Visual Communications

3 credits (GRPH-102) (74-152)

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 and Photoshop). Projects range from studies of

experimental type and symbol design to the pragmatic application of typography and image in design and layout. *Prerequisite: Design Principles. Pre-or Co-requisite: Introduction to Computer Graphics.*

GRA*201 Typography and Design I

3 credits (GRPH-150)

2 lecture/2 studio

Exploration and application of typography in graphic design. Students will learn electronic page-layout software (QuarkXpress) in an in-depth study of the creative and pragmatic applications of typography, and will explore the interdependent relationship between type and image in visual communications. *Prerequisites: Design Principles, Introduction to Computer Graphics, and Visual Communications.*

GRA*203 Design and Production

3 credits (GRPH-201)(74-251)

2 lecture/2 studio

Students will apply previously-learned design, typography, and electronic page-layout skills (QuarkXpress) in an in-depth study of layout, design, and preparation of electronic 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 equipment. *Prerequisites: Design Principles, Visual Communications, Introduction to Computer Graphics, and Typography and Design I.*

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 complex visual communication problems through the use of professional level graphic design page layout and imaging creation software. This intense focus in graphic design will 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. *Prerequisites: Design Principles, Introduction to Computer Graphics, Visual Communications, and Typography and Design I.*

GRA*227**Design for
Presentation &
Interactive Media**
(GRPH-220)

3 credits

2 lecture/2 studio

Students will apply previously-learned design, computer graphics, and typography skills to design for presentation and interactive media using Macromedia Flash. Students will take presentation and interactive media design from script 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, video, animation, and interactivity.

Prerequisites: Design Principles, Introduction to Computer Graphics, Visual Communications, Typography & Design I.

GRA*231**Digital Imaging**
(GRPH-212 Image Processing)
(74-261)

3 credits

2 lecture/2 studio

Focuses on the continued use of computer graphics in art and design, by furthering a student's skill in the use of computer paint/image processing and scanning software (Adobe Photoshop). The course goes beyond the basic techniques covered in Introduction to Computer Graphics, exploring special effects and other electronic image creation and manipulation techniques. The class will also reinforce some of the technical issues facing a computer artist such as files management, high resolution and color output, and working with service bureaus. *Prerequisites: Design Principles and Introduction to Computer Graphics.*

GRA*236**Digital Illustration**
(GRPH-213 Electronic Design
& Illustration) (74-213)

3 credits

2 lecture/2 studio

Advanced exploration of the tools and techniques available to the graphic designer in the Postscript 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, special effects, graphic illustration techniques, and advanced typographic functions in applying the computer graphics medium to problems in graphic design. *Prerequisites: Design Principles, Visual Communications, and Introduction to Computer Graphics.*

GRA*260**Web Design**
(GRPH-214 Design for the
World Wide Web) (74-214)

3 credits

2 lecture/2 studio

An introduction to web page design using the Macromedia Dreamweaver and Adobe ImageReady. Students will learn to design and structure information for clarity and impact by combining text, image, color, and interactivity. The course will explore image optimization and web page design from script through storyboard, to design and production. *Prerequisites: Design Principles, Introduction to Computer Graphics, Visual Communications, or permission of Program Coordinator.*

GRA*270**Computer Animation**
(GRPH-230 Computer
Animation-2D)

3 credits

2 lecture/2 studio

An introduction to the concepts and techniques in the creation and production of traditional and computer-based 2D animation using Macromedia Flash. The course will cover the kinds of animation, basics of animation theory, script and storyboard development, character and scene design, motion and movement, cells and computer generation of animated sequences. *Prerequisites: Design Principles, Design for Presentation & Interactive Media, Introduction to Computer Graphics, Visual Communication, Drawing I.*

GRA*275**Three Dimensional
Computer Modeling**
(ART-222)

3 credits

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: Electronic Painting and Drawing or permission of Department Chair.*

GRA*277**Advanced
Three-Dimensional
Computer Modeling**
(ART-225)

3 credits

2 lecture/2 studio

An advanced 3-D modeling course that builds upon skills learned in 3-D Computer Modeling. This course reaches deeper into the 3-D 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: 3-D Computer Modeling.

**GRA*291 Graphic Design
Portfolio**
3 credits
2 lecture/2 studio (Effective Spring 2008)

Students will prepare a portfolio and résumé 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, résumé design, taking slides and digital images, digital image conversion, job search, and transfer to other college curriculums.
Prerequisites: Typography and Design I, OR permission of Program Coordinator.

Health

**HLT*103 Investigations in
Health Careers**
3 credits

Designed to assist traditional and non-traditional first year college students in meeting 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 Foundations of Reading AND Writing: Introduction to the Essay, OR placement into Academic Reading AND Writing: Introduction to the Composition, OR placement into Introduction to College Reading and Writing, OR placement into Perspectives in the Humanities OR Composition.*

Co-requisite: First Year Experience

HLT*112 Basic Medical Support
2 credits
(ALH-121)(SCI*121) (SCI-101)
(55-103)

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-IDHY*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. *Prerequisite: Concepts of Chemistry, and Human Biology or General Biology I.*

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. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition or placement into Composition.*

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. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR placement into Composition.*

HIS*105 History of Africa to 1900

3 credits

(HIS-105)

Surveys the social, religious, economic, political, and intellectual forces which shaped events in Africa from its first ancient civilizations to 1900. *Prerequisites: C- or better in Academic Reading, and Writing: Introduction to Composition, or Placement Test score for Composition.*

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 or permission of Department Chair.*

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. *Prerequisites: C- or better in Academic Reading, AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition.*

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. *Prerequisites: C- or better in Academic Reading, AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition.*

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. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition.*

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. *Prerequisites: C- or better in Academic Reading, and Writing: Introduction to Composition or placement test score for Composition.*

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. *Prerequisites: C- or better in Academic Reading, AND Writing: Introduction to Composition, OR Placement Test score for Composition.*

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.*

HIS*230 History of Russia I
3 credits (HIS-230)

Examines the development of the Russian state from its origins until 1855. It covers the political, social, economic, religious, and cultural factors that shaped the development of the Russian Empire. *Prerequisite: C- or better in Western Civilization II or permission of the Department Chair.*

HIS*231 History of Russia II
3 credits (HIS-231)

Examines the development of the Russian state after 1855. It covers the political, social, economic, religious, and cultural factors that shaped the development of Russia and the non-Russian peoples within her borders. *Prerequisite: C- or better in Western Civilization I or II or permission of the Department Chair.*

HIS*259 The American Military
3 credits

A 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 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 Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.*

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. *Prerequisite: Introduction to Human Services OR Principles of Sociology, OR Social Problems.*

HSE*186 Legal Issues in Family Violence Intervention
3 credits (HMSV-205)

Examines federal and state laws as they affect families in Connecticut. Issues surrounding domestic violence and the ramifications of this violence for families will be addressed. Topics include domestic violence; federal and state laws; the legal system in Connecticut; divorce and parental rights; family relations; child protection; and elder abuse and advocacy and examination of available resources. *Prerequisite: Family Violence Intervention, C- or better in Composition, or permission of the Program Coordinator.*

HSE*203 Theories of Counseling
3 credits (HMSV-202) (49-110)

An introduction to major contemporary counseling theories and techniques, and their applications to typical life problems such as those of adolescence, marriage, career choice, and parenthood. Students will be actively involved in the integration of theoretical concepts and practical skills. *Prerequisite: General Psychology I.*

HSE*203 Theories of Counseling
3 credits (HMSV-202) (49-110)
(Effective Spring 2008)

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. *Prerequisite: C- or better in General Psychology I and C- or better in Composition.*

HSE*205 Counseling Diverse Populations
3 credits (HMSV-203)

Application of counseling theory and skills to specialized populations and contexts such as counseling across the lifespan, issues in family counseling, addressing problems in the family such as violence, crisis intervention counseling, group counseling, rehabilitation counseling, counseling in the schools (K-12), and cross-cultural counseling. *Prerequisites: Addiction Counseling I (DAR*111) OR Theories of Counseling (HSE*203).*

HSE*205**Counseling Diverse Populations**

(HMSV-203)
(Effective Spring 2008)

3 credits

Application of counseling theory and skills to specialized populations and contexts such as counseling across the lifespan, issues in family counseling such as violence, crisis intervention, group, rehabilitation, counseling in the schools (K-12), and cross-cultural counseling. *Prerequisites: Addiction Counseling I or Theories of Counseling.*

HSE*243**Human Services Skills and Methods**

(HMSV-201) (49-107)

3 credits

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: Introduction to Human Services and Theories of Counseling.*

HSE*281**Human Services Field Work I**

(HMSV-210) (49-301)

3 credits

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: Permission of Program Coordinator.*

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.

IDS-100**Introduction to Social Sciences**

(SOC-100)

3 credits

Introduction to contemporary issues in society and to the social sciences that study them. The emphasis is on integrating the findings of anthropology, economics, history, political science, psychology, geography, and sociology. This is a survey course meant to introduce the student to the major disciplines in the social sciences and is not recommended for students who have taken 3 or more credits in the social sciences. *This course is not a prerequisite for Principles of Sociology nor does it meet the requirements for a social science elective.*

Prerequisite: C- or better in Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.

Italian**ITA*101****Elementary Italian I**

3 credits

Pronunciation and fundamental grammatical principles are introduced through drills in the basic language skills of listening and speaking followed by practice in reading and writing.

ITA*102**Elementary Italian II**

3 credits

Elementary Italian II is the continuation of and further practice of Italian learned as a foreign language. The instruction will enable students to expand the structures and skills learned in Elementary Italian I including pronunciation, grammatical structures, listening, reading, and writing. *Prerequisite: Elementary Italian I 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: Elementary Latin I 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 score for Prealgebra–Number Sense/Geometry.*

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, the zero-product property and applications of that property. This course does not satisfy a mathematics elective in any program.

Prerequisites: C or better in Prealgebra-Number Sense/Geometry or appropriate placement test score.

MAT*137 Intermediate Algebra

3 credits

(MAT-111) (51-111)

Serves as a prerequisite for all other first-level credit math courses, including College Algebra, Elementary Statistics with Computer Applications, Number Systems, Finite Mathematics, and Math for the Liberal Arts. This course includes the following algebraic topics: linear equations; inequalities, compound inequalities; absolute value equations and inequalities (all in one variable); interval notation; linear equations in two variables; functions; solving of systems of equations in two variables; four operations (addition, subtraction, multiplication, division) on radicals including complex numbers; solving radical equations; four operations on rational expressions including simplification of complex fractions; solving rational equations, solving quadratic equations; graphing quadratic functions and applications involving those skills; solving polynomial and rational inequalities; 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 or appropriate placement test score.*

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. *Prerequisite: Appropriate placement test score, or C- or better in Intermediate Algebra.*

MAT*146**Math for the Liberal Arts***(MAT-105) (51-170)***3 credits**

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 or appropriate placement test score.*

MAT*152**Finite Mathematics***(MAT-124) (51-221)***3 credits**

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 or appropriate placement test score.*

MAT*165**Elementary Statistics with Computer Application***(MAT-104) (51-191)***4 credits**

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 or appropriate placement test score.*

MAT*172**College Algebra***(MAT-116)***3 credits**

Involves 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 systems; matrices, determinants and Cramer's rule; 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. The course will introduce and utilize the graphing calculator. *Prerequisite: C+ or better in Intermediate Algebra, or C- or better in Finite Mathematics, or appropriate placement test score.*

MAT*186**Precalculus***(MAT-130) (51-270)***4 credits**

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 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, or C+ or better in Intermediate Algebra, or appropriate placement test score.*

MAT*222 **Statistics II with
Technology
Application**

(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*254 **Calculus I**
4 credits (MAT-131) (51-271)

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*256 **Calculus II**
4 credits (MAT-132) (51-272)

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*268 **Calculus III:
Multivariable**
4 credits (MAT-210) (51-273)

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*285 **Differential Equations**
3 credits (MAT-211) (51-276)

Methods of solution of ordinary differential equations are covered, including the LaPlace Transform. Some elementary applications in geometry, physics, and chemistry are included. *Prerequisite: Calculus III: Multivariable.*

Meteorology

MET*101 **Meteorology**
3 credits (SCI-129) (55-191)

The concepts of temperature, pressure, humidity, and wind, and how these factors are measured. Physical processes of the atmosphere in such areas as heat transfer, condensation and precipitation, and stability-instability will be investigated. Atmospheric circulation and weather changes will be studied and selected applications of meteorology examined.

Music

MUS*101 **Music History
and Appreciation I**
3 credits (MUS-103) (78-112)

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

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**
3 credits (MUS-100) (78-111)

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.

New Media Communication

NMC*101 **New Media 1: Perspectives** *(COMM-101)*

What qualities do video games, comics, films, and computer simulations share? New Media 1: 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. The course will also address questions such as the following: what is new media; how does human experience shape the design of technology; and what is interactivity? *Prerequisites: C- or better in Foundations of Reading and Writing: Introduction to the Essay, or appropriate placement test score.*

NMC*102 **New Media 2: Perspectives** *(COMM-102)*

Students draw from their experience in New Media 1: Perspectives and examine and create a variety of narrative models. Working in teams, students explore and analyze the structure of digital business, entertainment, communication, marketing, and information provision environments. Students develop and complete projects, collaborating both onground and online. This course is team-taught. *Prerequisite: New Media 1: Perspectives and Composition.*

NMC*201 **New Media 3: Preproduction** *(COMM-201)*

Students will apply preproduction skills to instructor-directed new media projects. These projects will extend into and be completed in New Media 4: Production. Student teams will design and organize information content for specific modes of delivery. Students will collaborate both onground and online on project development. This course is team taught. *Students taking this course are strongly recommended to enroll in New Media 4: Production in the subsequent semester. Prerequisite: New Media 2: Application of Narrative Models.*

NMC*202 **New Media 4: Production** *(COMM-202)*

Students will apply testing and standards to projects developed in New Media 3 in order to bring the production process to a close. Students will

collaborate onground and online on project assessment and testing. This course is team-taught. *Prerequisite: New Media 3: Preproduction.*

Philosophy

PHL*101 **Introduction to Philosophy** *(PHI-100) (13-131)*

3 credits

Surveys major problems and questions of ancient and modern philosophy. The course identifies basic issues, history, and types of philosophy. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR placement into Composition.*

PHL*111 **Ethics** *(PHI-204) (13-171)*

3 credits

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. Among these issues will be those related to technology, the environment, the biomedical field, the creating and taking of life, and sexism. *Prerequisite: Introduction to Philosophy.*

PHL*131 **Logic** *(PHI-110)*

3 credits

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. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition, or Placement Test score for Composition.*

PHL*150 **Philosophy of Religion** *(PHI-121) (13-121)*

3 credits

A philosophical inquiry into the origin, nature, and value of religion, and an examination of religious concepts, immortality and evil. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition, or Placement Test score for Composition.*

PHL*151 **World Religions** *(PHI-126)*

3 credits

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 five major world religions: Buddhism, Hinduism, Judaism, Christianity and Islam. Major doctrinal, philosophical, ethical, social and psychological dimensions of the religions will be considered. *Prerequisite: C- or better in Academic Reading and Writing: Introduction to Composition or placement score for Composition and Perspectives in the Humanities.*

PHL*154 Introduction to Judaism

(PHI-141)

3 credits

An overview of Judaism in terms of religion, practice, custom, heritage, history and culture. This is a concise course that will give the student the foundation to become more knowledgeable about Judaism and will whet the appetite to delve more thoroughly in any of the individual topics studied.

Photography

ART*141 Photography I

(PHTG-110) (77-101)

3 credits

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

(PHTG-112) (77-103)

3 credits

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: Photography I.*

ART*205 History of Photography

(PHTG-100)

3 credits

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*240 Nature Photography

(PHTG-215)

3 credits

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 be taken prior to this course, but it is not required.)

Prerequisite: Photography I.

ART*243 Studio Photography I

(PHTG-213)

3 credits

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: Photography I.*

ART*245 Photographic Computer Manipulation

(PHTG-214)

3 credits

2 lecture/2 studio

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: Photography I plus either Introduction to Computer Graphics, Electronic Painting and Drawing, or consent of the Program Coordinator.*

ART*246 **Photographic Image Development**
3 credits
2 lecture/2 studio (PHTG-212) (77-106)

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: Studio Photography I and Photography II.*

ART*248 **Object and Portrait Photography**
3 credits
2 lecture/2 studio (PHTG-220)

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: Photography I and Studio Photography I.*

ART*250 **Digital Photography**
3 credits
2 lecture/2 studio (PHTG-230)

A course completely devoted to the photographic digital environmental. The digital camera will be used as the primary tool to photograph all subject matter. Digital output, scanning, and file management 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: Photographic Computer Manipulation.*

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 PTA 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 PTA 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: Grade of C or better in Introduction to Physical Therapy and Physical Therapy for Function.*

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 of better in Introduction to Physical Therapy and Physical Therapy for Function, and P in Introduction to the Physical Therapy Clinic.*

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: Grade of C or better in Introduction to Physical Therapy and Physical Therapy for Function, and P in Introduction to the Physical Therapy Clinic.*

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: Grade of C or better in Physical Agents in Physical Therapy and Kinesiology for Rehabilitation.*

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: Grade of C or better in Physical Agents in Physical Therapy and Kinesiology for Rehabilitation.*

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: Grade of C or better in Physical Agents in Physical Therapy and Kinesiology for Rehabilitation.*

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: Grade of C or better in Therapeutic Exercise, Pathophysiology for Rehabilitation, and PTA in the Healthcare Arena.*

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: Grade of C or better in Therapeutic Exercise, Pathophysiology for Rehabilitation, and PTA in the Healthcare Arena.*

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: Grade of C or better in Therapeutic Exercise, Pathophysiology for Rehabilitation, and PTA in the Healthcare Arena.*

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: Elementary Algebra Foundations.*

PHY*121 General Physics I
4 credits (PHYS-121) (53-101)
3 lecture/3 lab

Introductory Physics course 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. This course is the first of a two-semester sequence. General Physics II is the concluding course. *Prerequisite: College Algebra.*

PHY*122 **General Physics II**
4 credits
3 lecture/3 lab
(PHYS-122) (53-102)

A 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. Intended for science and engineering majors. Lecture and laboratory. *Prerequisite: General Physics I.*

PHY*221 **Calculus-Based**
4 credits **Physics I**
3 lecture/3 lab (PHYS-151) (53-151)

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. This course is the first of a two-semester sequence: Calculus Based Physics II, is the concluding course. *Prerequisite: Calculus I.*

PHY*222 **Calculus-Based**
4 credits **Physics II**
3 lecture/3 lab (PHYS-152) (53-152)

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: Calculus-Based Physics I.*

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: Elementary Polish I.*

Political Science

POL*111 **American**
3 credits **Government**
(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. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading & Writing, OR placement into Composition.*

POL*112 **State and Local**
3 credits **Government**
(GOVT-107) (32-107)

The structure and operation of state and local government in the United States are examined. Special emphasis is placed on the workings of Connecticut's state and local governmental units.

Psychology

PSY*100 **Personal Growth &**
3 credits **Development**
(Effective Spring 2008)

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 Academic Reading AND Writing: Introduction to Composition, OR placement into Composition.*

PSY*104**Psychology of Adjustment***(PSY-207) (34-222)***3 credits**

Human adjustment and growth with emphasis on personal adjustment, interpersonal relationships, family dynamics, and sociocultural adjustment are studied. Self-esteem, emotions, communication, goals and values, problem-solving, and social roles are also considered. *Prerequisite: C- or better in Composition and General Psychology I.*

PSY*105**Group Dynamics***(PSY-203) (34-152)***3 credits**

Emphasizes both therapy and exploration of personal experience as a basis for awareness of and understanding of the self and others. Promotes effective interpersonal communication. *Prerequisite: C- or better in Composition and General Psychology I.*

PSY*111**General Psychology I***(PSY-101) (34-101)***3 credits**

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 Academic Reading, and Writing: Introduction to Composition or placement into Composition.*

PSY*151**Psychology of Divorce***(PSY-151) (34-223)***3 credits**

Identification and analysis of the social, psychological and economic causes and consequences of marital breakup. Consideration of such topics as the emotional impact of marital separation; the effects of divorce on relationships with children, family and friends; the impact of divorce on work life; and post-divorce adjustment. *Prerequisite: C- or better in General Psychology I.*

PSY*161**Eastern and Western Perspectives on Psychology***(PSY-161) (34-225)***3 credits**

Introduction to the dynamics of human personality, with consideration of the psychological approaches of both East and West. The views of Freud, Jung, and modern Western theorists will be compared and contrasted with experts in Yoga and Zen, and their writings and practices will be analyzed in an attempt to define a holistic view of personal growth. *Prerequisite: C- or better in General Psychology I.*

PSY*201**Lifespan****Development****3 credits**

Examines developmental psychology, including theories and methodologies used by developmental psychologists as well as research findings. 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 as well as enable students to gain insight into parenting or their own development. Students should be comfortable navigating the internet. *Prerequisites: C- or better in Composition and General Psychology I.*

PSY*203**Child Development***(PSY-211) (34-219)***3 credits**

Childhood from conception to adolescence is examined, with emphasis on the areas of physical, social, emotional, cognitive, language, and sex-role development. *Prerequisite: C- or better in Composition and General Psychology I.*

PSY*207**Adolescent Psychology***(PSY-210) (34-201)***3 credits**

A review of the changes which occur in puberty related to emotions, sex, family relationships, personality, religion, status symbols, and cultural problems. *Prerequisite: C- or better in Composition and General Psychology I.*

PSY*208**Psychology of Adult Development and Aging***(PSY-212) (34-220)***3 credits**

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. *Prerequisite: C- or better in Composition and General Psychology I.*

PSY*209**Psychology of Aging***(PSY-215) (34-224)***3 credits**

Covers theories and research that form the foundation for the understanding of adult development in later life. Focus is on developmental research of aging, physical changes, which accompany normal and usual aging, changes in cognition, learning,

personality, relationships, psychopathology, and treatment. *Prerequisite: C- or better in Composition and General Psychology I.*

PSY*210 Death and Dying
3 credits (PSY-241) (34-244)

Explores the current thinking of clinicians and scientists in the field of thanatology. The basic facts of death will be presented in a comprehensive and systematic fashion. Psychological aspects of the interaction between the dying person and those who are significant to that person during the last phase of his/her life will also be considered. *Prerequisite: C- or better in Composition and General Psychology I.*

**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. *Prerequisite: C- or better in Composition and General Psychology I.*

**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. *Prerequisite: C- or better in Composition and General Psychology I.*

**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: Perspectives in the Humanities AND Composition.*

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 Composition AND General Psychology I.*

**PSY*243 Theories
 of Personality**
3 credits (PSY-221) (34-227)

Offers a framework for the consideration of various perspectives on personality development. Emphasizes views that address the unique quality of the personality, constitutional and genetic factors, interpersonal dynamics, and the influence of the family. Psychodynamic, humanistic, existential, and learning theorists will be considered, and international perspectives analyzed. *Prerequisite: C- or better in Composition and General Psychology I.*

PSY*245 Abnormal Psychology
3 credits (PSY-222) (34-291)

Introduction to the study of mental disorders with consideration of their origins, symptoms, treatment, and prevention. Examines such disorders as temporary disturbances, personality disorders, neuroses, psychoses, mental retardation, and drug and alcohol addiction. *Prerequisite: C- or better in Composition and General Psychology I.*

PSY*245 Abnormal Psychology
3 credits (PSY-222) (34-291)
 (Effective Spring 2008)

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 both Composition AND General Psychology I.*

Russian

RUS*101 **Elementary Russian I**

3 credit hours

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.

Science

PSC*101 **General Physical Science**

(SCI-111) (55-111)

3 credits

Survey of the physical world and the universe as conceived by the scientists of our time. Emphasis on motion and energy, basic ideas of electricity, the phenomena of light and radiation, the microworld of atoms and molecules, chemical reactions, the structure of matter, atomic energy and its implications, and the extent and structure of the stellar universe.

Sociology

SOC*101 **Principles of Sociology**

(SOC-101) (36-101)

3 credits

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 Academic Reading, and Writing: Introduction to Composition or placement into Composition.*

SOC*103 **Social Problems**

(SOC-103) (36-103)

3 credits

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. *Prerequisite: C- or better in Foundations of Reading and Writing: Introduction to the Essay or placement test into Academic Reading and Writing: Introduction to Composition.*

SOC*106 **Technology and Society**

(SOC-160) (36-155)

3 credits

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.

SOC*106 **Technology and Society**

(SOC-160) (36-155)

3 credits

(Effective Spring 2008)

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. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, Introduction to College Reading and Writing OR placement in Composition.*

SOC*210 **Sociology of the Family**

(SOC-150) (36-181)

3 credits

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 and Principles of Sociology.*

SOC*214 **Sociology of Aging**

(Effective Fall 2008)

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*217 **Introduction to Gerontology**

(SOC-207/HMSV-103) (36-108)

3 credits

Provides an interdisciplinary framework for examining and understanding the aging process. Focus is on such areas as demography of aging, changing lifestyles, adjustment patterns, and critical social issues confronting an aging population. The future of aging and the aged will be explored. *Prerequisite: C- or better in Composition, Principles of Sociology and/or Introduction to Human Services.*

SOC*220**Racial and
Ethnic Diversity**
(SOC-220) (36-145)

3 credits

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. *Prerequisite: C- or better in Composition and Principles of Sociology.*

SOC*240**Criminology**
(SOC-200) (35-122)

3 credits

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. *Prerequisite: C- or better in Composition and Principles of Sociology.*

SOC*241**Juvenile Delinquency**
(SOC-210) (36-106)

3 credits

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. *Prerequisite: C- or better in Composition and Principles of Sociology.*

SOC*242**Sociology of Deviance**
(SOC-242)

3 credits

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, sexual behavior, and serial killing. Special attention will also be given to social groups whose behavior and customs are unconventional by contemporary standards (e.g. Gypsies and the Amish). *Prerequisite: C- or better in Composition and Principles of Sociology.*

SOC*242**Sociology of Deviance**

3 credits

(SOC-242) (Effective Spring 2008)

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 both Composition and Principles of Sociology.*

Spanish**SPA*101****Elementary Spanish I**
(SPA-101) (46-101)

3 credits

Covers pronunciation and fundamental grammatical principles introduced through drills in the basic language skills of listening and speaking, followed by practice in reading and writing.

SPA*102**Elementary Spanish II**
(SPA-102) (46-102)

3 credits

Continuation of and further practice in pronunciation and fundamental grammatical principles through drills in the basic language skills of listening and speaking, followed by further practice in reading and writing. *Prerequisite: C- or better in Elementary Spanish I or its equivalent.*

SPA*121**Spanish for Health
Personnel I**

3 credits

(SPA-121) (46-121)

The student's speaking and writing abilities are developed so that he/she understands and communicates effectively in practical situations related to nursing, dental and allied health professions.

SPA*122**Spanish for Health
Personnel II**

3 credits

(SPA-122) (46-122)

Further develops the student's speaking and writing ability so that he/she understands and communicates effectively in practical situations related to nursing, dental and allied health professions. *Prerequisite: C- or better in Spanish for Health Personnel I or permission of Department Chair.*

SPA*201 Intermediate Spanish I
(SPA-201) (46-201)

Intensive review of grammatical principles with emphasis on conversation, composition, translation, and selected readings from Spanish literature. *Prerequisite: C- or better in Elementary Spanish II or equivalent.*

SPA*202 Intermediate Spanish II
(SPA-202) (46-202)

Continuation of and further practice in the extensive and intensive review of grammatical principles of Intermediate Spanish I. Continued work in composition, translation, and readings from Spanish literature. *Prerequisite: C- or better in Intermediate Spanish I or equivalent.*

SPA*251 Advanced Spanish I
(SPA-233) (46-233)

Designed to build oral proficiency and writing skills through oral and written reports and class discussions in Spanish based on a wide variety of reading selections ranging from literature to the daily press. *Prerequisite: C- or better in Intermediate Spanish II or equivalent.*

SPA*252 Advanced Spanish II
(SPA-234) (46-234)

A continuation of Advanced Spanish I in which the student will further develop oral and written reports and class discussions based on a wide variety of reading selections ranging from literature to the daily press. *Prerequisites: C- or better in Advanced Spanish I.*

Technology Studies/ Engineering Science

CAD*133 CAD Mechanical AutoCAD
(21-121) (CAD-121)

Computer-aided drafting (CAD) for geometric construction; 3D modeling; orthographic projection; sectional views and auxiliary views; and dimensioning and tolerancing. Assignments are completed primarily utilizing AutoCAD software. Traditional equipment is used to reinforce pictorial sketching and drawing techniques. *Prerequisite: Placement Test or C- or better in Elementary Algebra Foundations.*

CAD*204 CAD 3D Architectural
(CAD-160)

3 credits
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 Technical Drafting (CAD).*

CAD*218 CAD 3D Mechanical AutoCAD
(CAD-150)

3 credits
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 Technical Drafting (CAD).*

CAD*252 Architectural Design & Modeling
(CAD-161)

3 credits
Designed to enable 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 and 3D Studio VIZ. *Prerequisites: C- or better in Technical Drafting (CAD) and Computer Aided Drafting—Architectural. (Second course may be taken concurrently.)*

CAD*268 Mechanical Design & Modeling
(CAD-151)

3 credits
Designed to enable 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 manufacturability/assembly, and data exchange standards. *Prerequisites: C- or better in Technical Drafting (CAD) and Computer Aided Drafting—Mechanical. (Second course may be taken concurrently.)*

EET*142 **Electric & Power
System Fundamentals**
(21-114) (TC-114)

3 credits

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.

EGR*111 **Introduction
to Engineering**
(14-150)(TC-150)

3 credits

Students are introduced 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: Precalculus (may be taken concurrently).*

ES-211 **Applied Mechanics I**
(14-211)

3 credits

The fundamentals of statics, including the resolution and composition of forces, the equilibrium of force systems, the analysis of forces acting on structures and machines, centroids, and moment of inertia. *Prerequisite: Calculus III: Multivariable (may be taken concurrently).*

ES-212 **Applied Mechanics II**
(14-212)

3 credits

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. *Prerequisite: C- or better in Applied Mechanics I.*

MFG*127 **Engineering Graphics**
(21-115) (TC-115)

3 credits

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: Placement Test or C- or better in Elementary Algebra Foundations.*

TC-113 **Fundamentals
of Electricity**

4 credits

Basic electricity is surveyed, including DC and AC circuits, Ohms Law, network theorems, transient and steady state response of capacitors and inductors, and RLC circuits. Three-hour lecture, three-hour lab. *Prerequisite: Intermediate Algebra (may be taken concurrently.)*

TC-118 **Materials Science**
(21-118)

3 credits

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. Open to all students.

TC-130 **Manufacturing Design I**
(21-130)

3 credits

Introduction to the basic principles of manufacturing processes. Topics include the basic processes in manufacturing metals; testing of materials; use of ferrous and non-ferrous metal and alloys including composites; fundamental metal casting; molding and heat-treating processes; machining processes for forming and shaping; and surface technology. Manufacturing quality control, inspection and safety, as well as manufacturing process automation, numerical control and programming, will also be introduced.

TC-213 **Fundamentals
of Electronics**

4 credits

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.*

TC-214 **Electric Machines**

3 credits

The basic design, operation, control, and performance characteristics of electric machines, including DC motors and generators, single-phase and polyphase AC motors and generators, power transformers, and motor-control systems. *Prerequisite: C- or better in Fundamentals of Electricity.*

TC-230**Manufacturing
Design II****3 credits****(21-132)**

The general principles of manufacturing in the spring and metalstamping industry will be investigated. Topics include compression; extension and torsion springs; spring and metalstamping measurement tools; tool design and protection; and lubricants. Costing factors, global competitiveness, and total quality management in manufacturing will also be introduced. **Prerequisite:** *C- or better in Manufacturing Design I.*

TC-251**Practicum in
Technology I****3 credits****(21-251)**

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 Department Chair.*

TC-252**Practicum in
Technology II****3 credits****(21-252)**

Requires the completion of an 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 Department Chair.*

EXPENSES



Tunxis Community College
Education That Works For a Lifetime
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.

Tuition Account *

1. Full-time Student—per semester ¹	
a) Connecticut resident ^{3**}	\$1,414.00
b) Out-of-state resident ³	4,222.00
c) NEBHE	2,116.00
2. Part-time Student—per semester hour	
a) Connecticut resident ^{2**}	104.00
b) Out-of-state resident ²	312.00
c) NEBHE	156.00

General Fees³

▶ College Services Fees *

1. Full-Time Student—per semester	In-state resident \$156.00 / Out-of-state resident \$468.00
2. Part-Time Student—per semester	
a) Through four credits	In-state resident \$64.00 / Out-of-state resident \$192.00
b) Five or more credits each additional credit	In-state resident 11.50 (156.00 maximum)
Out-of-state resident	34.50 (468.00 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	\$120.00
Summer Session (2007)	120.00
On-campus, weekdays/regular semester (Genex) ⁴	120.00
2. Credit-Free Courses	
Rate set on a per course basis dependent upon course offered.	

* All tuition and fees listed are for fiscal year 2007-2008. The tuition and fees are subject to change by Board of Trustees.

** 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: ⁵
Full-time and Part-time Students \$20.00
2. Transcript Fee per transcript 3.00
3. Graduation Fee—Not to exceed (local option)..... 42.00
4. Replacement of lost Student ID Card 1.00
5. CLEP Service Fee ⁶ each exam 15.00
6. Academic Evaluation Fee 15.00
7. Portfolio Assessment Fee 50.00
8. Installment Payment Plan Fee per semester 25.00
9. Late Payment Fee per occurrence 15.00
10. Bad Check Fee per occurrence 25.00
11. Excess Credits Tuition Charge per semester 100.00
(an additional flat tuition charge of \$100.00 per semester shall apply when
total registered credits exceed 17 for the semester)

Mandatory Usage Fees

Laboratory Course Fee*	\$62.00
Studio Course Fee*	68.00
Clinic Program Fee—Level 1	215.00
Clinic Program Fee—Level 2	154.00

* Refundable under the Board of Trustees tuition policy.

Fee Deposit

Full-time and part-time students at the time of registration 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 of Trustees 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 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
- Graduation Fee (payable in semester in which student expects to graduate)
- College Service Fee
- Student Activity Fee
- Transcript 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:
 - I. 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.

POLICY STATEMENTS



Tunxis Community College
Education That Works For a Lifetime
tunxis.commnet.edu

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.

Note: The Connecticut Community College System has completed the process of implementing common course numbering across all 12 Connecticut Community Colleges.

Racism and Acts of Intolerance

The Connecticut 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 of Trustees of Connecticut Community-Technical Colleges and the Colleges recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differences. 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 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 of Trustees' 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 objects, pictures, or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions 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. Romantic or sexual liaisons between supervisors and subordinate employees are strongly discouraged. Romantic and sexual liaisons between a faculty member or a professional staff member and a student for whom that staff member has teaching, advisory or other supervisory responsibility are prohibited.

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 should 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 students 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) calendar days of the date the grievant knew or should have known of the alleged harassment. However, where the alleged harasser is a faculty member and the complainant is, at the time of the acts complained of, a student in that faculty member's class, the complaint should be filed no later than fifteen (15) days after the end of the semester.

When a formal complaint of sexual harassment is received, it will be investigated by the College. 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, 90 Washington 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.

Computing Policy of the Connecticut Community Colleges Board of Trustees

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 of Trustees. Use of such resources is a privilege and is subject to such IT policies, standards and procedures as may be promulgated from time to time.

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

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

The Chancellor is authorized to promulgate necessary and appropriate IT policies, standards and procedures, including but not limited to those affecting acceptable uses of IT resources, electronic communications and network security. Colleges shall ensure that users of IT resources are aware of all IT policies, standards and procedures, as appropriate. —BOT Policy Manual Section 2.8.1, October 2002

Acceptable Use Policy—Tunxis Community College

Tunxis Community College operates in accordance with the **Connecticut Community Colleges Board of Trustees 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—From the CCC Chancellor

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.

E. 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 I 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 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. Conduct oneself in a civil and respectful manner, both within and outside the College.

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 5:00 p.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 for the benefit or advantage of 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 tommy (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

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 15 calendar days of the student's awareness of the decision.
2. If the matter is not satisfactorily adjusted within 10 calendar days of this appeal or the instructor is not available, the student should contact the Department Chair. If the matter is still unresolved after speaking with the Department Chair, the student should refer the matter to the Dean of Academic Affairs by filing a written appeal. The appeal must be filed with the Dean within 30 calendar days of the student's awareness of the decision that is being appealed. Upon receipt of such appeal, the Dean shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible, and to receive relevant information from the instructor responsible for the decision. The Dean may then refer the matter to the academic supervisor for informal consideration prior to step 3 below.
3. The 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 Dean. The student shall be afforded the right to present a statement of appeal and relevant information in support of it. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of section 1 of this policy. The student is entitled to a written response within thirty (30) days of the completion of his or her presentation. A decision to change the grade or modify the decision that 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 10 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 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.
3. **The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosure without consent to school officials with legitimate educational interests. A "school official" includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); a person serving on the Board of Trustees who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

FERPA also permits disclosure of education records without consent in connection with, 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 of Trustees.

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 notify the Office of Registrar in writing 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.
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
Academic	Records
Veterans	Financial Aid Services
Admissions	Admissions
Financial Aid	Financial Aid Services
Disciplinary	Dean of Student Affairs and/or Dean of Academic Affairs
Fiscal	Dean of Administration

- 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 & 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, and honors is considered to be "directory information" that can be released without a student's written permission.

Directory Information/Release of Information

The institution may release "Directory Information" about a student, unless the student specifically requests in writing that prior consent be obtained. Students who do not want the College to release directory information may complete the Non-Disclosure of Directory Information form available at the Records Office.

Requests by students to prohibit public distribution of this information must be made annually to the Registrar by completing the Non-Disclosure of Directory Information form.

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; 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 of Trustees.

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 English as a Second Language 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

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 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 handicap. 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 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 practice) 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 publicized in all college catalogs and student handbooks and shall be made available to all employees. All community college employees are further subject to the June 3, 1988 "All Policy for State Personnel" and the January 1987 "AIDS Guidelines for State Personnel."

Statement on Violence Prevention and Response

For purposes of this policy, "violence" is defined as an overt act or threat of harm to a person or property, or any act that poses a substantial threat to the safety of any person or property. "Premises" is defined as any space owned or leased by the Community College System 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:

1. Intimidating, harassing or threatening behaviors.
2. Physical abuse, including hitting, slapping, poking, kicking, punching, grabbing, etc.
3. Verbal abuse, including yelling, shouting, use of sexually-, racially- or ethnically-charged epithets, etc.
4. Vandalism.

5. Carrying or possessing weapons or dangerous instruments of any kind on Community College premises, unless properly authorized.
6. Using such weapons.
7. 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

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 response. 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.

Enforcement of this Policy

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

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

Threat Assessment/Crisis Management Team

The health and safety of the campus community is of the utmost importance. The College has a Crisis Management Team, Emergency Medical Response Team, Continuity of Operations Plan and Health & Safety Committee. Policies and procedures are posted on the College's intranet and web site. Tunxis complies with the provisions of the Crime Awareness and Campus Security Act of 1990 and the Connecticut Campus Safety Act. Copies of the College's annual crime report are available on the College's web site. Concerns regarding campus safety and security may be directed to the Dean of Administration

The Crisis Management Team includes representatives of management, human resources, employee unions, public safety, and facilities management.

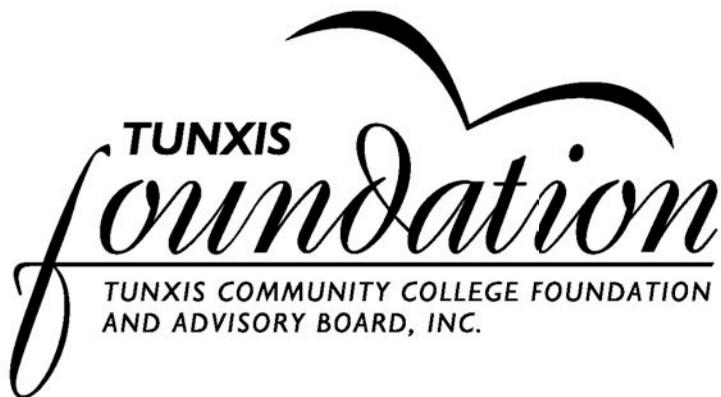
One goal of the team approach is to ensure that people are prepared to work together to deal with violent or potentially violent situations. Although violence cannot always be prevented, planning ahead and being prepared to act swiftly to deal with threats, intimidation, and other disruptive behavior at an early stage can reduce the risk. The Crisis Management Team has three major functions:

1. Identifying the potential for violence. This involves analyzing trends in incidents related to particular units, jobs, activities, time of day, and so forth.
2. Prevention. This includes recommending procedures to prevent violence, such as conducting violence prevention and response training for employees and students, establishing mechanisms for employees, students, and others to discuss their concerns about violence, conducting inspections of College premises, evaluating working environments of employees and students to ascertain any unusual risks, conducting employee/student surveys, recommending changes in physical plant, equipment, and practices to enhance campus safety.
3. Responding to individual acts of violence. Incidents reported to the Dean of Administration should be shared with the Crisis Management Team, which may advise and assist in the investigation if appropriate. The team may also assist in the management of threats or incidents of violence by planning a response to mitigate further damage, coordinating responses with local law enforcement and the community, and managing media inquiries.

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.opm.state.ct.us/olr/wpv/wpv.htm>.

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.



Tunxis Foundation

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 fundraising 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.

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Education That Works For a Lifetime

tunxis.commnet.edu

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Ed.D., University of Hartford.

Elzbieta Cyran, Librarian.

Rachel Hyland, System Librarian

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Carolyn Boulay, Librarian

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Behnaz Perri, Library Associate

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Yawhenii Urublewski, Information Technology Technician.

Ruth Faasen, Administrative Assistant/Library Services.

► **Media Instructional Technologies**

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Lori Blakley, Part-time Office Assistant.
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Claire Reimer, Part-time Telephone Operator.

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Victoria DeMaria, Clerk-Typist.

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Alison Iovanna, Coordinator of Academic Support Center
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Amanda Testo, Learning Disabilities Specialist
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Garth Pelton, Placement Testing Specialist
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B.A., University of Connecticut.
Mohamed Mountassir, Professional Tutor
A.S., B.S., University Hassan II, Morocco.

Adam Woolford, Academic Support Center Assistant.

Magaly Given, Secretary 2.

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Gregory Rowe, Fiscal Administrative Supervisor.

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Bounthavy D. Chaleunphone, Assistant Accountant.

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Mary Manocchio, Purchasing Assistant

A.S., Tunxis Community College.

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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Deborath Mendoza, Office Assistant.

Lauren Grant, Office Assistant

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Francine Roy, Clerk-Typist

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M.S., University of New Haven.

Obed W. Delancy, Information Technology Analyst 2
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Luis Neves, Information Technology Analyst 2.

Susan Rogowski, Information Technology Analyst I.

David Wright, Information Technology Technician.

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Loren Dickens, Part-Time Sales Clerk.

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Alison Savino, Child Development Teacher
A.S., Mattatuck Community College; B.S., Central Connecticut State University.

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Jorge Rivera, Custodian.

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Abbot, Jesse, Instructor of English/Philosophy

B.A., Bard College; M.F.A., Brown University.

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Anderson, Richard, Assistant Professor of Criminal Justice

B.S., Austin Peay State University; M.A., Trinity College; M.P.A., University of Hartford.

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B.A., M.A., University of Connecticut; M.B.A., Rensselaer Polytechnic Institute.

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Ph.D., University of Connecticut.

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Genet, Jean-Marc, Associate Professor of Mathematics

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Colgan, John, Associate Professor of Business Management

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- Dean, Martha J.**, Professor of Developmental Reading & Writing
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B.A., St. John's University; M.S., University of Connecticut; Ed.D., University of Hartford.
- Pourmaleki, Afshin**, Lecturer in Computer Information Systems
B.S., Central Connecticut State University.
- Primeau, Charles**, Lecturer in Graphic Design
B.A., North Carolina State University.
- Pruski, Iwona**, Lecturer in English as a Second Language
B.S., Central Connecticut State University; M.A., University of Connecticut;
6th Year Certificate, Central Connecticut State University.
- Quilty, Robert, A.**, Lecturer in Biology
M.S., 6th Year, Central Connecticut State University.
- Reynolds, Patrick**, Lecturer in Physics
B.S., Central Connecticut State University; M.S., University of Michigan.
- Robins, Paula**, Lecturer in Fine Art
B.F.A., Albertus Magnus College; M.S.E., University of New Haven.
- Rosenberg, Paul**, Lecturer in English
B.A., Trinity College; M.A., Central Connecticut State University.
- Ross, David**, Lecturer in Graphic Design
B.F.A., Kent State University; M.F.A., Yale University.
- Rossi, Louis**, Lecturer in Accounting
B.S., Central Connecticut State College; M.B.A., University of Hartford.
- Saadeh, Karen**, Lecturer in English as a Second Language
B.A., Wheaton College; RSA/Cambridge Certificate, International House.
- Saindon, Michelle**, Lecturer in Mathematics
B.S., M.A., University of Connecticut.
- Sawyer, Julie**, Lecturer in Fine Art
B.A., University of Lowell; M.A., University of Massachusetts Amherst;
M.Ed., Antioch New England Graduate School.
- Simoes, Arthur**, Lecturer in Photography
B.S., Western Connecticut State University.
- Sims, Keith**, Lecturer in Computer Information Systems
B.S., Northeastern University; M.B.A., Rensselaer Polytechnic Institute.
- Smellie, Robert**, Lecturer in Mathematics
B.S., Syracuse University; M.S., Rensselaer Polytechnic Institute.
- Somers, Jessica**, Lecturer in Photography
B.F.A., Albertus Magnus College; M.F.A., University of Hartford Hartford Art School.
- Spicer, David**, Lecturer in Music
B.Mus., Curtis Institute of Music; M.A.R., Eastern Baptist Theological Seminary.
- Stankiewicz, Stefanie**, Lecturer in English
B.A., University of Connecticut; M.A., Central Connecticut State University.
- Stein, Charles**, Lecturer in English
B.A., Columbia College; Ph.D., University of Connecticut.

- Strack, Ashkhen**, Lecturer in English as a Second Language
B.A., Yerevan State Teachers' Training Institute of Foreign Languages, Armenia;
M.A., West Virginia University.
- Strauss, Susan**, Lecturer in Fine Art
B.A., M.A., Brooklyn College of the City University of New York.
- Sullivan, Brian**, Lecturer in Criminal Justice
B.A., Central Connecticut State University.
- Sutton, Mary-Ellen**, Lecturer in Human Services
B.S., Southern Connecticut State University; M.S., Fordham University.
- Szablewicz, John**, Lecturer in History
B.A., State University of New York at New Paltz; M.A., Fairfield University;
M.A., Western Connecticut State University.
- Teller, Brooke**, Lecturer in Biology
B.A., Smith College; M.S., Central Connecticut State University.
- Thomas, Joan**, Lecturer in English
B.A., Bradley University; M.A., Trinity College.
- Wallace, Judy**, Lecturer in Biology
B.S., University of Connecticut; M.S., Central Connecticut State University.
- Weisgram, Pierre**, Lecturer in Mathematics
B.S., University of Dayton; M.S., Purdue University.
- Welch, Christina**, Lecturer in English
B.A., Central Connecticut State University.
- Wendehack, Robin**, Lecturer in English
B.A., M.A., University of Connecticut.
- Williams, Mark**, Lecturer in Fine Art
B.F.A., Miami University; M.F.A., University of Connecticut.
- Wilson, Sweets**, Lecturer in Sociology
B.A., Eastern New Mexico University; M.S.W., University of Connecticut;
Ph.D., Biblical Life College & Seminary.
- Wittke, Jennifer**, Lecturer in English
B.A., Eastern Connecticut State University; M.A., University of Sussex, U.K.
- Zaccardo, Janice A.**, Lecturer in English
A.S., Massasoit Community College; B.A., M.S., 6th Year Certificate,
Central Connecticut State University.
- Zetarski, Ken**, Lecturer in Mathematics
B.S., Central Connecticut State University.
- Zipadelli, David**, Lecturer in Mathematics
B.S., M.S., Central Connecticut State University.
- Zwick, Susan**, Lecturer in Business Office Technology
B.S., Central Connecticut State University; M.S., Southern Connecticut State University;
7th Year Certificate, Central Connecticut State University/Southern Connecticut State University.

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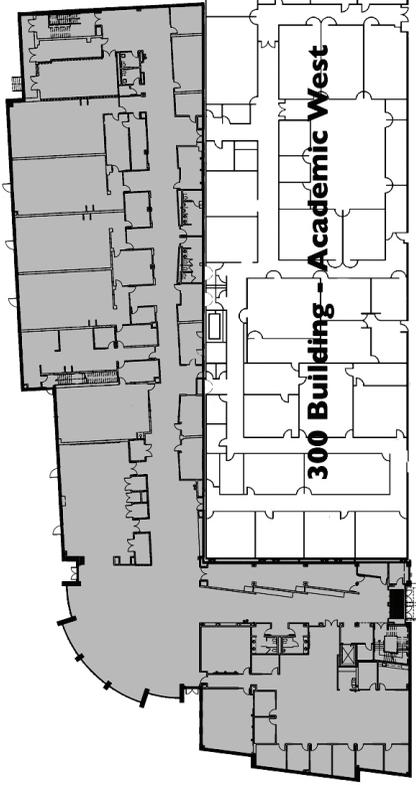
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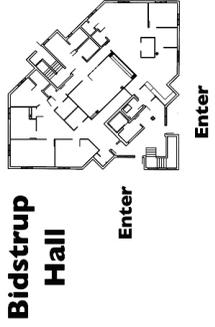
Connecticut Community Colleges

- ▶ **Asnuntuck Community College (www.acc.commnet.edu)**
170 Elm Street • Enfield, CT 06082 • 860.253.3000
- ▶ **Capital Community College (www.ccc.commnet.edu)**
950 Main Street • Hartford, CT 06103-1207 • 860.906.5000/800.894.6126
- ▶ **Gateway Community College (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 • 203.285.2000
- ▶ **Housatonic Community College (www.hcc.commnet.edu)**
900 Lafayette Boulevard • Bridgeport, CT 06604 • 203.332.5000
- ▶ **Manchester Community College (www.mcc.commnet.edu)**
Great Path, P.O. Box 1046 • Manchester, CT 06045-1046 • 860.512.3000
- ▶ **Middlesex Community College (www.mxcc.commnet.edu)**
100 Training Hill Road • Middletown, CT 06457 • 860.343.5800
- ▶ **Naugatuck Valley Community College (www.nvcc.commnet.edu)**
750 Chase Parkway • Naugatuck, CT 06708 • 203.575.8040
- ▶ **Northwestern Community College (www.nwcc.commnet.edu)**
Park Place East • Winsted, CT 06098 • 860.738.6300
- ▶ **Norwalk Community College (www.ncc.commnet.edu)**
188 Richards Avenue • Norwalk, CT 06854 • 203.857.7000
- ▶ **Quinebaug Valley Community College (www.qvcc.commnet.edu)**
Main Campus • 742 Upper Maple Street • Danielson, CT 06239 • 860.774.1130
Willimantic Center • 729 Main Street • Willimantic, CT 06226 • 860.423.1824
- ▶ **Three Rivers Community College (www.trcc.commnet.edu)**
Mohegan Campus • 7 Mahan Drive • Norwich, CT 06360 • 860.886.0177
Thames Valley Campus • 574 New London Turnpike • Norwich, CT 06226 • 860.886.0177
- ▶ **Tunxis Community College (www.tunxis.commnet.edu)**
Main Campus • 271 Scott Swamp Road • Farmington, CT 06032 • 860.255.3500
Satellite Facility • Bristol Career Center of Tunxis Community College •
430 North Main Street • Bristol, CT 06010 • 860.314.4700

600 Building (scheduled to be completed in Fall '07)



300 Building Academic West

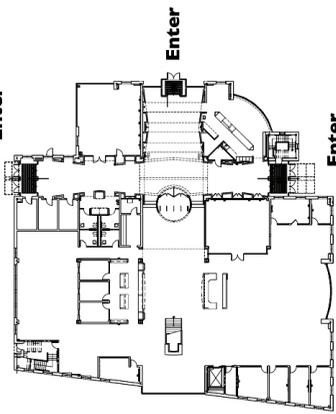


Bidstrup Hall

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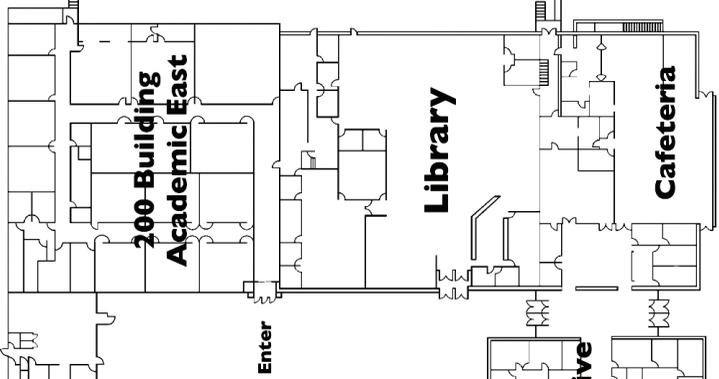


700 Building

(scheduled to be completed in Fall '07)

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200 Building Academic East

Library

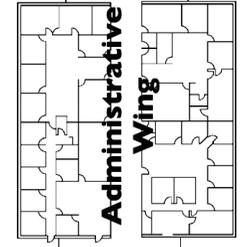
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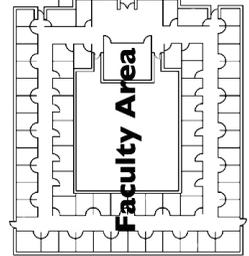
Main Entrance

Courtyard



Administrative Wing

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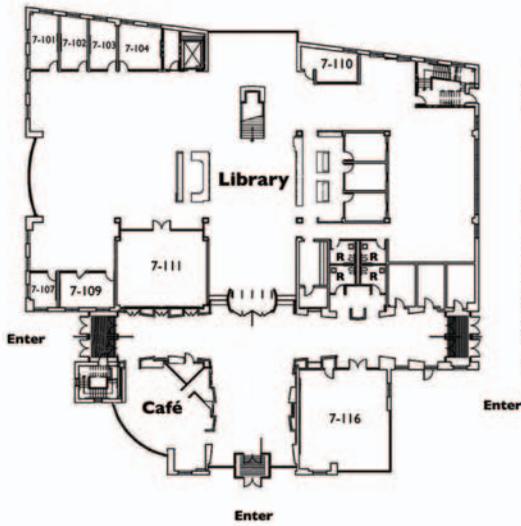


Faculty Area

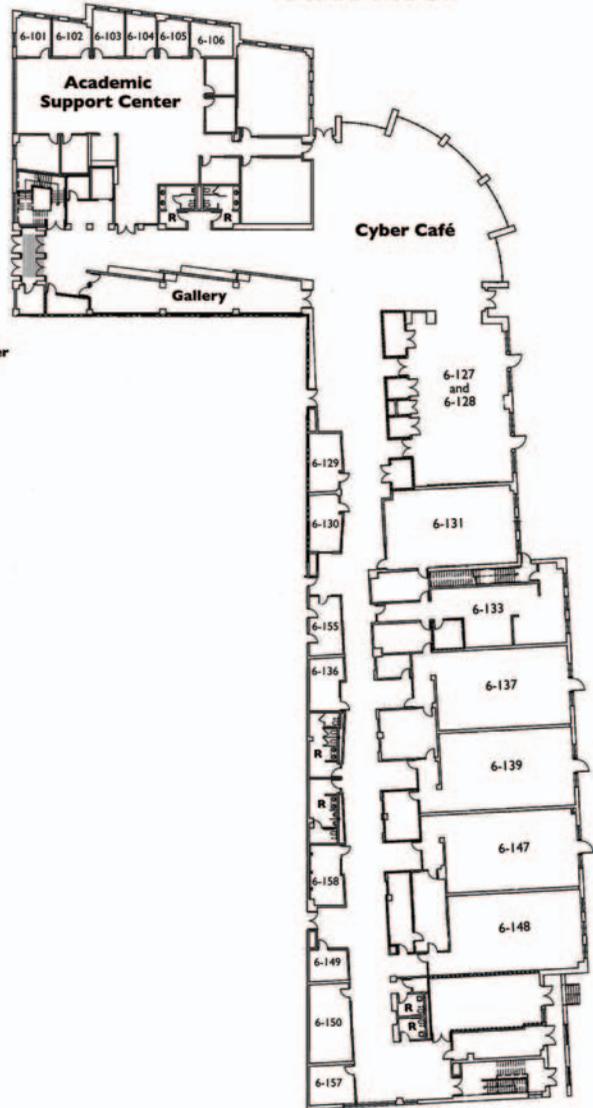
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**Tunxis Community College
Main Campus Overview**

600 Building First Floor

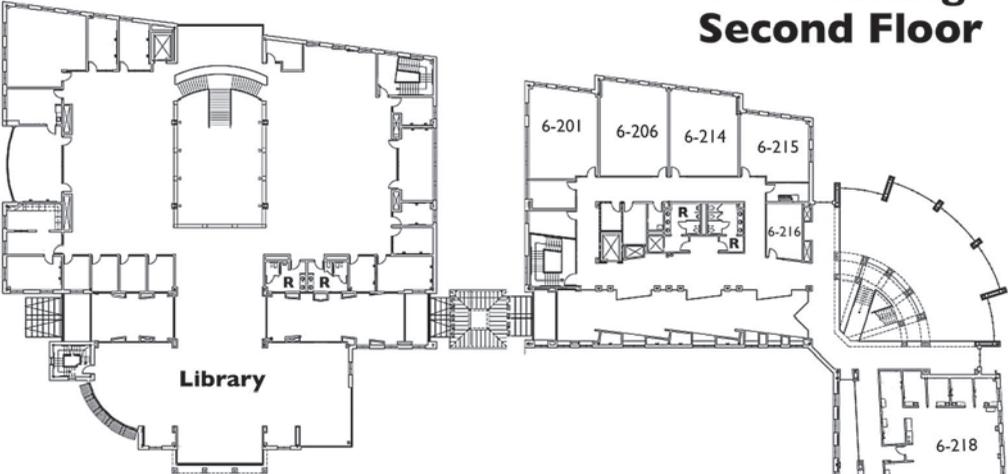


700 Building First Floor

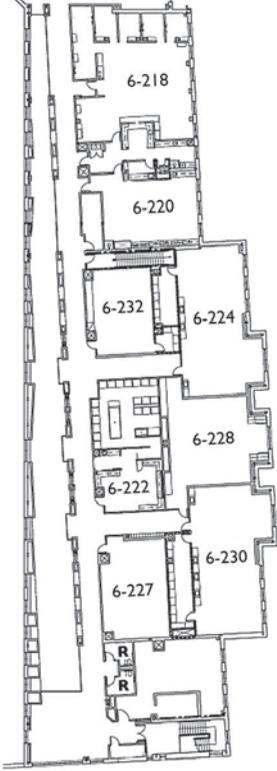


R restroom

**600 Building
Second Floor**

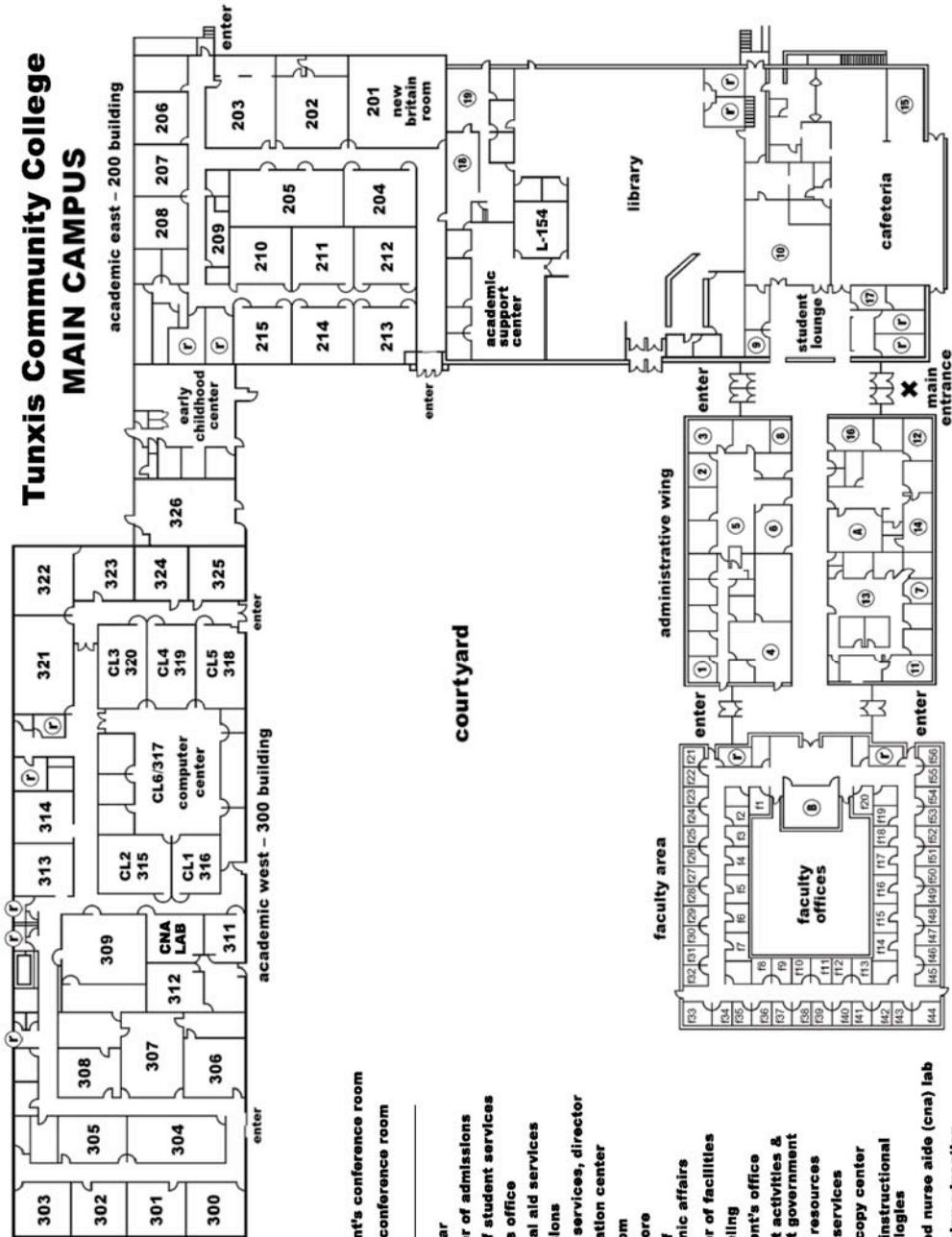


**700 Building
Second Floor**



R restroom

Tunxis Community College MAIN CAMPUS

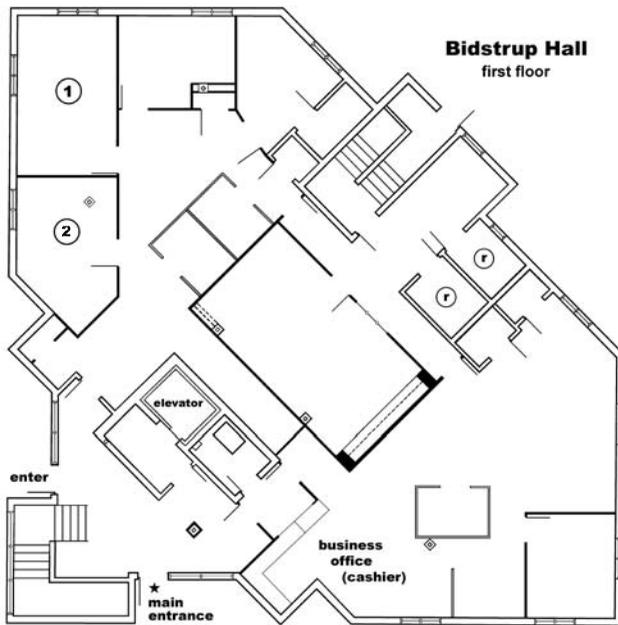


- A president's conference room
- B faculty conference room

- 1 registrar
- 2 director of admissions
- 3 dean of student services
- 4 records office
- 5 financial aid services
- 6 admissions
- 7 career services, director
- 8 information center
- 9 mailroom
- 10 bookstore
- 11 dean of academic affairs
- 12 director of facilities
- 13 counseling
- 14 president's office
- 15 student activities & student government
- 16 human resources
- 17 health services
- 18 media/copy center
- 19 media instructional technologies
- 310 certified nurse aide (cna) lab
- 328 continuing education
- r restroom

Room locations subject to change during campus expansion





Bidstrup Hall
first floor

- 1** director of institutional effectiveness
(marketing and public relations, institutional research)
- 2** associate dean of institutional planning & development
- r** restroom

Rev. 8/8/07



Bidstrup Hall
second floor

- 1** payroll
- 2** director of finance & administrative services
- 3** dean of administration
- r** restroom

Rev. 8/8/07



Directions to Tunxis Community College Farmington, Connecticut 06032

***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 the next exit to Route 177 N. Washington St. Turn right at the bottom of the exit onto Rte. 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the second light (intersection of Routes 6 & 177). Estimated driving time 20 minutes; estimated distance 16 miles.

From I-84 Eastbound (from Waterbury)

Take Exit 33 (Route 72 West Plainville/New Britain) which is a left exit approx. 2.8 miles past Exit 32 Queen Street/Southington. Continue for 2 miles 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 second light (intersection of Routes 6 & 177). Estimated driving time 30 minutes; estimated distance 22 miles.

From Middletown, Rocky Hill, Cromwell, Newington, and Points East:

Take Route 9 North, follow signs for New Britain/Bristol Route 72. Continue on Route 72 to Route 177/North Washington St. Turn right onto Route 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the second light (intersection of Routes 6 & 177). Estimated driving time 20-30 minutes; estimated distance 18-25 miles.

If you need further assistance, call 860.255.3500.

Directions to Bristol Career Center of Tunxis Community College, in Bristol, CT 06010

From Tunxis Community College:

Take Route 6 West/Scott Swamp Road for approximately 4.1 miles. Turn left onto North Main Street. Turn left into parking area. Estimated driving time 9 minutes.

Bristol Career Center of Tunxis CC is located at 430 North Main Street in the North Side Square (near The Super Natural Market & Deli).

If you need further assistance call, 860.314.4700

GENERAL COLLEGE INFORMATION



Academic Calendars860.255.3500
Tunxis Internet Addresstunxis.commnet.edu

Academic Support Center	255.3570
Admissions.....	255.3555
Bookstore.....	255.3450
Bristol Career Center of Tunxis Community College.....	314.4700
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.....	255.3616
Dean of Student Services.....	255.3560
Dean of Administration.....	255.3375
Associate Dean of Institutional Planning & Development.....	255.3490
Department Chairs & Program Coordinators.....	255.3618
Faculty Offices.....	255.3754
Financial Aid Services.....	255.3510
Health Services Clinic.....	255.3426
Human Resources.....	255.3610
Information Systems.....	255.3471
Institutional Advancement.....	255.3604
Institutional Research.....	255.3498
Library	255.3800
Marketing and Public Relations.....	255.3776
Minority Affairs	255.3552
Online Education.....	255.3742
Placement Testing.....	255.3570
President's Office.....	255.3601
Public Relations.....	255.3776
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Pathways to a Bachelor's Degree



For Michelle Osipowicz, a professional sales representative and district marketing specialist for TAP Pharmaceuticals Inc., Tunxis provided a starting point for discovering her interests, transferring to a bachelor's degree program, and choosing a career path.

"I would absolutely recommend Tunxis," said Osipowicz, who now resides in New Hartford and received an associate's degree in liberal arts & sciences from Tunxis in 2001. "I saved a lot of money and got a great education."

A non-traditional student, Osipowicz had three young children at home when she decided to enroll. "I felt at home at Tunxis—as though I was part of a family, and was very comfortable there as an adult student," she said. "My instructors were always available and open to questions, and I had good guidance in choosing courses for transfer," she continued. "The Tunxis staff was very encouraging in helping me in that endeavor."

Her biology course at Tunxis played an important role in her future academic pursuits and current career. "I loved it," said Osipowicz. "It was subject matter I hadn't been exposed to before, and I found it challenging." By the time she was done with a second biology course at Tunxis, she decided to pursue a degree in the sciences, and went on to earn a bachelor's degree in neuroscience from Trinity College in 2005.

Tunxis Community College



Education That Works For a Lifetime

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View of Main Corridor



View of Library Atrium

Rendering:
Courtesy of DuBose Associates Architects,
Hartford, CT