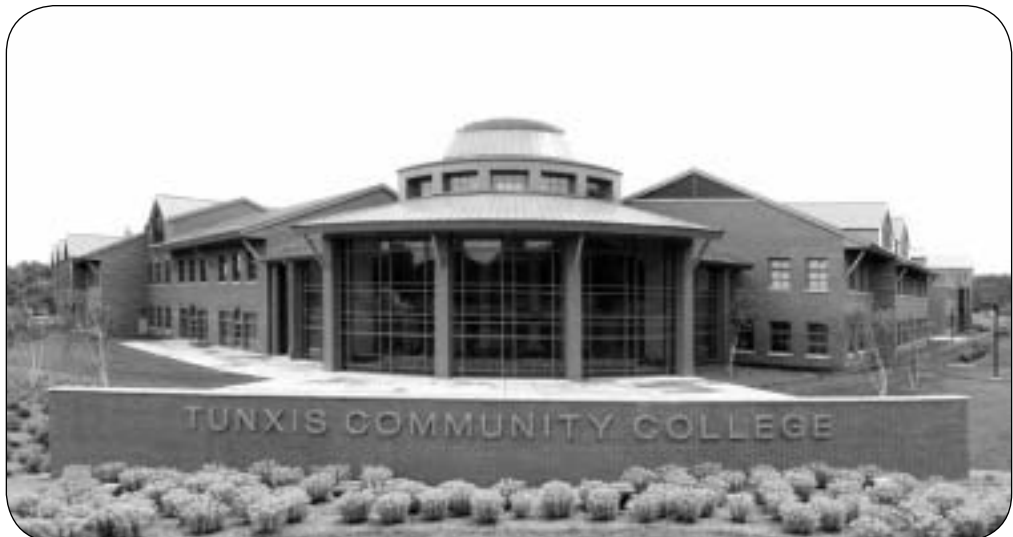




*Education That Works For a Lifetime*

# Fall 2009 to Spring 2010 Catalog

Accredited by the New England Association of Schools and Colleges  
Accredited by the Connecticut Board of Governors for Higher Education  
Accredited by the Commission on Accreditation in Physical Therapy Education  
Member of American Association of Community Colleges  
Member of National Council for Occupational Education  
Member of League of Innovation





*Education That Works For a Lifetime*

## **Tunxis Community College Mission Statement**

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

## **Vision Statement**

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

## **Accreditation Statement**

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

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

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

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



## President's Message



Welcome to Tunxis Community College!

A transformation has been occurring at Tunxis Community College, and we hope that you are excited by it as we are. The new library and classroom buildings have given us more space in which to offer quality programming for you and for members of the Tunxis community. 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,

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

Cathryn L. Addy, Ph.D.  
President

# Contents

Academic Calendars.....	5-6
General Information .....	7-21
Admissions.....	22-32
Student Affairs.....	33-39
Financial Aid Services .....	40-46
Academic Information .....	47-62
Programs/Program Learning Objectives .....	63-158
Course Descriptions.....	159-221
Expenses.....	222-227
Workforce Development & Continuing Education.....	228-230
Policy Statements.....	231-258
Tunxis CC Foundation and Advisory Board, Inc. ....	259
Alumni Association of Tunxis Community College .....	260
Directory.....	261-289
Index.....	290-296
Maps of Campus.....	297-301
Directions / Maps.....	302-303
Telephone Directory.....	304

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 2009-2010

## 2009 Fall Semester

(August 28 - December 23)

August 25 (T – 10am-6:30pm)

August 26 (W – 10am-6:30pm)

August 27 (R – by 4pm)

### August 28 (F)

August 28 (F – 9am-4pm)

August 31 (M – 9am-6pm)

August 31 (M – 10am)

September 01-03 (T-R – 9am-6pm)

September 03 (R)

September 04 (F – 9am-4pm)

September 07 (M)

September 08-10 (T-R – 9am-6pm)

September 10 (R – by 6pm)

September 25 (F – by 6pm)

October 12 (M)

November 06 (F)

November 11 (R)

November 23 (M – by 4pm)

November 24-25 (T-W)

November 26 (R)

November 27-29 (F-SU)

November 30 (M)

### December 10 (R)

December 11-17 (F-R)

December 23 (W)

In-person/Final Registration (ALL Students)

In-person/Final Registration (ALL Students)

Last Day to Drop a Course With 100% Tuition Refund

### FIRST DAY OF CLASSES

Add/Drop Registration (Current & Returning Students ONLY)  
Late fee applies

Add/Drop Registration (Current & Returning Students ONLY)  
Late fee applies

Senior Registration

Add/Drop Registration (Current & Returning Students ONLY)  
Late fee applies

Last Day to Register for an Online Course

Drop Registration (Current & Returning Students ONLY)  
Late fee applies

### Labor Day – COLLEGE CLOSED – NO CLASSES

Drop Registration (Current & Returning Students ONLY)  
Late fee applies

Last Day to Drop a Course With 50% Tuition Refund and  
No Transcript Notation

Last Day to Declare Audit Status

### Columbus Day – COLLEGE OPEN – CLASSES IN SESSION

Last Day to Make Up Incomplete Grade From Spring/Summer '09

### Veteran's Day – COLLEGE OPEN – CLASSES IN SESSION

Last Day to Withdraw from Semester Length Course\*  
with Transcript Notation of "W"

*NOTE: Withdrawal dates for one- and two-credit courses differ;  
see Records Office for dates.*

### COLLEGE OPEN – NO CLASSES

Thanksgiving Day – COLLEGE CLOSED – NO CLASSES

COLLEGE CLOSED – NO CLASSES

Classes Resume

### LAST DAY OF CLASSES

FINAL EXAM WEEK

Fall Semester Ends

\* No Refunds

# 2010 Spring Semester

(January 22 - June 1)

January 18 (M)	<b>Martin Luther King, Jr. Day – COLLEGE CLOSED – NO CLASSES</b>
January 19 (T – 10am-6:30pm)	In-person/Final Registration (ALL Students)
January 20 (W – 10am-6:30pm)	In-person/Final Registration (ALL Students)
January 21 (R – by 4pm)	Last Day to Drop a Course With 100% Tuition Refund
<b>January 22 (F)</b>	<b>FIRST DAY OF CLASSES</b>
January 22 (F – 9am-4pm)	Add/Drop Registration
January 25 (M)	Senior Citizen Registration
January 25-28 (M-R – 9am-6pm)	Add/Drop Registration
February 04 (R)	Last Day to Drop a Course With 50% Tuition Refund and No Transcript Notation
February 12 (F)	<b>Lincoln's Birthday – COLLEGE OPEN – CLASSES IN SESSION</b>
February 15 (M)	<b>President's Day – COLLEGE CLOSED – NO CLASSES</b>
February 18 (R)	Last Day to Declare Audit Status
March 22-28 (M-SU)	<b>Semester Recess – COLLEGE OPEN – NO CLASSES</b>
March 29 (M)	Classes Resume
April 2 (F)	<b>Good Friday – COLLEGE CLOSED – NO CLASSES</b>
April 3 (S)	<b>COLLEGE CLOSED – NO CLASSES</b>
April 8 (R)	Last Day to Make Up Incomplete Grade From Fall '09
April 16 (F)	<b>Faculty Professional Day – COLLEGE OPEN – CLASSES IN SESSION</b>
April 29 (R – by 4pm)	Last Day to Withdraw from Semester Length Course* with Transcript Notation of "W" <i>NOTE: Withdrawal dates for one- and two-credit courses differ; see Records Office for dates.</i>
<b>May 10 (M)</b>	<b>LAST DAY OF CLASSES</b>
<b>May 11-17 (T-M)</b>	<b>FINAL EXAM WEEK</b>
May 31 (M)	<b>Memorial Day – COLLEGE CLOSED – NO CLASSES</b>
June 01 (T)	Spring Semester Ends
June 02 (W – 6:30pm)	Graduation

\* No Refunds

# GENERAL INFORMATION



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

## All Are Welcome

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

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

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

## The College

Tunxis Community College was chartered by the State of Connecticut in 1969 to serve the Bristol-New Britain and Farmington Valley areas. It first opened for classes in October 1970 with 494 students; today approximately 5,800 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 10,000 people have received an associate's degree or a certificate from the College.

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

## Accreditation

Tunxis Community College is licensed and accredited by the [Connecticut Board of 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.

## **Notification of Changes and Cancellations**

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

## **Bookstore**

Students are expected to furnish their own study materials and supplies. Textbooks, stationery, art and science supplies, novelties, and other items may be purchased in the Tunxis Bookstore. Bookstore hours are posted. Information on costs may be obtained at the bookstore and on the web site. The Bookstore Information Line is 860.255.3450.

## **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 semi circle.

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.

## **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.

## **Student Housing**

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

## **Weapons on College Campus**

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

## **Smoking Prohibition Policy**

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

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

Tunxis Community College reserves the right to use any student's name and photograph, taken in the course of general public information efforts by the College for publicity, promotional or advertising purposes, in any or all media (newspapers, radio, television, brochures, posters, web site etc.) of the College's choice. Questions should be directed to the Marketing and Public Relations Office, 860.255.3498, [dengland@txcc.commnet.edu](mailto:dengland@txcc.commnet.edu).

## **Bristol Career Center of Tunxis Community College**

The mission of the College's satellite campus, 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 are offered. The 8,300-square-foot 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: 860.255.3680; E-mail: [tx-bcc@txcc.commnet.edu](mailto:tx-bcc@txcc.commnet.edu); 430 North Main Street, Bristol, CT 06010.

## **Tunxis Logo Usage Guidelines**

The official logo of Tunxis may be used on materials with the permission of the Marketing and Public Relations Office, which will provide the logo, in electronic or hard copy form, for reproduction purposes. No other usage is allowable, and no distortion of the logo is allowable. Please contact the Marketing and Public Relations Office, 860.255.3498, [dengland@txcc.commnet.edu](mailto:dengland@txcc.commnet.edu).

## **Graphic Standards/Print Material Guidelines**

Students and faculty/staff are encouraged to develop materials independently using the Connecticut Community College system's graphic standards manual, and with the proviso that the Marketing and Public Relations Office must review these materials in advance. Please contact the Marketing and Public Relations Office about print materials and use of the graphic standards manual, 860.255.3498, [dengland@txcc.commnet.edu](mailto:dengland@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, 860.255.3498, [dengland@txcc.commnet.edu](mailto:dengland@txcc.commnet.edu).

## General Education

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

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

Composition	3 credits
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
<hr/>	
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

## I. Communication

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

*Standards -*

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

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

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

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

*Standards -*

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

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

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

## 2. Critical Thinking

**Identifies and explains relationships, draws and justifies reasonable inferences and conclusions; demonstrates evidence of insight through reflection**

*Standards -*

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

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

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

### 3. Information Literacy

#### Understands the purpose, authority and relevance of information sources

*Standards -*

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

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

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

### 4. Technology Literacy

#### Appropriately and effectively uses technology to accomplish assigned tasks

*Standards -*

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

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

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

### 5. World Cultures and Perspectives

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

*Standards -*

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

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

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

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

*Standards -*

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

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

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

## 6. Aesthetic Engagement

Identifies and describes formal and aesthetic qualities

*Standards -*

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

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

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

## 7. Quantitative Reasoning

Uses numerical information, laws of logic, and mathematics to solve problems

*Standards -*

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

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

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

## 8. Citizenship, Values, and Ethics

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

*Standards -*

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

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

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

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

*Standards -*

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

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

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

## 9. Teamwork and Interpersonal Skills

### Student effectively engages in interpersonal activities and teamwork

*Standards -*

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

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

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

## 10. Scientific Method

### Uses discipline-specific terms, recalls relevant theories, laws, and concepts, and identifies components of the scientific method; hypothesis, procedure, observations and conclusions

*Standards -*

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

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

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

# Institutional Outcomes

## I 1. 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.

## I 2. 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.

## I 3. 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.

## I 4. Workforce Development

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

*The College will:*

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



## 15. Community Service

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

*The College will:*

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

## 16. Programs

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

*The College will:*

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

## 17. Student Affairs

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

*The College will:*

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

## 18. Decision-making processes

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

### *The College will:*

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

## 19. Resource Management

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

### *The College will:*

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

## 20. Equal Access & Opportunity, Diversity

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

### *The College will:*

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

## 21. Academic Excellence & Quality of Instruction

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

### *The College will:*

- ensure integrity, consistency, quality, and appropriateness of the academic elements\* of all programs, courses and activities sponsored by the College.  
\*(including course content, delivery of programs, library and information services; selection and approval of faculty; admission, registration, and retention of students; evaluation of prior learning; acceptance of transfer credit from other institutions; evaluation of student progress, and the awarding and recording of credit)
- ensure that curricula and instructional methods are appropriate to the abilities and scholastic preparation of students, and admission standards afford students a reasonable potential for success in the programs to which they are admitted.
- protect and foster intellectual freedom and diversity, and the free pursuit and dissemination of knowledge; afford students exposure to a variety of faculty and thereby to different viewpoints and different methods of instruction; and encourage and appropriately assess student scholarly and creative achievement.
- enhance the quality of teaching and instructional effectiveness by encouraging experimentation with instructional methods, and by providing support, encouragement, and opportunities for professional development for faculty and academic support staff; and demonstrate that faculty and staff take advantage of such opportunities to maintain and improve their competence as teachers, scholars and practitioners.
- ensure that College faculty and staff are qualified for their positions, effective in performing their assigned responsibilities, and empowered with the requisite information and appropriate work assignments.

## 22. Disclosure & Integrity

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

### *The College will:*

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

## 23. Quality Work Environment

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

### *The College will:*

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



*Education That Works For a Lifetime*

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

### **• INTEGRITY •**

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

### **• RESPONSIBILITY •**

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

### **• RESPECT •**

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

### **• EXCELLENCE •**

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

### **• OPEN COMMUNICATION •**

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

### **• HUMOR AND WELL-BEING •**

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

# ADMISSIONS



Tunxis Community College

*Education That Works For a Lifetime*

[tunxis.commnet.edu](http://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), and who meet course prerequisites 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](http://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 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 Credit Evaluation Request Form](#)" (available in the Admissions Office or on our web site), to the Admissions Office for processing. A formal evaluation of transfer credit will not be done unless requested by the student.

- **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. 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 non-credit ([continuing education](#)) courses.



## **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, varicella (chicken pox) and mumps. 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), varicella (chicken pox) and mumps vaccine administered after the student's first birthday must also be provided to the College.

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.

## **Accuplacer Academic Assessment (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 testing 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.

## **Admission to Selective Admission Programs**

The following Tunxis programs carry special selective admission requirements: Dental Hygiene and Physical Therapist Assistant. For information on admission requirements for these programs, please see the 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 a student's English-language fluency. In addition to following basic application procedures, ESL students must complete the ESL placement test and submit a writing sample. Students in this program must have a specified level of proficiency in reading and writing English. The ESL placement test is used to determine English language proficiency. For more details or to schedule an assessment session, contact the Academic Support Center at 860.255.3570. Note: your application must be on file with the Admissions Office prior to taking the ESL assessment.

## Readmit Students

Students who previously attended Tunxis but have been away from the College for more than two years must 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 academic 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 all relevant transcripts sent to the Tunxis Admissions Office. Transcripts must be in a sealed envelope and bear the college's or university's official seal. They must also submit a "Transfer Credit Evaluation Request" form to the Admissions Office; forms are available on campus and on the Tunxis web site.

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

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

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

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

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

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

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 Credit Evaluation Request" form.

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

## Advanced Placement

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

## 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. Tunxis Community College's

Accuplacer academic assessment may be used in lieu of [TOEFL](#) scores and is available to those students applying for their student visa while in the United States.

4. Applicants must submit an official notarized affidavit of Financial Support ([Federal Form I-134](#)) 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 (2 doses) and rubella, varicella (chicken pox) and mumps vaccination or immunity.
6. Submit, in writing, both their intended U.S. 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.*

## **State Residency Policy**

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

## **High School Partnership Program**

Developed by the [Board of Trustees of Connecticut Community-Technical Colleges](#), this program provides the opportunity for a high school junior or senior to experience college while still in school. In order for a student to participate, his/her high school must have a partnership contract signed and on file with the College. The tuition and fees for students in this program are paid for by the Board 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.

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

The Tunxis College Careers Pathway 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 College Careers Pathway 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 College Careers Pathway internship program must meet specific criteria outlined by their local high school and Tunxis. For more information, contact the College Careers Pathway coordinator at 860.255.3737.

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

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

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

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

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

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

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

CONNTAC, a cooperative effort of 34 institutions in the State of Connecticut, seeks promising students from disadvantaged circumstances who have never attended a college. Colleges will usually waive the application fee for students referred by CONNTAC. CONNTAC assists qualified individuals to identify the institution of higher education that best suits their needs and potential. Connecticut high school students can obtain further information about CONNTAC from their high school counselors or the Tunxis Community College CONNTAC representative at 860-255-3535.

## **New England 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.

## **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.

## **Admission to Continuing Education Programs**

Continuing education (non-credit) 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



Tunxis Community College

*Education That Works For a Lifetime*

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

## **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 450 computers are provided for student use across the campus in various locations. At least fourteen (14) classrooms are fully-equipped for computer instruction and an Open Lab in the Computer Center is available for general student use. Handicap accessible seating and computer accommodations are available for a student attending class in any I.T. maintained classroom.

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

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

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

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

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

### **• Faculty Computer Training Classes**

Training classes and one-on-one sessions are offered by appointment to aid students in acquiring general computer skills. Areas of training include, but are not limited to: general computer skills, Windows functions, file & disk management, navigating the Internet, and setting up & using an e-mail

account. Students are urged to stop in at the Computer Center and sign up for one-hour sessions conducted by peer Lab Assistants.

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

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

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

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

## • **Student IDs**

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

## • **Additional Information Technology Computer Services**

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

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

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

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

Bristol 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 450 PCs and Macs for student access, the use of technology continues to grow campus-wide. The Library, Academic Support Center, and Physics, Biology, Dental, and Chemistry Labs all include PCs with Internet access as part of the teaching equipment in the classroom.

## • **Acceptable Computer Use Policies**

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

## **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) An internationally certified, free tutoring program is available for students enrolled in English Second Language, developmental reading, writing and math courses. In addition, some tutoring is available for credit level courses in a variety of departments dependent upon tutor availability.
- (c) 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) Students with documented disabilities may be eligible to receive reasonable academic accommodations upon request.

## **Students with Disabilities**

Tunxis Community College is committed to the full participation of all students in its programs. Students with disabilities who feel they may require specific accommodations or auxiliary support services are encouraged to contact the Learning Disabilities Specialist in the Academic Support Center (860) 255-3570.

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

## Early Childhood Center

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

## Student Activities and Student Government Association

The Student Activities Office represents more than 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.

## 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 Gaming Club, Tunxis Philosophy Club, Tunxis Spanish Club (El Club de Español), Tunxis Sports Club, °Tunxis Student Newspaper Club, and several other organizations. These clubs are a part of the Student Government Association and Student Activities Office.

## Epsilon Pi Tau

An international honorary society for professions in technology and engineering, Epsilon Pi Tau was founded in 1929. The society, while not an official club of the College, serves members in more than 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 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, by completing the Consent by Student for Disclosure of Educational Records, or by
  - b. having the parents establish the students' dependency as defined by Internal Revenue Code of 1954, Section 152.
- The institution may refuse to provide transcripts for such reasons as nonpayment of financial obligation of debt owed the College, but students still retain the right to inspect their records.
  - **Directory Information**—Tunxis Community College complies with the Family Educational Rights & Privacy Act (FERPA) of 1974. 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.

# FINANCIAL AID SERVICES



Tunxis Community College

*Education That Works For a Lifetime*

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



## Introduction

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

The expenses which are considered are:

- Tuition and fees
- Books and other required materials
- Transportation
- Housing and food
- Health care and personal expenses
- Child care
- Special services for students with disabilities

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

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

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

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

## How to Apply

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

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

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

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

## When to Apply

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

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

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

## How Financial Aid Works

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

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

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

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

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

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

## Payment of Aid Funds to Students

All grants and [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. Any changes to enrollment before the 14th day may result in a change in the amount awarded. Then the Financial Aid Services Office authorizes the College's [Business Office](#) to order the payment of your grants and 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 or direct deposit. 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. Consult Financial Aid Services Office before withdrawing.

## Financial Aid Services Office Policies

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

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

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

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

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

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

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

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

Aid recipients are expected to maintain a grade point average consistent with graduation requirements. 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 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 this case, students may appeal to the Dean of Student Affairs.

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

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

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

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

## **Financial Assistance Programs**

### **Grant Programs**

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

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

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

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

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

### **Employment**

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

## Loan Programs

**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 available from the Financial Aid Office or from other lenders.

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

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

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

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. 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.**

## Other Sources of Assistance

### Scholarships and Local Awards

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

### Scholarships for Graduates

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

## Veterans Administration Benefits

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

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

Chapter 31: Veterans Vocational Rehabilitation

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

Chapter 35: Survivors' and Dependents' Education

Chapter 1606: Selected Reserve Program

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

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

Eligible students may use VA benefits to pursue a degree or certificate program approved by the State Approving Agency, and must be enrolled in that program. Once a student has registered and 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 present a copy of his/her separation document (usually [DD form 214](#)) to the Financial Aid Services Office. Additional information will be provided at that time. The Connecticut Veterans Tuition Waiver cannot be used for 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.

# ACADEMIC INFORMATION



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## General-Education Abilities

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

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

## College Expectation of Students

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

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

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

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

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

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



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

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

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

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

Grade	Credits Attempted	Grade Point	Earned Grade Point(s)
A	3	x 4.0	= 12
B-	3	x 2.7	= 8.1
B	4	x 3.0	= 12
D	3	x 1.0	= 3
Total Credits Attempted = 13		Total Earned Grade Points = 36	
Semester Grade Point Average = 35.1 divided by 13 = 2.70 G.P.A.			

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

### **Repeat Policy** (BOT Policy 3.8)

When a course is repeated, the highest grade prevails. All grades of repeated courses continue to remain on the student's record, though only the highest earned grade 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 program required courses in which they received a grade of "F."

### **Incomplete Notation** (BOT Policy 3.5.1)

An incomplete is a temporary grade assigned by the faculty member when minimal 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 no later than 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 and the Registrar.

All Incompletes will convert to a letter grade of "F" by the end of the 10th week of the following regular-length semester. If a student submits the required work on time, the faculty member shall calculate a grade to replace the Incomplete and submit it to the Registrar by the end of the semester. If a student fails to complete the required work by the specified time, or if the faculty member fails to submit a replacement grade, the Registrar shall convert the Incomplete to the letter grade specified in the report form, and that letter grade shall be entered on the student transcript.

Students with an Incomplete are temporarily ineligible for semester Dean's List 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**

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

"W" notations are not computed in the grade point average. If a student stops attending class, however, and fails to officially withdraw from the course, a grade of "F" will be recorded on the student's record. "F" grades are computed in a student's GPA.

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

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

## **Prerequisite Grades**

Students must attain the required minimum grade in all prerequisite courses 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 within the designated time frame will receive no notation for the course. Those who drop after the no notation deadline but before withdrawal deadline will receive a transcript notation of “W” (withdrawal). One and two-credit courses have varying withdrawal deadlines.

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

Students enrolled in a five-week course who drop by the end of the first week of the course may drop without notation on their transcript. Those who withdraw before the end of the fourth week will receive a notation of “W.” In an 8-week course, students may withdraw through the sixth week of the course. After these deadlines have passed, withdrawal from a course may 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 must first receive approval from the respective Department Chair. The examination may consist of oral, and/or written, and/or laboratory work, and/or portfolio analysis. Credit gained by passing the examination will be treated in the same manner as transfer credit and will receive a passing notation of “P”. Students who have already successfully completed a higher-level course in the discipline are not eligible to receive credit by examination.

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

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

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

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

Further details pertaining to CLEP may be obtained from the [Admissions Office](#).

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

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

## **Experiential Learning/Non-Collegiate Sponsored Instruction**

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

## **Course Waiver**

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

## **Class Attendance**

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

## **Independent Study**

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

Prerequisites: Student must—

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

## **Transcripts**

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

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

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

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

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

## **Enrollment Information**

### **Program-Enrolled Students**

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

### **Non-Program-Enrolled Students**

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

### **Full-time Students**

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

### **Part-time Students**

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

## Curriculum Advising & Program Planning (CAPP)

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

### 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 on Academic Status Probation.

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

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

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

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

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

The original GPA will not be included in any subsequent computation of the new GPA.

A student must complete a minimum of 15 credits after returning to college under the Fresh Start option to be eligible for a degree or certificate, and for graduation honors. Refer to the [honors eligibility section](#) of this Catalog. (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 assistance will be referred to appropriate community agencies. The [Academic Advising Center](#) collaborates with other departments to offer wellness programs, encouraging healthy life choices for all our students.

## **Transfer Advising**

Students wishing to continue their education at a four-year college or university are encouraged to meet with the Transfer Coordinator during their first year at Tunxis. 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 certificate or 45 degree credit hours, students seeking certificates and/or degrees must meet with their advisor to review their progress toward completion of program requirements. A formal report of the student's completed work on the program guide form must be signed by both the student and the advisor and submitted to the [Records Office](#). An approved program guide is a requirement for receipt of degrees and/or certificates.

## Graduation Requirements—Degree and Certificate Students

1. **Program-enrollment.** Candidates for degrees and/or certificates must have been formally matriculated in a program of study at the College.  
An official high school transcript or state equivalency certificate (GED) must be submitted to provide evidence of high school completion.
2. **Course Work.** The candidate for a degree or certificate must have the following:
  - a. successfully completed all degree requirements;
  - b. a cumulative grade point average (GPA) of not less than 2.0 for courses in the Certificate or Degree Program;
  - c. achieved a minimum grade of "C-" in Composition where Composition is required;
  - d. passed all required courses fulfilling the degree or certificate requirements;
  - e. any required course substitutions approved by the Dean of Academic Affairs.
3. **Application to Graduate.** The candidate for a degree or certificate should file the 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 final grades earned shall be filed with the Records Office immediately upon completion.
4. **Financial Responsibilities.** The candidate for a degree or certificate shall have fulfilled all financial obligations to the College. This includes outstanding Library loans.
5. **Second Degree.** A student who already holds an academic degree may earn a second degree in a different curriculum at a community college. Such a student shall be treated similarly to a transfer student with respect to the minimum number of credits he or she must take for the second degree. This will require that a student meet all program requirements and earn at least twenty-five percent of the minimum requirements for the new curriculum at the college through which the second degree is to be conferred.  
A student may also earn two degrees simultaneously at a community college by fulfilling all requirements stated above.

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

**Completion of the requirements of an additional program option does not constitute a different degree.** (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. One Commencement ceremony is held in May/June. Attendance at Commencement is encouraged but not mandatory.

## **Honors Criteria for Graduation**

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

**3.4-3.69 = Honors**

**3.7-3.89 = High Honors**

**3.9-4.0 = Highest Honors**

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

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

## **Advanced Placement of All High School Students**

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

## **Transfer to Senior Institutions**

Senior institutions will usually accept as transfer credit from community colleges up to half the credits required for a bachelor's degree. Anyone seeking transfer should submit an application to the institution of his/her choice as soon as the decision is made to ensure timely processing. Students should contact the [Academic Advising Center](#). Students planning to transfer should select their courses and programs with reference to the specific colleges or universities to which they expect to transfer.

## **College of Technology**

The College of Technology is a specialized curriculum that allows a student to begin technology or engineering technology studies at any of the state's 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 (MIT)**

The Media Instructional Technologies Department's mission is to enhance the educational experience and facilitate student learning at Tunxis Community College, and is committed to promoting the most current knowledge and best practices by providing 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, document cameras, film and slide projectors and portable computer systems are provided for classroom use.

The MIT staff provides faculty and staff with media creations, project assistance, video and audio shooting and editing, distance learning support and training, and production workshops. In addition, audio and videotapes, CDs and DVDs, 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/Distance Learning**

The College offers many courses to students who choose to pursue alternatives to in-class instruction. These "classrooms without walls," offered online to students, provide flexibility in scheduling and accessibility to higher education from home 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 [distance learning web page](http://tunxis.commnet.edu) at [tunxis.commnet.edu](http://tunxis.commnet.edu).

## Library

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

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

The library collection consists of over 64,000 items with over 245 periodicals and newspaper subscriptions, and 45 databases. In addition to books and periodicals, the Library also has a collection of educational and entertainment DVDs. At the Library website, users can connect to a variety of databases, contact a reference librarian, place interlibrary loan and hold requests, make suggestions for purchase, search the Internet, and access *Libris*—the Library's online catalog.

### Library services include:

- Specialized Library research classes designed in cooperation with individual faculty members
- Individual assistance with research and academic assignments
- Online reference assistance via the library website
- Interlibrary loans that are available to faculty, staff, and students
- Coin-operated copy machines
- Reserve Collection of course-related materials that are available at the circulation desk
- Audiovisual equipment including DVD and video players, CD players, headsets, and other multimedia equipment
- In-library and remote access to a wide variety of databases

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

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

### Library phone numbers:

Main number	860.255.3800
Reference	860.255.3801
Circulation	860.255.3803

## Basic Skills/Assessment Testing

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

The Academic Support Center offers testing sessions during the day and evening throughout the year. A schedule of test dates and times is available through the Center, on the Tunxis web site, and in the schedule of credit course offerings. Because space is limited, students should register early for specific test

dates. Students with special needs should contact the Center to arrange for extended time or special accommodations.

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

Accordingly and within this context, the Board 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.

MAT*075	Pre-Algebra - Number Sense/Geometry
MAT*095	Elementary Algebra Foundations ( <i>requires grade of "C" to move onto next level</i> )
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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## **Special 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.

## **Online Courses**

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

## **Hybrid Courses**

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

## **Supplemented/Web-Enhanced Courses**

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

## **Online With Campus Requirement (OLCR) Courses**

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

# PROGRAMS



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

Note: The courses taken at Tunxis may or may not be transferable to other public/private institutions. For more information, the student should contact the college he/she is planning on transferring to.

# Visual Fine Arts

## Associate in Science Degree

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

### First Semester

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

### Second Semester

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

### Third Semester

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

### Fourth Semester

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

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Total 60-62

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

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



## **Visual Fine Arts (A.S. Degree) Program Learning Objectives:**

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

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

# Visual Fine Arts: Photography Option

## Associate in Science Degree

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

### First Semester

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

### Second Semester

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

### Third Semester

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

### Fourth Semester

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

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Total                      60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology.
- (c) To be selected in consultation of faculty advisor based on student's program of study. Should be selected from ART\*240 Nature Photography, ART\*248 Object & Portrait Photography or ART\*250 Digital 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.
- (h) To be selected from ART\*101 Art History I, ART\*102 Art History II, ART\*103 Art History III, or ART\*205 History of Photography.

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

## **Visual Fine Arts: Photography Option (A.S. Degree) Program Learning Objectives:**

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

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

# Certificate Program in Photography

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

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ART*141	Photography I	3
ART *142	Photography II (a)	3
ART *243	Studio Photography I (a)	3
ART *246	Photographic Image Development (a)	3
ART *250	Digital Photography (a)	3
GRA*101	Design Principles	3
	Fine Arts Elective (f)	3
	Directed Elective (c)	3
	Directed Elective (c)	3
	Directed Elective (c)	3
Total		30

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

# 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
ENG*101	Composition (a)	3
	Directed Computer Elective (c)	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
ENG*103	Composition II (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

Select one of the following courses:

BBG*294	Business Internship (a) <b>or</b>	
BES*218	Entrepreneurship (a)	3

### Fourth Semester

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

Select one of the following courses:

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

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Total 61-63

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration program advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. See additional note below. Students intending to transfer to four-year programs should take a 4 credit lab science.

UNCONN Business & Technology Transfer Pathway program students should select one of the following courses: BIO\*115 Human Biology, BIO\*121 General Biology I, BIO\*155 General Botany, CHE\*111 Concepts of Chemistry I, CHE\*121 General Chemistry I, or PHY\*110 Introductory Physics.

- (e) To be selected from any college-level Mathematics course except MAT\*141 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.

## **Business Administration (A.S. Degree) Program Learning Objectives:**

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

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

# Certificate Program in Business Administration

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

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC*113	Principles of Financial Accounting	3
BBG*231	Business Law I (a)	3
BBG*240	Business Ethics (a)	3
BMG*202	Principles of Management (a)	3
BMK*201	Principles of Marketing (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ENG*101	Composition (a)	3
	Directed Computer Elective (c)	3
Total		24

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration program advisor based on student's program of study.

# 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
MAT*165	Elementary Statistics with Computer Applications (a)	4
	Directed Computer Elective (c)	3
	Science Elective (d)	3-4

Select one of the following courses:

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

### 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
ENG*103	Composition II (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

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Total 61-63

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration program advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. Students intending to transfer to four-year programs should take a 4 credit lab science.
- (e) To be selected from any college-level Mathematics course except MAT\*141 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.



## **Business Administration: Accounting Option (A.S. Degree) Program Learning Objectives:**

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

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

# Certificate Program in Accounting

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

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
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: Finance Option

## Associate in Science Degree (Pending B.O.T.Approval)

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

### First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting	3
BMK*201	Principles of Marketing (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ENG*101	Composition (a)	3
	Directed Computer Elective (c)	3

### Second Semester

ACC*117	Principles of Managerial Accounting (a)	3
BFN*110	Personal Finance (a)	3
ECN*102	Principles of Microeconomics (a)	3
ENG*103	Composition II (a)(c)	3
MAT*165	Elementary Statistics with Computer Applications (a)	4

### Third Semester

BBG*231	Business Law I (a)	3
BFN*201	Principles of Finance (a)	3
BMG*202	Principles of Management (a)	3
	Fine Arts Elective (f)	3

Select one of the following courses:

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

### Fourth Semester

BBG*240	Business Ethics (a)	3
ECN*250	Money & Banking (a)	3
	Directed Finance Elective (c)(h)	3
	Directed Finance Elective (c)(h)	3
	Science Elective (d)	3-4

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Total 61-62

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration program advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. Students intending to transfer to four-year programs should take a 4 credit lab science.
- (f) To be selected from any three-credit, 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: Finance Option (A.S. Degree) Program Learning Objectives:**

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

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

# Business Administration: Marketing Management Option

## Associate in Science Degree

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
	Directed Computer Elective (c)	3
	Science Elective (d)*	3-4
	Humanities Elective (g)	3
ENG*103	Composition II (a)(c)	3

Select one of the following courses:

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

### Third Semester

BBG*231	Business Law I (a)	3
BBG*240	Business Ethics (a)	3
BMK*245	Integrated Marketing Communications (a)	3
ECN*101	Principles of Macroeconomics (a)	3
	Directed Elective (c)	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

Select one of the following courses:

BES*218	Entrepreneurship (a) <b>or</b>	
BMK*292	Practicum in Marketing (a)	3

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Total 60-62

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Administration program advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. Students intending to transfer

to four-year programs should take a 4 credit lab science.

- (e) To be selected from any college-level Mathematics course, except MAT\*14 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.

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

### **Program Learning Objectives:**

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

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

# Certificate Program in Marketing Management

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

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
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*245	Integrated Marketing Communications (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
ENG*103	Composition II (a)(c)	3
	Directed Computer Elective (c)	3

Select one of the following courses:

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

### Third Semester

BMK*207	Consumer Behavior (a)	3
BMK*245	Integrated Marketing Communications (a)	3
ECN*101	Principles of Macroeconomics (a)	3
	Directed Elective (c)	3

Select one of the following courses:

BES*218	Entrepreneurship (a) <b>or</b>	
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

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Total 60-62

- (a) Prerequisite and/or co-requisite required.
- (c) To be selected in consultation with Business Admin. program advisor based on student's program of study.
- (d) To be selected from courses in Biology, Chemistry, Physics, or Science. Students intending to transfer to four-year programs should take a 4 credit lab science.
- (e) To be selected from any college-level Mathematics course, except MAT\*141 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.



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

### **Program Learning Objectives:**

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. demonstrate the ability to integrate and apply knowledge and skills in solving real-world retailing problems and managing retailing operations.

# Certificate Program in Retail Business Management

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

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BMG*202	Principles of Management (a)	3
BMK*103	Principles of Retailing (a)	3
BMK*201	Principles of Marketing (a)	3
BMK*207	Consumer Behavior (a)	3
BMK*245	Integrated Marketing Communications (a)	3
BMK*293	Seminar in Marketing (a)	3
BMK*294	Retail Business Management Practicum (a)	3
ENG*101	Composition (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
	General Elective	3
	Mathematics Elective (a)(e)	3-4

### Third Semester

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

Select one of the following courses:

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

### Fourth Semester

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

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Total 60-61

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

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

## **Business Office Technology (A.S. Degree) Program Learning Objectives:**

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

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

# Business Office Technology: Medical Option

## Associate in Science Degree

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

### First Semester

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

### Second Semester

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

### Third Semester

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

### Fourth Semester

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

Select one of the following courses:

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

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Total 60-62

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

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

## **Business Office Technology: Medical Option (A.S. Degree) Program Learning Objectives:**

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

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

# Certificate Program in Business Office Technology: Medical Transcription

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

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BOT*111	Keyboarding for Information Processing I ‡	3
BOT*137	Word Processing Applications (a) ‡	3
BOT*180	Medical Terminology (a)	3
BOT*215	Word Processing Applications II (a)	3
BOT*251	Administrative Procedures (a)	3
BOT*280	Medical Transcription & Document Production (a)	3
BOT*295	Administrative Practicum (a)	3
ENG*101	Composition (a)	3
ENG*106	Writing for Business (a)	3
Total		27

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

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

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BOT*111	Keyboarding for Information Processing I ‡	3
BOT*137	Word Processing Applications (a)	3
BOT*180	Medical Terminology (a)	3
BOT*181	Medical Coding I (a)	3
BOT*182	Medical Coding II (a)	3
BOT*284	Claims Processing Applications (a)	3
BOT*295	Administrative Practicum (a)	3
ENG*101	Composition (a)	3
ENG*106	Writing for Business (a)	3
Total		27

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

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

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

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

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BMK*201	Principles of Marketing (a)	3
BMK*230	Advertising and Promotion (a)	3
COM*121	Journalism I (a)	3
COM*154	Film Study & Appreciation (a)	3
COM*167	Film and Video Techniques (a)	3
ENG*101	Composition (a)	3
GRA*101	Design Principles	3
	Externship (Optional) (a)	3
<i>Select one of the following courses:</i>		
COM*172	Interpersonal Communication (a) <b>or</b>	
COM*173	Public Speaking (a)	3
		Total
		24-27

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

# Computer Information Systems

## Associate in Science Degree

Provides students with 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 (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
ENG*101	Composition (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4
	Social Science Elective (b)	3

### Second Semester

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

Select one of the following courses:

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

### Third Semester

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

### 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
CST*298	ST: CIS Capstone Portfolio Experience (a)	1
	Directed Elective (c)	3
	Fine Arts Elective (f)	3

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Total 65-66

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

(b) To be selected from courses in Anthropology, Economics, Geography, History, 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: BOT\*111 Keyboarding for Information Processing I, CSA\*135 Spreadsheet Applications, CSA\*140 Database Applications, CSA\*150 Presentation Software, CSA\*160 SQL Server Administration, ST:Applications Software Specialist I.
- (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) Computer Programming Electives: CSC\*208 Advanced Visual Basic, CSC\*210 C Programming, CSC\*214 Advanced C++ Programming, CSC\*220 Object-oriented Programming Using Java, CSC\*221 Advanced Java Programming I.

## **Computer Information Systems (A.S. Degree) Program Learning Objectives:**

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

## 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 (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
CST*130	Network Essentials I (a)	3
ENG*101	Composition (a)	3

Select one of the following courses:

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

### Second Semester

CSC*208	Advanced Visual Basic (a)	4
CSC*210	C Programming (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4
	Humanities Elective (g)	3
	CIS Programming Elective (a)(h)	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

### Fourth Semester

CSC*295	Coop Ed/Work Experience (a)	3
CST*298	ST: CIS Capstone Portfolio Experience (a)	1
	Directed Elective (c)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Science Elective (d)	3-4

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Total 66-67

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

(b) To be selected from courses in Anthropology, Economics, Geography, History, 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.
- (h) Programming Electives: CSC\*208 Advanced Visual Basic, CSC\*214 Advanced C++ Programming, CSC\*221 Advanced Java Programming I.

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

### **Program Learning Objectives:**

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

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

# Certificate Program in Computer Programming

Provides the skills to solve problems in 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 (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3

## Second Semester

CSC*208	Advanced Visual Basic (a)	4
CSC*210	C Programming (a)	3
	Directed Elective (a)(c)	3

## Third Semester

CSC*206	Visual Basic II (a)	3
CSC*214	Advanced C++ Programming (a)	3
CSC*220	Object-Oriented Programming Using JAVA (a)	3
CSC*221	Advanced JAVA Programming I (a)	3
CSC*250	Systems Analysis and Design (a)	3
Total		31

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

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

# Computer Information Systems: Network Administration Option

## Associate in Science Degree

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 (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
CST*130	Network Essentials I (a)	3
ENG*101	Composition (a)	3

Select one of the following courses:

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

### Second Semester

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

### Third Semester

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

### Fourth Semester

CSC*295	Coop Ed/Work Experience (a)	3
CST*264	Unix/Linux System Administration (a)	3
CST*298	ST: CIS Capstone Portfolio Experience (a)	1
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Science Elective (d)	3-4

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Total 65-66

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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.



# **Computer Information Systems: Network Administration Option (A.S. Degree) Program Learning Objectives:**

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

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

# Certificate Program in Network Administration

This certificate is designed to provide students with skills in the areas of network design, local and wide area networks, networks, network operating systems, and networking administration. This certificate responds to the growing importance of networking in the business world.

## First Semester

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

## Second Semester

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

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Total 27

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

## Network Administration (Certificate) Program Learning Objectives:

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.

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

## Second Semester

CSA*135	Spreadsheet Applications	3
CSA*150	Presentation Software	1
CSC*208	Advanced Visual BASIC (a)	4
CST*150	Web Design & Development (a)	3

## Third Semester

BOT*137	Word Processing Applications (a)	3
CSA*140	Database Applications	3

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Total 26

- (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

Select one of the following courses:

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

### Second Semester

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

Select one of the following courses:

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

### Third Semester

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

### Fourth Semester

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

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Total 63-65

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

(b) To be selected from upper-division courses in Anthropology, Economics, Geography, History, 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.

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

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

## **Criminal Justice (A.S. Degree) Program Learning Objectives:**

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

## Associate in Science Degree

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

### First Semester

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

### Second Semester

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

Select one of the following courses:

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

Select one of the following courses:

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

### Third Semester

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

### Fourth Semester

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

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Total 63-65

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

(b) To be selected from upper-division courses in Anthropology, Economics, Geography, History, 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.

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

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

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

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

# Criminal Justice: Drug and Alcohol Treatment Option

## Associate in Science Degree

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

### First Semester

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

Select one of the following courses:

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

### Second Semester

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

Select one of the following courses:

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

### Third Semester

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

### Fourth Semester

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

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Total 63-65

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

(b) To be selected from courses in Anthropology, Economics, Geography, History, Political Science, Psychology or Sociology. PSY\*245 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. CJS\*243 Institutional Treatment of the Offender; DAR\*158



Biology of Addiction, DAR\*213 Addiction Counseling II, and DAR\*252 Counseling Internship II 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.

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

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

# Dental Hygiene

## Associate in Science Degree

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

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

*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
HLT*201	Nutrition for Allied Health Professionals (a)	3
	Mathematics Elective (e)	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*207	Practice Management Law & Ethics (a)	2
DHY*225	Dental Materials for the Dental Hygienist (a)	2
DHY*232	Dental Hygiene Diagnostic Technology II (a)	2
DHY* 233	Oral Medicine & Pathology (a)	2
DHY*239	Dental Hygiene II Theory (a)	2
DHY*240	Dental Hygiene II Clinic (a)	2
PSY*111	General Psychology I (a)	3

### Third Semester

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

# 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	Dental Hygiene Capstone Portfolio Experience (a)	1
SOC*101	Principles of Sociology (a)	3
	Fine Arts Elective (f)	3
Total		66

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

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

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

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

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

### Dental Hygiene Grading Scale:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
75-76	C
70-74	C-
67-69	D+
63-66	D
60-62	D-

# Dental Hygiene (A.S. Degree) Program Learning Objectives:

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

## 1. Professionalism and Ethics

- A. Provide care to all clients/patients utilizing an individualized human needs approach
  - Level 1: identify unmet human needs for clients/patients
  - Level 2: implement care to all patients/clients utilizing an individualized human needs approach
  - Level 3: justify the implemented care of all patients/clients utilizing an individualized human needs approach
- B. Demonstrate a professional image and demeanor
- C. Practice within the legal and professional standards and maintain client and agencies' confidentiality
  - Level 1: describe the legal and professional standards and methods to maintain client and agencies' confidentiality
  - Level 2: assume responsibility and accountability for practice within the legal and professional standards as well as maintaining client and agencies' confidentiality
  - Level 3: value education as an ongoing reflective process
- D. Continuously practice self assessment through the use of critical thinking and problem solving skills
  - Level 1: identify own weaknesses and strengths
  - Level 2: analyze own strengths and weaknesses and apply to clinical and didactic situations
  - Level 3: appraise own work through the use of critical thinking and problem solving skills
- E. Advance dental hygiene and promote community health through service and affiliation with professional organizations
  - Level 1: assume the responsibility of being a member of SADHA
  - Level 2: advance the profession through leadership, service activities and affiliation with professional organizations
- F. Demonstrate ethical use of technology in health care
  - Level 1: recognize the ethical use of technology
  - Level 2: justify and apply the ethical use of technology

## 2. Process of Care/Standards of Practice

- A. Provide delivery of care and accurate documentation to clients/patients utilizing evidence-based care in the dental, physical, biological, and behavioral science areas
  - 1. **assessment:** systematic collection, analysis and documentation of the oral, general health, and client needs
  - 2. **diagnosis:** identification of existing or potential oral health problems that a hygienist is qualified to treat
  - 3. **planning:** establishment of goals and outcomes based on client needs, expectations values, and current scientific evidence
  - 4. **implementation:** delivery of dental hygiene services
  - 5. **evaluation:** process of reviewing and documenting the outcomes of dental hygiene care
    - Level 1: provide systematic collection and document the outcomes of oral and general health needs with entry level analysis, diagnosis, planning, implementation, and evaluation
    - Level 2: analyze assessment data to determine client needs and implement a comprehensive care plan
    - Level 3: review previous data and care plan, document outcomes, evaluate and implement changes in the new client care plan

### 3. Communication and Health Promotion

- A. Communicate verbally, nonverbally and in writing all relevant, accurate and complete information with interdisciplinary professionals and clients/patients
- Level 1: interact with patient/client and other health-care providers to obtain medical and dental history; convey results and interpretations and document findings with minimal guidance.
- Level 2: relate with patient/client and other health-care providers to acquire accurate information to develop a dental hygiene care plan and treatment and record information and treatment accurately
- Level 3: present concise, orderly, and coherent oral communication and written documentation of the patient's/client's individualized dental hygiene care plan and treatment in a manner appropriate to healthcare providers and the patient/client
- B. Demonstrate mutual respect, accountability, responsibility and involvement as a health-care team member and with clients
- Level 1: identify the need for mutual respect, accountability, responsibility and involvement
- Level 2: consistently demonstrate mutual respect, accountability, responsibility, and involvement
- C. Develop, implement and evaluate health promotion strategies directed toward helping diverse populations achieve oral wellness as well as overall health and awareness

### 4. Technological Literacy

- A. Recognize the potential and limitations of technology
- B. Analyze and synthesize the appropriate technology to support evidence-based health care delivery
- C. Utilize the appropriate technology in the delivery of care to achieve a desired outcome

## 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.

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

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

## Dental Hygiene Application Process for Admission

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

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

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

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

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

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



# Certificate Program in Dental Assisting

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

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

## Fall Semester

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

## Spring Semester

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

*Select one of the following courses:*

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

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Total 31

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

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

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

## **Dental Assisting (Certificate) Program Learning Objectives:**

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

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

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

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

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



# Drug and Alcohol Recovery Counselor

## Associate in Science Degree

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

### First Semester

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

### Second Semester

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

### Third Semester

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

### Fourth Semester

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

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Total 61-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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.

## **Special Requirements for DARC Program:**

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

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

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

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

## Associate in Science Degree

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

### First Semester

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

### Second Semester

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

### Third Semester

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

### Fourth Semester

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

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Total 64

- (a) Prerequisite and/or co-requisite required.
- (b) ECE\*106 Music & Movement for Children, ECE\*141 Infant/Toddlers Growth & Development, or ECE\*109 Science & Math for Children.
- (c) PSY\*104 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 Introduction to Early Childhood Education, ECE\*210 Observation, Participation and Seminar; ECE\*215 The Exceptional Learner; PSY\*203 Child Development and PSY\*220 Educational Psychology. 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.

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

### **Program Learning Objectives:**

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 Conduc.
17. actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice
18. serve as an advocate on behalf of young children and their families, of improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.

# Certificate Program in Early Childhood Administration

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

## First Semester

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

## Second Semester

PSY*203	Child Development (a)	3
	Directed Elective (c)	3
Total		15

- (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 ECE\*295 Student Teaching is approved.
- (c) ECE\*106 Music & Movement for Children or ECE\*141 Infant/Toddler Growth & Development.



# 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

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

### Third Semester

EGR*211	Engineering Statistics (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

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

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Total 64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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.

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

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

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



# Certificate Program in English as a Second Language

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

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ESL*143	ESL: Writing & Reading IV (a)	3
ESL*145	ESL: Grammar IV (a)	3
ESL*153	ESL: Writing & Reading V (a)	3
ESL*155	ESL: Grammar V (a)	3
ENG*101	Composition (a)	3
ENG*173	Perspectives in the Humanities (a)	3
<i>Select one of the following courses:</i>		
COM*173	Public Speaking (a) <b>or</b>	3
ESL*149	ESL Pronunciation Workshop (a)	3
Total		21

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

# General Studies

## Associate in Science Degree

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

### Requirements

Course #	Title	Credits
ENG*101	Composition (a)	3
ENG*103	Composition II (a)	3
	Fine Arts Elective (f)	3
	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
	General Electives (c) (select 7)	21-22
Total		60-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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.

## **General Studies (A.S. Degree) Program Learning Objectives:**

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

## Associate in Science Degree

Offers an education in graphic design communications, using processes and technologies relevant to the professional design environment. Students develop skills in visual literacy, problem solving, image creation, graphic arts production, typography, layout, publication, design, and computer graphics.

### First Semester

Course #	Title	Credits
ART*111	Drawing I	3
ENG*101	Composition (a)	3
GRA*101	Design Principles	3
GRA*110	Introduction to Computer Graphics	3

Select one of the following courses:

ART*100	Art History Appreciation <b>or</b> Art History Elective (h)	3
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### Second Semester

ART*112	Drawing II (a)	3
GRA*200	Visual Communications (a)	3
GRA*231	Digital Imaging (a)	3
	Humanities Elective (g)	3
	Mathematics Elective (a)(e)	3-4

### Third Semester

GRA*201	Typography and Design I (a)	3
GRA*236	Digital Illustration (a)	3
	Directed/Studio Elective (c)	3
	Science Elective (d)	3-4
	Social Science Elective (b)	3

### Fourth Semester

ART*122	Three-Dimensional Design	3
GRA*203	Design and Production (a)	3
GRA*205	Typography and Design II (a)	3
	Directed Elective – studio course (c)	3
	Social Science Elective (b)	3

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Total 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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.
- (h) To be selected from Art History I, Art History II, Art History III, or History of Photography. Students planning to transfer to a baccalaureate program should take an Art History course.

## **Graphic Design (A.S. Degree) Program Learning Objectives:**

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 (Adobe InDesign) 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, InDesign, 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

## 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

Select one of the following courses:

ART*100	Art Appreciation <b>or</b> Art History Elective (h)	3
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### Second Semester

ART*112	Drawing II (a)	3
GRA*200	Visual Communications (a)	3
GRA*231	Digital Imaging (a)	3
	Humanities Elective (g)	3
	Mathematics Elective (a)(e)	3-4

### Third Semester

GRA*201	Typography and Design I (a)	3
GRA*236	Digital Illustration (a)	3
GRA*260	Web Design (a)	3
	Science Elective (d)	3-4
	Social Science Elective (b)	3

### Fourth Semester

ART*122	Three-Dimensional Design	3
GRA*205	Typography and Design II (a)	3
GRA*227	Interactive Media (a)	3
	Directed Elective – studio course (c)	3
	Social Science Elective (b)	3

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Total 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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.
- (h) To be selected from ART\*101 Art History I, ART\*102 Art History II, ART\*103 Art History III, or ART\*205 History of Photography. Students planning to transfer to a baccalaureate program should take an Art History course.

## **Graphic Design: Interactive Media Option (A.S. Degree) Program Learning Objectives:**

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.

# 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.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ART*111	Drawing I	3
GRA*101	Design Principles	3
GRA*110	Introduction to Computer Graphics (a)	3
GRA*200	Visual Communications (a)	3
GRA*201	Typography and Design I (a)	3
GRA*203	Design and Production (a)	3
GRA*205	Typography and Design II (a)	3
GRA*231	Digital Imaging (a)	3
GRA*236	Digital Illustration (a)	3
<i>Select one of the following courses:</i>		
ENG*101	Composition (a)‡ <b>or</b>	
ENG*106	Writing for Business (a)	3
Total		30

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

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



# Certificate Program in Health Career Pathways

Designed to assist the student to achieve success in healthcare programs. Students will be provided the foundation necessary for healthcare professions. Credits from this program may be applied toward healthcare program requirements with Connecticut's Community College System.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO*211	Anatomy & Physiology I (a)	4
BIO*212	Anatomy & Physiology II (a)	4
CHE*111	Concepts of Chemistry (a)	4
ENG*101	Composition (a)	3
HLT*103	Investigations in Health Careers (a)	3
MAT*137	Intermediate Algebra (a)	3
PSY*111	General Psychology (a)	3
<i>Select one of the following courses:</i>		
BIO*115	Human Biology (a) <b>or</b>	
BIO*121	General Biology I (a)	4
Total		28

(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 completion of the required Central Connecticut State University admission process.

### First Semester

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

### Second Semester

CSC*214	Advanced C++ Programming (a)	3
ENG*293	Survey of Literary Genres (a)	3
MAT*254	Calculus I (a)	4
	Directed Elective (c)	3
	Social Science Elective (b)	3

### Third Semester

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

Select one of the following courses:

CHE*121	General Chemistry I (a) <b>or</b>	
PHY*221	Calculus-Based Physics I (a)	4

### Fourth Semester

CSC*221	Advanced Java Programming I (a)	3
MAT*268	Calculus III: Multivariable (a)	4
	Fine Arts Elective (f)	3

Select one of the following courses:

CHE*122	General Chemistry II (a) <b>or</b>	
PHY*222	Calculus-Based Physics II (a)	4

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Total 63

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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.

## **Honors Computer Science/Mathematics (A.S. Degree) Program Learning Objectives:**

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

1. design high-quality, object-oriented software
2. identify and understand the function of stacks, and queues and linked files
3. develop and implement multithreaded software
4. utilize hashing algorithms
5. utilize differentiation and partial differential techniques
6. solve problems using multiple integrations
7. apply Green's theorem and Stoke's theorem
8. identify and utilize vector valued functions.

# Human Services

## Associate in Science Degree

Prepares students to work in the broad and diverse field of human services, a profession developing in response to and in anticipation of the direction of human needs and human problems in the 21st century. The goal of the program is to improve the quality of life for all of society. The associate's degree curriculum provides a general background for work with children, families, and adults. Most professions in human services require academic work beyond the associate's degree for continuing professional work and advancement. Individuals with an associate's degree may be employed as case management aides, human services workers, residential managers, gerontology aides, special-education teacher aides, mental-health technicians, and social-service technicians. The program prepares each student through exposure to the most current thinking in the field, hands-on experience, and community networking.

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3

Select one of the following courses:

HIS*202	U.S. History II (a) <b>or</b>	
POL*111	American Government (a)	3

### Second Semester

BIO*115	Human Biology (a)	4
ENG*293	Survey of Literary Genres (a)	3
SOC*103	Social Problems (a)	3
SOC*210	Sociology of the Family (a)	3
	Directed Elective (c)	3

### Third Semester

ECN*101	Principles of Macroeconomics (a)	3
ENG*103	Composition II (a)	3
HSE*243	Human Services Skills and Methods (a)	3
	Directed Elective (a)(c)	3

Select one of the following courses:

MAT*135	Topics in Contemporary Mathematics (a) <b>or</b>	
MAT*165	Elementary Statistics with Computer Applications (a)	3-4

### Fourth Semester

HSE*236	Legal Issues In Human Services (a)	3
HSE*281	Human Services Field Work I (a)	3
SOC*220	Racial and Ethnic Diversity (a)	3
	Directed Elective (a)(c)‡	3
	Fine Arts Elective (f)	3

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Total 61-62

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

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

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

‡ May be chosen from one of the following courses: PSY\*201 Life Span Development, PSY\*203 Child Development, PSY\*208 Psychology of Adult Development & Aging, PSY\*209 Psychology of Aging, PSY\*211 Psychology of Women, PSY\*240 Social Psychology, PSY\*243 Theories of Personality, SOC\*114 Sociology of Aging.

## **Human Services (A.S. Degree) Program Learning Objectives:**

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

1. understand and apply terminology used in today's human services field, and interpret and communicate information when appropriate
2. analyze the interaction of social policies on client systems, workers, and agencies
3. read and explain relevant literature in the field of human services
4. describe and evaluate the ways in which data are collected and applied in the field of human services
5. research and write a report utilizing the library, the Internet, informational interviews, and other sources
6. develop critical thinking skills within the context of professional human services practice to solve problems, to apply learning and reasoning strategies, and to acquire and utilize information
7. be knowledgeable about formal and informal assessment practices that reflect both the needs and strengths of disadvantaged people
8. develop an understanding and awareness of cultural diversity
9. identify causes, consequences, and solutions to inequality due to race, age, religion, and economics.

# Human Services: Family Violence Intervention Option

## Associate in Science Degree

Provides the student with a broad knowledge base through core classes in Human Services, and with the knowledge and skills essential to working with perpetrators as well as victims of abuse. Domestic violence is a growing societal problem that may be addressed through competent counseling by trained professionals who understand the dynamics involved. This program also provides students with a liberal arts background and application-oriented instruction in a broad range of Human Services skills. The student who chooses the Family Violence Option will participate in a field experience, working within the domestic violence and family violence network.

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3
	Directed Elective (a)(c)	3

### Second Semester

BIO*115	Human Biology (a)	4
COM*172	Interpersonal Communication (a)	3
HSE*185	Family Violence Intervention (a)	3
SOC*210	Sociology of the Family (a)	3

Select one of the following courses:

HIS*202	U.S. History II (a) <b>or</b>	
POL*111	American Government (a)	3

### Third Semester

ENG*103	Composition II (a)	3
PSY*245	Abnormal Psychology (a)	3
SOC*103	Social Problems (a)	3
	Directed Elective (a)(c)	3

Select one of the following courses:

MAT*165	Elementary Statistics with Computer Applications (a) <b>or</b>	
	Directed Mathematics Elective (a)	3-4

### 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
	Directed Elective (a)(c)‡	3

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Total 64-65

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

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

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

‡ May be chosen from one of the following courses: PSY\*201 Life Span Development, PSY\*203 Child Development, PSY\*208 Psychology of Adult Development & Aging, PSY\*211 Psychology of Women, PSY\*240 Social Psychology, PSY\*243 Theories of Personality, PSY\*245 Abnormal Psychology, SOC\*114 Sociology of Aging.

## **Human Services: Family Violence Intervention Option (A.S. Degree)**

### **Program Learning Objectives:**

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

1. understand and apply terminology used in today's family violence field, and interpret and communicate information when appropriate
2. analyze the interaction of social policies on client systems, workers, and agencies.
3. read and explain relevant literature in the field of family violence
4. describe and evaluate the ways in which data are collected and applied in the field of family violence
5. research and write a report utilizing the library, the Internet, informational interviews, and other sources
6. develop critical-thinking skills within the context of professional family violence practice in order to solve problems, to apply learning and reasoning strategies, and to acquire and utilize information
7. be knowledgeable about formal and informal assessment practices that reflect both the needs and strengths of disadvantaged people
8. develop an understanding and awareness of cultural diversity, and identify causes, consequences, and solutions to inequality due to race, age, religion, and economics
9. practice within the values and ethics of the human services profession and with an understanding of and respect for the positive value of diversity.

# Certificate Program in Family Violence Intervention

Designed to provide a general background in family violence that will provide students not yet in the field with the basic knowledge and skills that would be of special value to social-service agencies.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
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*243	Human Services Skills and Methods (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3
SOC*103	Social Problems (a)	3
SOC*210	Sociology of the Family (a)	3
	Directed Elective (a)(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.



# Certificate Program in Human Services

Provides organizations with a means of offering education at a post-secondary level to employees who seek theoretical understanding of the duties they perform as well as new skills that will lead to job advancement. The program is also designed to provide a general background in human services that will prepare students not yet employed in the field with basic knowledge and skills of value to social service agencies or to the personnel departments of business and industry. All credits earned in the certificate in Human Services may be applied toward the Associate in Science degree in Human Services at the College.

Course #	Title	Credits
ECN*101	Principles of Macroeconomics (a)	3
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
HSE*243	Human Services Skills and Methods (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3
SOC*103	Social Problems (a)	3
	Directed Elective (a)(c)	3
	Directed Elective (a)(c)‡	3
Total		27

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

(c) One directed elective to be selected from courses in Foreign Languages, Psychology, or Sociology.

‡ **NOTE:** To be selected in consultation with faculty advisor based on student's program of study.

# 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

### Fourth 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

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Total 60-64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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 Communication, English, Fine Arts, Foreign Languages, History, Human Services, Mathematics, Music, Philosophy, Science, and Social Sciences.

‡ **NOTE:** Foreign language requirement may be fulfilled by any of the following:

1. completion of three years of study of a single foreign language at the high school level, and the approval of the Humanities Department Chair. If the foreign language requirement has been met, Liberal Arts Electives must be substituted to complete degree requirements.
2. completion of two years of study of a single foreign language at the high school level and six semester hours in the same language at the college intermediate level. (Students wishing to continue in a language not offered at Tunxis must consult with the Humanities Department Chair.)
3. completion of 12 semester hours on the college-level in a single foreign language. If the foreign language requirement has been met, Liberal Arts Electives must be substituted to complete degree requirements.

**NOTES:** 1.) Students planning to transfer to a college offering a four-year liberal arts degree should check with that college regarding foreign language and transfer requirements.

2.) Students interested in pursuing a degree in Liberal Arts & Sciences with a focus on Native American Studies should contact Dr. Fran O'Neil at [foneil@txcc.commnet.edu](mailto:foneil@txcc.commnet.edu) for more information.

## **Liberal Arts and Sciences (A.A. Degree) Program Learning Objectives:**

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

1. analyze, synthesize, and manipulate new information, ideas, and language in their historical and cultural context
2. present ideas in oral, written, and visual form in a variety of contexts and formats appropriate to their audience and purpose
3. use systematic, logical, critical, and creative processes to identify and research problems, and propose/evaluate alternative solutions
4. identify, locate, evaluate and use electronic, print and/or media information sources
5. demonstrate awareness of a range of theoretical, cultural, and/or philosophical views related to an issue in the liberal arts and sciences
6. identify aesthetic elements in literature and the arts, and draw appropriate inferences about the artistic product and the environment in which it was produced
7. identify a range of intellectual and/or artistic contributions to human knowledge and life
8. analyze and apply numerical concepts in varied contexts
9. use cognitive skills and problem-solving techniques to analyze data and scientific information
10. demonstrate the ability to speak, comprehend, read, and write in a foreign language using the common vocabulary of home, school, and work at an intermediate level of fluency and accuracy
11. demonstrates knowledge of the geography and culture connected to the language studied.

# Liberal Arts and Sciences

## Associate in Science Degree

Provides a comprehensive two-year undergraduate education designed to meet the needs of those who plan to complete a bachelor's degree in an area of liberal arts and sciences, or who wish to explore an area of intellectual interest. The electives in the program allow students to develop concentrations in such fields as the fine arts, English, history, languages, science, mathematics, philosophy, or social sciences.

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
	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

### 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

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Total 60-64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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 Communication, English, Fine Arts, Foreign Languages, History, Human Services, Mathematics, Music, Philosophy, Science, and Social Sciences.

- NOTES:** 1.) Students planning to transfer to a college offering a four-year liberal arts degree should check with that college regarding foreign language and transfer requirements.
- 2.) Students interested in pursuing a degree in Liberal Arts & Sciences with a focus on Native American Studies should contact Dr. Fran O'Neil at [foneil@txcc.commnet.edu](mailto:foneil@txcc.commnet.edu) for more information.

## **Liberal Arts and Sciences (A.S. Degree) Program Learning Objectives:**

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

## 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*293	Survey of Literary Genres (a)	3
PTA*230	Physical Agents in Physical Therapy (a)	4
PTA*235	Kinesiology for Rehabilitation (a)	4
	Mathematics Elective (a)(e)	3-4

*Select one of the following courses:*

COM*172	Interpersonal Communication (a) <b>or</b>	
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

### Fourth Semester (Fall)

PTA*260	Physical Therapy Seminar (a)	2
PTA*262	PTA Internship II (a)	5
PTA*265	PTA Internship III (a)	5

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Total 67-68

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

(b) To be selected from courses in Anthropology, Economics, Geography, History, 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.

## **Physical Therapist Assistant (A.S. Degree) Program Learning Objectives:**

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

1. sit for examination for state licensure/registration as a physical therapist assistant
2. perform physical therapy interventions under the supervision of a physical therapist
3. accurately obtain patient information through data collection
4. demonstrate accurate problem-solving abilities when working as a physical therapist assistant
5. competently communicate with physical therapists, patients, families, and other health-care providers
6. effectively provide education to parents, families, and other caregivers
7. produce documentation supporting physical therapy services
8. demonstrate behaviors that comply with appropriate statutes and with the ethical standards established by the American Physical Therapy Association
9. competently function within an interdisciplinary health-care team.

## **Physical Therapist Assistant Associate's Degree Program Special Admissions Requirements: Application Deadline: October 15**

Prior to the application deadline, applicants must meet the following minimum requirements with a grade of "C" or better and have an overall GPA of 2.5 to be considered for this selective program:

- Complete college placement testing and complete any developmental courses as necessary
- Within five years of the program start date, complete a course in Chemistry (CHE\*111, Concepts of Chemistry is recommended as it is a prerequisite to BIO\*211, Anatomy and Physiology I), or Physics with a lab component (PHY\*110, Introductory Physics is recommended) with a minimum overall GPA of 2.5
- Within five years of the program start date, complete MAT\*137, Intermediate Algebra with a minimum overall GPA of 2.5

**NOTES:** CHE\*111, Concepts of Chemistry, and BIO\*121, General Biology I, are prerequisites to BIO\*211, Anatomy and Physiology I, at Tunxis Community College.

High school students can complete the above requirements by taking an appropriate Advanced Placement (AP) course and passing the AP exam with a grade of 3 or better. Students enrolled in BIO\*211, Anatomy and Physiology I, during the fall term may be considered for the program and may receive conditional acceptance, but must complete the course with a grade of "C" or better and provide official transcripts noting the same prior to the beginning of the program. All science courses completed prior to entering the PTA program must have been done within five (5) years of entering the program.

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

# Pathway to Teaching Careers

## Associate in Science Degree

This program is designed to parallel the first two years of study at Central Connecticut State University (CCSU) for students preparing to enter a baccalaureate program in primary or secondary education. Students who successfully complete this program with a cumulative grade point average of 2.8 or higher, receive the associate degree, and pass the Praxis I examination will be considered for admission to the baccalaureate program at CCSU on an equal basis with native CCSU students.

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
MAT*137	Intermediate Algebra (a)	3
PHL*101	Introduction to Philosophy (a)	3
PSY*111	General Psychology (a)	3
	Foreign Language Elective	3

### Second Semester

ENG*103	Composition II (a)	3
PSY*201	Life Span Development (a)	3
	Directed Elective (c)	3
	Foreign Language Elective (a)	3
	Mathematics Elective (a)(c)	3-4

### Third Semester

	Directed Elective (c)	3
	English Elective (200 level)(c)	3
	Fine Arts Elective (f)	3
	Science Elective w/lab (a)(c)(d)	4

Select one of the following courses:

HIS*201	U.S. History I (a) <b>or</b>	
HIS*202	U.S. History II (a)	3

### Fourth Semester

	Directed Elective (c)	3
	Directed Elective (c)	3
	Science Elective (a)(c)(d)	3-4
	Social Science Elective (b)(c)	3

Select one of the following courses:

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

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Total 61-63

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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.



# 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

*Select one of the following courses:*

CHE*111	Concepts of Chemistry (a) <b>or</b>	
CHE*121	General Chemistry I (a)	4

### Second Semester

ENG*202	Technical Writing (a)	3
MAT*186	Precalculus (a)	4
	Economics Elective (a)(c)	3

*Select one of the following courses:*

	Geography Elective (a)(c) <b>or</b>	
	History Elective (a)(c) <b>or</b>	
	Political Science Elective (a)(c)	3

*Select one of the following courses:*

PHY*110	Introductory Physics (a) <b>or</b>	
PHY*121	General Physics I (a)	4

### Third Semester

	Directed Elective (c)	3
	Technology Elective (c)	3
	Technology Elective (c)	3

*Select one of the following courses:*

	Economics Elective (a)(c) <b>or</b>	
	History Elective (a)(c)	3

*Select one of the following courses:*

	Psychology Elective (a)(c) <b>or</b>	
	Sociology Elective (a)(c)	3

# 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
Technology Elective (c)	3
Technology Elective (c)	3

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Total 67

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

### Technology Studies (A.S. Degree) Program Learning Objectives:

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

1. identify and apply the design principles of engineering and technology when solving basic engineering problems
2. utilize the tools, materials, techniques, and technical processes of engineering and technology when solving technical problems
3. apply the basic concepts of science and mathematics to the study of electricity and electronics, materials, computer-aided design (CAD), manufacturing, and construction
4. utilize appropriate computer software when creating technical drawings and presentations.
5. create two-dimensional technical drawings, solid models, and surface models, according to current engineering standards
6. identify energy conversion processes and their relation to engineering and technology
7. demonstrate technical competency in a functional area of technology. The specialization may include, but is not limited to: electricity, computer aided drafting and design, manufacturing, and construction.

# Technology Studies: Biomolecular Science Option

## Associate in Science Degree

This option provides an area of specialty for students who wish to go into a biomolecular science career in various laboratory environments such as an academic research laboratory, environmental laboratory, or medical laboratory.

### First Semester

Course #	Title	Credits
BIO*121	General Biology I (a)	4
CHE*121	General Chemistry I (a)	4
COM*173	Public Speaking (a)	3
ENG*101	Composition (a)	3
MAT*186	Precalculus (a)	4

### Second Semester

BIO*122	General Biology II (a)	4
ECN*102	Principles of Microeconomics (a)	3
ENG*202	Technical Writing (a)	3
	Directed Elective (c)	3
	Psychology <b>or</b> Sociology Elective (a)	3

### Third Semester

PHL*111	Ethics (a)	3
PHY*121	General Physics I (a)	4
	Directed Elective (c)	3
	Geography <b>or</b> Political Science Elective (a)	3
	History Elective (a)	3

### Fourth Semester

PHY*122	General Physics II (a)	4
	Directed Electives (c)	9
	Fine Arts Elective (f)	3

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Total 66

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

Select one of the following courses:

CHE*111	Concepts of Chemistry (a) <b>or</b>	
CHE*121	General Chemistry I (a)	4

### Second Semester

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

Select one of the following courses:

PHY*110	Introductory Physics (a) <b>or</b>	
PHY*121	General Physics I (a)	4

Select one of the following courses:

	Geography Elective (a)(c) <b>or</b>	
	History Elective (a)(c) <b>or</b>	
	Political Science Elective (a)(c)	3

### Third Semester

CAD*218	CAD 3D Mechanical AutoCAD (a)	3
MEC*264	Introduction to Materials Science (a)	3
MAT*186	Precalculus (a)	4

Select one of the following courses:

	Economics Elective (a)(c) <b>or</b>	
	History Elective (a)(c)	3

Select one of the following courses:

	Psychology Elective (a)(c) <b>or</b>	
	Sociology Elective (a)(c)	3

### Fourth Semester

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

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Total 67

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

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

(f) To be selected from any three-credit, 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.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CAD*133	CAD Mechanical AutoCAD (a)	3
MAT*186	Pre-calculus (a)**	4
MFG*127	Engineering Graphics (a)	3
TCN*293	Practicum in Technology I (a)	3
	CAD Directed Elective * (a)(c)	3
	CAD Directed Elective * (a)(c)	3
<i>Select one of the following courses:</i>		
ENG*101	Composition (a) <b>or</b>	
ENG*202	Technical Writing (a)	3
Total		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 (a)	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
MEC*264	Introduction to Materials Science	3

### Third Semester

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

### Fourth Semester

	Social Science Elective†	3
	Fine Arts Elective (f)	3
	Humanities Elective (g)	3
	Social Science Elective (b)	3

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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, Economics, Geography, History, 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.

\*\* **NOTE:** Students may also fulfill the requirements of this option by completing the following courses: EET\*103 Fundamentals of Electricity; EET\*132 Electronics; Mechanical Design with lab; and TCN\*293 Practicum in Technology.

## Technology Studies: Electrical Option (A.S. Degree) Program Learning Objectives:

Upon successful completion of all courses in the program, in addition to the objectives of the A.S. degree in Technology Studies, students will be able to:

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

## Certificate Program in Electrical

Provides an opportunity for individuals who have completed the apprenticeship training program through the Independent Electrical Contractors of Connecticut to receive credit for their electrical certification. Upon completion of the training program, students will receive 12 college credits towards the certificate that can be applied towards the Electrical Option of the Associate in Science degree in Technology Studies.

Course #	Title	Credits
CHE*111	Concepts of Chemistry	4
CSC*101	Introduction to Computers (a)	3
ENG*101	Composition (a)	3
MAT*137	Intermediate Algebra (a)	3
PHY*110	Introductory Physics (a)	4
		17
Independent Electrical Contractor's Certification*		12
Total		29

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

\* **NOTE:** Students also may fulfill the requirements of this option by completing the following courses: EET\*103 Fundamentals of Electricity; EET\*132 Electronics; Machine Design with lab; and TCN\*293 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 (a)	3
MAT*137	Intermediate Algebra (a)	3
MAT*186	Pre-calculus (a)	4
EET*103	Fundamentals of Electricity (a)	4
EET*132	Electronics (a)	4
EET*182	Machine Design with lab (a)	3
TCN*293	Practicum in Technology I (a)	3
<i>Select one of the following courses:</i>		
ENG*101	Composition (a) <sup>‡</sup> <b>or</b>	
ENG*106	Writing for Business (a)	3
Total		27

(a) Prerequisite and/or co-requisite required

<sup>‡</sup> **NOTE:** 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

Select one of the following courses:

Geography Elective (a)(c) <b>or</b>	
History Elective (a)(c) <b>or</b>	
Political Science Elective (a)(c)	3

### Third Semester

EGR*211	Engineering Statics (a)	3
MAT*256	Calculus II (a)	4
	Economics Elective (a)(c)	3

Select one of the following courses:

General Chemistry II (a) <b>or</b>	
General Physics II (a)	4

Select one of the following courses:

Psychology Elective (a)(c) <b>or</b>	
Sociology Elective (a)(c)	3

### Fourth Semester

EGR*212	Engineering Dynamics (a)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Philosophy Elective (a)(c)	3

Select one of the following courses:

Economics Elective (a)(c) <b>or</b>	
History Elective (a)(c)	3

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Total 67

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

Select one of the following courses:

Geography Elective (a)(c) <b>or</b>	
History Elective (a)(c) <b>or</b>	
Political Science Elective (a)(c)	3

### Third Semester

MEC*264	Introduction to Materials Science (a)	3
EET*103	Fundamentals of Electricity (a)	3
	Directed Elective (c)	3

Select one of the following courses:

Economics Elective (a)(c) <b>or</b>	
History Elective (a)(c)	3

Select one of the following courses:

Psychology Elective (a)(c) <b>or</b>	
Sociology Elective (a)(c)	3

### Fourth Semester

MEC*250	Strength of Materials (a)	3
	Philosophy Elective (a)(c)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Technology Elective (c)	3

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Total 67

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

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

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

# Certificate Program in Lean Manufacturing (Pending BOT approval)

(Parent program – Technology Studies: Lean Manufacturing & Supply Chain Management Option through the College of Technology). This certificate was developed and approved by the College of Technology. It was developed in response to the expressed future and current needs of the manufacturing community.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
MFG*171	Introduction to Lean Manufacturing	3
MFG*271	Advanced Lean Manufacturing (a)	3
Total		6

(a) Prerequisite and/or co-requisite required

# Technology Studies: Technology and Engineering Education Option

## Associate in Science Degree

### First Semester

Course #	Title	Credits
CAD*133	CAD Mechanical AutoCAD (a)	3
CHE*111	Concepts of Chemistry (a)	4
COM*173	Public Speaking (a)	3
ENG*101	Composition (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4

### Second Semester

ENG*202	Technical Writing (a)	3
MAT*186	Precalculus (a)	4
PHY*110	Introductory Physics (a)	4
	Directed Elective (c)	3
	Economics Elective (a)(c)	3

Select one of the following courses:

Geography Elective (a)(c) <b>or</b>	
History Elective (a)(c) <b>or</b>	
Political Science Elective (a)(c)	3

### Third Semester

EET*103	Fundamentals of Electricity (a)	3
MEC*264	Introduction to Material Science (a)	3
	Directed Elective (c)	3

Select one of the following courses:

Economics Elective (a)(c) <b>or</b>	
History Elective (a)(c)	3

Select one of the following courses:

Psychology Elective (a)(c) <b>or</b>	
Sociology Elective (a)(c)	3

### Fourth Semester

MEC*250	Strength of Materials (a)	3
	Directed Elective (c)	3
	Fine Arts Elective (f)	3
	Philosophy Elective (a)(c)	3
	Technology Elective (c)	3

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Total 67

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

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

(f) To be selected from any three-credit, 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 (a)	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
TCN*293	Practicum in Technology I (a)	3
	Directed Elective (c)	3
	Social Science (behavioral) Elective (h)	3

Select one of the following courses:

MAT*186	Pre-calculus (a) <b>or</b>	
PHY*110	Introductory Physics (a)	4

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Total 67

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected from courses in Anthropology, Economics, Geography, History, 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.
- ‡ **NOTE:** Course must be taken at Middlesex Community College.

## **Technology Studies: Television Operations Option Program Learning Objectives:**

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.

## **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.**

# COURSE DESCRIPTIONS



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

## 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:** C- or better in *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. 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, analysis of total equity classification, and application of funds-flow reporting are examined. **Prerequisite:** C- or better in *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. **Prerequisites:** C- or better in *Foundations of Reading AND Writing: Introduction to the Essay*, OR C- or better in *Integrated Reading and Writing I*; OR placement into *Academic Reading AND Writing: Introduction to Composition*, OR *Introduction to College Reading and Writing*, OR *Integrated Reading and Writing II*.

### **ANT\*142 The Navajo Indians** 3 credits

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  
3 credits      the Southwest**

An introduction to the past and present experiences of five Native American tribes of southwestern United States. These indigeneous peoples have been selected to demonstrate a wide geographical, as well as cultural, range: the Luiseno of the California coast and the Mojave of the California desert, the Navajo from northern Arizona and southern Utah, the White Mountain Apache of southern Arizona, and the Zuni of New Mexico. Religion, myths, ceremonies, history, life styles, kinship patterns, art forms, and health care will be considered. Videotaped interviews with respected elders and other tribal members will serve as important sources of information.

**ANT\*145      The Pueblo Indians  
3 credits**

Deals with the experiences of the twenty Pueblo tribes, both currently and in the past. Against this backdrop, the course will focus on five of the tribes which are located in Arizona and western and central New Mexico: the Hopi, Zuni, Acoma, Laguna, and the Taos. Through filmed interviews and selected readings, the course will offer a multi-faceted study of Pueblo religion and religious ceremonies, psychology, history, language, and literature, daily life, health care, and artistic expression.

**ANT\*205      Cultural Anthropology  
3 credits**

An introduction to the cross-cultural study of human behavior and society. Focus will be on enculturation, marriage and family, kinship and descent, gender, community organization, economic institutions, political organization, religion, art, globalization, and change. **Prerequisites: C- or better in either Introduction to Anthropology OR Principles of Sociology, OR permission of Department Chair.**

## Art/Photography

**ART\*100      Art Appreciation  
3 credits      (ART-100) (70-101)**

Focus on cultural influence and evolutionary changes in art media as they affect painting, sculpture, architecture, and the minor arts. This course does not fulfill degree requirements for Graphic Design or Visual Fine Arts. **(Note: Field trips may be required by the instructor.)**

**ART\*101      Art History I  
3 credits      (ART-103) (70-103)**

Study of the major historical periods in Western Civilization. Prehistoric; Ancient; Classical; Early Christian; and Byzantine painting, sculpture, architecture, and the minor arts are examined and analyzed according to art principles and the societies from which they emanate. **Museum trips are required.**

**ART\*102      Art History II  
3 credits      (ART-104) (70-104)**

An extensive study of art through the major periods in Western Civilization. Medieval; Renaissance; Mannerist; Baroque; Rococo; and Modern painting, sculpture, architecture, and the minor arts are examined and analyzed according to art principles and the societies from which they emanate. Museum trips are required.

**ART\*103      Art History III  
3 credits      (ART-227)**

An in-depth look at one of the most dynamic periods in the history of art as they trace the radical changes that occurred in the visual arts from the late 19th century through the post-World War II era. Emphasis will be placed upon the major artists, works, and theories of this period.

**ART\*109      Color Theory  
3 credits      (ART-120) (75-121)**  
*2 lecture/2 studio*

Study of the theory and application of color and light. Includes an explanation of color systems as they affect hue, chroma and tone, as well as the psychological implications of color.

**ART\*111      Drawing I**  
3 credits      (ART-109) (74-111)  
2 lecture/2 studio

Students develop an understanding of perception through observational techniques as well as drawing from imagination. Emphasis is on the consideration of line, shape, form, texture, movement, and space.

**ART\*112      Drawing II**  
3 credits      (ART-110) (74-112)  
2 lecture/2 studio

An advanced-level drawing course, Drawing II emphasizes composition, materials, personal expression, and an understanding of drawing history in relation to contemporary issues of drawing. Projects are designed to enhance the quality of handling materials within a given format. Creative problem-solving techniques are discussed and applied. **Prerequisite: C- or better in Drawing I.**

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

Introduces the student through studio work to the fundamentals of visual design. Assigned problems include explorations of three-dimensional application of line, texture, surface, tone, space, composition, and optics.

**ART\*131      Sculpture I**  
3 credits  
1 lecture/3 studio

An introduction to the basic concepts of sculptural forms. A project based curriculum focused on diverse materials, spatial concerns, methodologies, symbolism, craft and subject. Students will explore the use of various tools and construction techniques including fabrication and assemblage. Established sculptural artists will be examined in terms of perception and style. **Prerequisite: C- or better in Three- Dimensional Design.**

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

A continuation of Sculpture I, advancing technical skills, sculptural theories, material investigation, and conceptual thinking within the three-dimensional framework. Personal style and creative problem solving with three-dimensional forms both contemporary and/or traditional methods will be the primary direction. The class will have serial content as its basis. Material selection will be chosen with the concepts of the pieces and the target presentation site in mind. **Prerequisite: C- or better in Sculpture I.**

**ART\*141      Photography I**  
3 credits      (PHTG-110) (77-101)  
2 lecture/2 studio

Introduction to the fundamental operations of the single-lens reflex camera with black & white photographic materials. Darkroom techniques are explored through lecture, demonstration, and assignment. Students will photograph, process negatives, and print enlargements of their own work. Emphasis will be placed on proper camera and darkroom techniques.

**ART\*142      Photography II**  
3 credits      (PHTG-112) (77-103)  
2 lecture/2 studio

In this extension of Photography I, students can expand into more advanced, experimental and individual work in black & white photography. Exploring the creative potential of the medium, students will explore various speed black & white printing including hand-coloring, surfacing, toning and various darkroom alterations. Large-format cameras are introduced and used to photograph studio setups. **Prerequisite: C- or better in Photography I.**

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

Introduction to studio painting techniques, applications, materials and theory. Observational painting from direct sources is the primary focus.

Assignments cover progressive skill levels from basic to refined interpretations of subject matter. Painting history is incorporated into discussions and class evaluations. **Prerequisite: C- or better in Drawing II AND Design Principles, OR permission of Program Coordinator.**

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

A continuation of Painting I with a strong emphasis on serial images, expressive paint handling, compositional structure and content. Personal development of ideas is encouraged through class assignments and critiques. **Prerequisite: C- or better in Painting I.**

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

An introduction to watercolor; this course involves the study of equipment, painting surfaces, and painting techniques. **Prerequisite: C- or better in Drawing I**

**ART\*201      Contemporary Art  
in the USA**

3 credits

Study of the development of the diversity of styles in contemporary art and their reflections of the society in which they were created. Reviews modern trends, emphasizing 1940 to the present.

**ART\*205      History of Photography**  
3 credits      (PHTG-100)

Surveys the history of photography from its inception in 1839 to the present. Examines major photographic artists, movements in photography, technical developments in the medium, and the relationships between photography and the historical and cultural contexts in which it is developed.

**ART\*211      Drawing III**  
3 credits      (ART-210)  
2 lecture/2 studio

An extension of Drawing II, this course moves into evolved image-making with numerous materials, including pastels, watercolors, and collage. The subjective information will address narrative, serial, and large- and small- scale issues. Various drawing formats will be discussed and applied within the student's personal stylistic direction. **Prerequisite: C- or better in Drawing II.**

**ART\*212      Drawing IV**  
3 credits      (ART-223)  
2 lecture/2 studio

A culminating drawing course in the visual fine art program emphasizing refinement and technical skill. Upon completion of Drawing III the student will explore technical refinement and study aspects of interpretive drawing that relate to the development of an individual's process. Building on the Drawing III, content the individual will continue to pursue a self-chosen style of drawing that becomes the focus for subjective and ideological concerns. **Prerequisite: C- or better in Drawing III OR permission of Program Coordinator.**

**ART\*215      Illustration**  
3 credits      (ART-200) (75-211)  
2 lecture/2 studio

Problems in illustration are presented to introduce the many facets of the illustration field. Reproduction processes are discussed and applied. Emphasis is placed on concept and pictorial composition. **Prerequisites: C- or better in Drawing II 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: C- or better in Drawing I AND either C- or better in Introduction to Computer Graphics OR consent of the Program Coordinator.*

**ART\*221 Electronic Painting and Drawing II**

3 credits

2 lecture/2 studio (74-220)

An advanced course in computer art imaging that increases the students' abilities in producing computer images that demonstrate greater technical skills, advanced form construction, narrative image making, personal style, and content. Professional artists are discussed through their respective works and analyzed for their specific content and technique. Projects are oriented towards large scale with thematic structures, and a framework of consistent ideas. Electronic collage is a featured aspect of this course. *Prerequisite: C- or better in Electronic Painting AND Drawing I.*

**ART\*240 Nature Photography**

3 credits

(PHTG-215)

2 lecture/2 studio

An advanced photography course focusing on nature, the elements of nature and the various approaches to nature from a photographic standpoint. Landscape imagery, close range subjects, atmospheric conditions, and natural and artificial lighting techniques will be presented and applied. All shooting will occur in natural settings and in various locations. Both black and white and color photography will be employed. *(It is recommended that Studio Photography I be taken prior to this course, but it is not required. Prerequisite: C- or better in Photography I.*

**ART\*243 Studio Photography I**

3 credits

(PHTG-213)

2 lecture/2 studio

In this study of the diverse variations and applications of lighting, studio strobes, flash, reflectors, tungsten, and natural-lighting situations will be examined. Combinations of various techniques and environments will also be explored. Exercises range from portraiture to experimental work. *Prerequisite: C- or better in Photography I.*

**ART\*245 Photographic Computer Manipulation**

3 credits

2 lecture/2 studio (PHTG-214)

This computer-based course focuses on the use of the computer to alter and manipulate photographic images. Slide scanning, flatbed scanning, and image conversion will be addressed. A thorough examination is made of basic digital electronic techniques, output means, and the possibility of image alterations. Styles and opportunities in the field will be discussed. *Prerequisites: C- or better in Photography I, AND C- or better in Introduction to Computer Graphics OR Electronic Painting and Drawing; OR permission 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: C- or better in Studio Photography I AND C- or better in 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: C- or better in Photography I AND C- or better in Studio Photography I.*

**ART\*250 Digital Photography**

3 credits

(PHTG-230)

2 lecture/2 studio

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:** *C- or better in Photographic Computer Manipulation.*

**ART\*250 Digital Photography**

3 credits (PHTG-230)  
2 lecture/2 studio

(Effective Spring 2010) A course completely devoted to the photographic digital environment. The digital camera will be used as the primary tool to photograph all subject matter. Digital output, scanning, and file management are concerns that are addressed and detailed within the course content. Students will learn to control the digital camera and peripherals to attain the best results with the digital photograph. All normal circumstances of photography (lighting, etc.) are applied to the digital environment. **Prerequisite:** *C- or better in Photography I or consent of Department Chair.*

## Astronomy

**AST\*111 Introduction to Astronomy**

4 credits (SCI-178) (52-131)

Descriptive overview of the origin and evolution of the universe; historical evolution of our earth and moon and other planets and satellites in our solar system. Understanding our sun and basic concepts of nuclear processes fueling the sun and other stars in the Milky Way as well as distant galaxies; and study of cosmology. Descriptive and historical principles are emphasized. Lecture and laboratory.

## Biology

**BIO\*111 Introduction to Nutrition**

3 credits (BIO-111) (57-156)

Investigates the principles of nutrition with respect to basic body needs, the scope of nutrients and foods satisfying those needs, and the results that

can be expected in terms of human health when nutrient intake is adequate, deficient, or excessive. **Prerequisite:** *C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better Intro to College Reading & Writing, OR C- or better in Integrated Reading & Writing II, or placement into Composition.*

**BIO\*115 Human Biology**

4 credits (BIO-117) (57-173)  
3 lecture/2 lab

Emphasizes basic human physiology and provides students with an understanding of the human body in health and disease. Aids students in coping with particular health concerns. Attention is drawn to such environmental problems as the relationship between sunlight and skin cancer and the ecological effects of biotechnology. No dissection is required. This one semester course cannot be used to fulfill prerequisites for advanced biology courses. **Prerequisites:** *C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; or placement into Composition.*

**BIO\*121 General Biology I**

4 credits (BIO-121) (57-141)  
3 lecture/3 lab

Study of the physical and chemical nature of the cell, including biochemistry, photosynthesis, and cellular respiration. Additional focus on topics of cell division, genetics, and understanding of DNA and RNA processes. **Prerequisites:** *C- or better in Academic Reading and Writing, OR C- or better in Introduction to the Composition, OR C- or better in Integrated Reading and Writing II, or placement test into Composition, AND C- or better in Elementary Algebra Foundations. NOTE: It is recommended that the student take Concepts of Chemistry prior to or concurrently with this course.*

**BIO\*122 General Biology II**

4 credits (BIO-122) (57-142)  
3 lecture/3 lab

A comparative study of systems, covering specific organisms in the five major Kingdoms: Monera,

Fungi, Protists, Plants, and Animals. Emphasis on taxonomy, diversity of life, and the evolution of systems as manifested by the influences of genetics and the environment. Dissection is required. **Prerequisite:** *C- or better in General Biology I.*

**BIO\*155            General Botany**  
4 credits            (BIO-222) (63-121)

3 lecture/3 lab

Introduces basic principles of plant structure, function, and reproduction including the diversity of plants and environmental influences on plant growth and survival. Applied topics include human uses of plants in agriculture, commerce, medicine and ecology. Lecture and laboratory. **Prerequisites:** *C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading & Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**BIO\*211            Anatomy and Physiology I**  
4 credits            (BIO-225) (61-111)

3 lecture/3 lab

The structure and function of the human body will be discussed in depth for each of the organ systems. Physiology will be presented from a biochemical and organ point of view. **Prerequisites:** *C- or better in Concepts of Chemistry or General Chemistry I, AND C or better in General Biology I, AND C or better in Composition.*

**BIO\*212            Anatomy and Physiology II**  
4 credits            (BIO-226) (61-112)

3 lecture/3 lab

Continuation of Anatomy and Physiology I. Lecture and Laboratory. Dissection is required. **Prerequisites:** *C or better in Anatomy & Physiology I and C or better in Composition.*

**BIO\*235            Microbiology**  
4 credits            (BIO-250) (57-261)

3 lecture/3 lab

Introduction to microorganisms: bacteria, fungi, protozoa, viruses, microscopic algae, and some multicellular parasites. Bacteria and their role in health and disease are emphasized. Skills of observing, gathering, and reporting data, drawing

conclusions, identifying problems, and procedure evaluation emphasized. **Prerequisite:** *C- or better in General Biology I, and C- or better in either Concepts of Chemistry or General Chemistry I. NOTE: The department recommends that A&P I and Microbiology not be taken concurrently.*

## **Business—General**

**BBG\*101            Introduction to Business**  
3 credits

Introduces the principles and practices of business management. Topics include: Informational and legal foundations for business management; Economic, regulatory, and societal environment of business; Entrepreneurship, finance, and marketing; Planning, organizing, leading and controlling a business organization. **This course cannot satisfy requirements for the Business Administration degree nor Business Administration Options.**

**BBG\*214            e-Business**  
3 credits

**(Effective Spring 2010)** This course covers the basics of how to start and manage an e-business enterprise and examines the impact of the internet on business and how it has expanded a firm's ability to customize its product and service offerings. Emphasis is on new venture finance, the economics of e-commerce, as well as the special finance and business management problems associated with e-commerce such as on-line payments, security, customer service, and inventory control. **Prerequisite:** *C- or better in Principles of Financial Accounting. Corequisite:* *Principles of Microeconomics*

**BBG\*215            Global Business**  
3 credits

An examination of international trade and multinational business and the expanding global economic integration. Topics discussed include the economic, political, legal, social, and cultural environment for global business, international trade theory and praxis, international financial markets and system, international economic and financial institutions, and an analysis of global



business management issues such as global marketing, distribution, production, financial control, and managing a multicultural workforce, as well as questions of ethics and social responsibility. **Prerequisites:** *C- or better in Principles of Macroeconomics AND Principles of Marketing.*

**BBG\*231 Business Law I**  
3 credits (BUS-102) (29-141)

Examines the history and evolution of law in the United States. Specific topics include: Constitutional Law, the Bill of Rights, courts and procedures, tort law, criminal law, contract law, and business organizations. **Prerequisite:** *C- or better in Academic Reading and Writing: Introduction to Composition, OR C- or better in College Reading and Writing, OR C- or better in Integrated Reading and Writing II; or placement into Composition.*

**BBG\*232 Business Law II**  
3 credits (BUS-202) (29-142)

A study of business law as defined by the Uniform Commercial Code (UCC). Specific topics include contracts involving the sale of goods, warranties and product liability, negotiable instruments, secured transactions, property law, and creditors' rights and bankruptcy. **Prerequisite:** *C- or better in Business Law I.*

**BBG\*237 e-Commerce Law & Ethics**  
3 credits

(Effective Spring 2010) The legal environment of e-commerce and global commerce and the ethical issues relevant to e-commerce and global commerce are examined. The scope of the global legal context is applied to internet based businesses that, through necessity, operate across borders and legal systems. Here we establish a foundation for students to understand the legal implications of this new business environment. **Prerequisite:** *C- or better in Business Law I.*

**BBG\*240 Business Ethics**  
3 credits (BUS-204) (25-127)

A critical examination (both practical and theoretical) of contemporary moral problems in business, such as employee rights and responsibilities, pay equity and comparable worth, whistle-blowing,

trade secrets and confidentiality, conflict of interest, discrimination and sexual harassment, pollution, consumer protection, professional ethics, truth-telling in business dealings, social responsibility of business, and fiduciary responsibility to stockholders and stakeholders. It is recommended that students take at least six (6) credits in Business, Economics, or Philosophy, or English prior to taking this course. **Prerequisite:** *C- or better in Composition or permission of Department Chair.*

**BBG\*294 Business Internship**  
3 credits (BUS-250)

Designed to integrate all of the Business Administration program's course work knowledge through integrated, interdisciplinary practical exercises or experience that is 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 it is appropriate for 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 Entrepreneurship**  
3 credits (BUS-225)

Introduces students to the art of entrepreneurship and the skills needed for starting and managing small businesses. It begins with a self-assessment of entrepreneurial skills and continues through a survey of all the major issues in new and small business management. Students are expected to develop a complete business plan. The teaching methodology relies heavily on experimental exercises, student team projects and case studies. *Prerequisites: C- or better in Principles of Marketing, Principles of Financial Accounting AND Composition, OR permission of Department Chair.*

## **Business—Finance**

**BFN\*110 Personal Finance**  
3 credits

Provides an overview of the financial planning and investing process. It examines personal incomes and budgets, home and consumer financing, insurance of personal assets, personal investing and retirement planning. Topics covered will include the time value of money, investments, loans and credit, cash management, taxes, life and health insurance, and estate planning. *Prerequisite: C- or better in Academic Reading and Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; or placement into Composition; C- or better in Elementary Algebra Foundations AND Principles of Financial Accounting, OR permission of Department Chair.*

## **Business—Management**

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

Study of management principles 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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; 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: C- or better in 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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

## **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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; 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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; or placement into Composition.*

### **BMK\*207 Consumer Behavior** 3 credits (MKT-201) (25-121)

A study of consumer behavior with an emphasis on the complexity of consumer decision-making and how consumers influence current marketing practices. Topics include consumer decision-making, advertising, consumer-trend analysis,

marketing strategy, and consumer buying behavior. *Prerequisite: C- or better in Principles of Marketing.*

### **BMK\*214 International Marketing** 3 credits

An analysis of the techniques, procedures, and strategies used by multinational firms. Emphasis on the economic, cultural, political/legal and technological factors that influence the marketing of consumer and business goods. Methods and sources of data for determining products to sell and countries in which to sell them are studied. *Prerequisites: C- or better in Principles of Marketing AND Principles of Macroeconomics.*

### **BMK\*216 Internet Marketing** 3 credits

*(Effective Spring 2010)* This course examines how the Internet and World Wide Web has brought new capabilities to the marketing function. Students revisit the basic tenets of marketing and assess the impact of the Internet on these basic principles addressing benefits as well as the limitations of Internet Marketing. Emphasis is on the practical application of electronic commerce technology solutions to the elements of the marketing mix and the implementation of marketing plans. *Prerequisite: C- or better in Principles of Marketing Co-requisite: Web Design and Development, or permission Department Chair.*

### **BMK\*230 Advertising and Promotion** 3 credits (MKT-202) (26-221)

Studies the planning, implementation, and evaluation of persuasive communication processes that are used by marketing management for the purpose of presenting the company and its products to prospective customers. Topics include consumer behavioral research, media strategy, use of personal selling resources, and the design and implementation of promotional campaigns. *Prerequisite: C- or better in Principles of Marketing.*

### **BMK\*245 Integrated Marketing Communications** 3 credits

The planning, design, integration, and management of marketing communications. The course focuses on advertising, direct marketing and sales

promotion and public relations with an emphasis on the competitive and strategic value of communications in the marketplace. *Prerequisite: C- or better in Principles of Marketing.*

**BMG\*280      Management of the  
Virtual Organization**

3 credits

*(Effective Spring 2010)* The science and application of management principles are constantly changing as organizations change to be more flexible and cost effective. The virtual organization, team based organizations, and networked organizations are just a few of the new configurations that are encountered in today's business world. This course exposes students to these new organizations, to help them apply management principles to these structures and equip them to work in the present-day global workplace. *Prerequisites: C- or better in Principles of Management (BMG\*202) and C- or better in Internet Marketing (BMK\*216) or permission of Department Chair.*

**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: C- or better in 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: C- or better in either Integrated Marketing Communications OR Consumer Behavior, AND C- or better in 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: C- or better in Principles of Marketing, AND Principles of Retailing, AND enrollment in Business Administration: Retail Business Management Option, OR permission of Department Chair.*

## **Business Office Technology**

**BOT\*111      Keyboarding for  
Information Processing 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\*137      Word Processing Applications**

3 credits      (BOT-102) (22-102)

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 2007. 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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; 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- or better 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 computersoftware 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\*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 AND Medical Terminology; AND, C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; 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, thermochemistry, solutions, reactions, ionic equilibria and pH, nuclear and organic chemistry. Descriptive concepts are emphasized; suitable for students needing a brief survey course for allied health; not intended for science majors. Lecture and laboratory. *Prerequisite: C- or better in Elementary Algebra Foundations.*

**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, periodicity, solutions and colloids. **Prerequisite:** C- or better in *Intermediate Algebra* or satisfactory score on placement test.

**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: thermodynamics, kinetics, chemical equilibria, oxidation and reduction reactions, descriptive chemistry of the elements and their compounds and an introduction to organic and nuclear chemistry. Lecture and laboratory. **Prerequisite:** C- or better in *General Chemistry I*.

**CHE\*210      Introduction to  
Organic Chemistry**

4 credits

3 lecture/4 lab

A one-semester survey of organic chemistry. Includes nomenclature, aliphatic, aromatic and heterocyclic compounds, functional groups, reaction mechanisms, biochemistry, organic syntheses and modern techniques of instrumental analyses. Lecture and laboratory. **Prerequisite:** C- or better in *General Chemistry I* 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 infra-red spectroscopy. This course is the first of a two-semester sequence. **Prerequisite:** C- or better in *General Chemistry II* or permission of Department Chair or 1 year general college Chemistry.

**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:** C- or better in Organic Chemistry I.

**Chinese****CHI\*101      Elementary Chinese I**

3 credits

Presents the essentials of Modern Standard Mandarin Chinese. Course includes essential grammar needed to read, write, and interact in Chinese using simple phrases and common expressions, and highlights the diverse cultures of Chinese-Speaking peoples. Context for learning is self, family, school and community. **Note:** Not appropriate for native speakers of Chinese.

**CHI\*102      Elementary Chinese II**

3 credits

Builds and expands skills from Elementary Chinese I with further study of Chinese grammar; sentence patterns, vocabulary and the diverse cultures of Chinese-speaking peoples. Students begin to negotiate simple transactions and address the challenges of daily life in the Chinese

culture. Context for learning is based on activates from daily life. Note: Course is not appropriate for Native Speakers of Chinese. **Prerequisite:** *C- or better in Elementary Chinese I or permission of Department Chair.*

## College Preparation

### **CSS-013**      **College Study Skills**

3 credits

Provides students with the academic skills necessary for success in college and begins to prepare them for the rigors of college level work. Students learn and practice specific study skills and strategies through reading, writing, class discussions, lectures, group presentations and workshops. Students discover their own learning styles and develop learning and study plans based on their educational goals and current lifestyles. *This three-credit course is strongly recommended for all students who have placed in 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 OR Integrated Reading and Writing I. **Prerequisites:** *C- or better in Foundations of Reading AND Writing: Introduction to the Essay, OR C- or better in Integrated Reading and Writing I, OR placement into any of the following courses: Academic Reading AND Writing: Introduction to Composition, Introduction to College Reading and Writing, Integrated Reading and Writing II, Perspectives in the Humanities, OR Composition.*

## Communication

### **COM\*101**      **Introduction to Mass Communication**

3 credits

Surveys mass communication and media literacy in today's society by investigating forms of media (print, radio, music, movies, television, and the Internet), the messages of media (news, public relations, advertising, and entertainment), and the ethical, legal, and cultural issues surrounding media. **Prerequisites:** *C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading & Writing, OR C- or better in Integrated Reading and Writing II, OR placement into Composition.*

### **COM\*121**      **Journalism I**

3 credits

(ENG-107) (80-141)

Students receive an introduction to news-writing, reporting, and information-gathering through completion of writing assignments and study of work done by journalists in print, television, Internet, and radio news. Attention is given to the tasks and responsibilities of persons who write for



today's varied media. Students also explore ethical questions that confront news media and those who work in news media. May be used as an English elective. *Prerequisite: C or better in Composition.*

**COM\*154      Film Study & Appreciation**  
3 credits      (COMM-100) (71-142)

In this introduction to American film, students learn its history, individual styles of directors, the language of the art of the moving image and film genres. Selected films will be viewed and analyzed. *Prerequisite: C- or better in Composition.*

**COM\*172      Interpersonal Communication**  
3 credits      (SPE-101)

Students are introduced to fundamental theories of communication, perception and listening, verbal and non-verbal communication, the role of conflict in relationships, and the impact of media and other technologies. In a workshop environment, students will apply these theories and principles to enhance their interpersonal communication. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**COM\*173      Public Speaking**  
3 credits      (SPE-103)

Introduces students to the principles of oral communication with an emphasis on the public speaking skills needed for academic and professional presentations. Students will apply their knowledge of the theories of effective oral communication and present a variety of speeches that appropriately use audio visual aids and outside research. In a workshop environment, students will enhance their skills in critical thinking and listening by assessing their own public speaking and providing feedback on the public speaking of others. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading & Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**COM\*211      Screenwriting**

3 credits

An introduction to the standard practices of screenwriting. Students will analyze cinematic techniques along with character and plot development in films and screenplays. Students will practice writing in an accepted screenwriting format and share their work in a workshop environment. Students will write treatments, "pitch" project proposals, and analyze storyboards that visually communicate ideas to others. This course will serve as an English elective. *Prerequisite: B- or better in Composition or permission of Department Chair.*

## Computers—Applications

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

**CSA\*105      Introduction to Software Applications**  
3 credits

This hands-on introductory course is intended for students interested in learning to use the computer as a productivity tool. Course content includes the fundamentals of Windows XP, Word, PowerPoint, Excel, Access, and the Internet.

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

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: C- or better in 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: C- or better in Spreadsheet II, OR permission of program coordinator.*

**CSA\*135 Spreadsheet Applications**

3 credit

Introduces students to the features and functionality of Microsoft Excel. This course is ideal for beginner students and takes students to an advanced level of proficiency. Students begin by creating basic worksheets and using built in functions and formulas. Students will learn to create a chart and use advanced charting options, work with lists and tables and learn to use web queries. Students will be introduced to analytical features of Excel, macros and VBA. Upon completion of this course, students will be prepared for MCAS (Microsoft Certified Application Specialist) exam.

**CSA\*140 Database Applications**

3 credit

Covers the basic functions and features of Access and takes users to an advanced level of proficiency. Initially students will learn how to design and create databases; work with tables, understand data structure, create basic queries, reports and forms. Students build on the skills to develop advanced complex queries, reporting and creating subforms. Students will create charts, use pivot tables and pivot charts. Upon completion of this course, students will be prepared for MCAS (Microsoft Certified Application Specialist) exam.

**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: C- or better in 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: C- or better in 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: C- or better in 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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; 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\*126 Programming Logic & Design with Visual Basic**

3 credits

Introduces student to the function and logic of common programming methods, such as assignment, memory declaration, decision, and repetition. The Program Development Life Cycle is emphasized. Event-driven programming is introduced using Visual Basic as students practice solving practical and realistic cases. **Familiarity with the Windows operating system required.**

## **CSC\*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: C- or better in 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: C- or better in 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: C- or better in 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:** *C- or better in Visual Basic I.*

**CSC\*208      Advanced Visual Basic**

4 credits

2 lecture/2 lab

In this Advanced Visual Basic course, database access is introduced, using Visual Basic's ADO Control and data-aware components like the Data Grid, Data Environment Designer and DBList control. Student will learn how to build flexible, fast, and scalable data access objects and applications. The course includes an introduction to object-oriented programming techniques, integrating help files, and using the Packaging and Deployment tool to deliver completed applications to end users. This course covers building web applications with web forms, creating custom control for windows and web forms, and finally creating and consuming web services. **Prerequisite:** *C- or better in Programming Logic and Design with Visual Basic.*

**CSC\*210      C Programming**

3 credits

(CIS-209) (65-280)

The C/C++ language combines the efficiency and speed of assembly language with the structure of PASCAL. C/C++ language fundamentals will be covered. Basic construction of C/C++ language will be the primary emphasis of this course. **Prerequisite:** *C- or better in 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- or better in 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- or better in C Programming.*

**CSC\*221      Advanced Java Programming I**

3 credits

(CIS-215)

Sound software engineering principles involving polymorphism, abstract classes and interfaces will be developed. Layout manages and graphics will be explored. Fault-tolerant software will be written. Exception handlers will be created. Robust software development will be encouraged. Multithreading will be covered. **Prerequisite:** *C- or better in Object Oriented Programming using JAVA.*

**CSC\*231      Database Design I**

3 credits

(CIS-252)

Introduces students to the design, implementation and management of database systems. A variety of database models will be presented including relational, entity-relationship and object-oriented. Topics such as normalization, Structured Query Language (SQL), distributed databases, client server systems and data warehouses will be covered. Students will have the opportunity to design and implement a small database system. **Prerequisites:** *C- or better in Introduction to Computers OR Database Applications I.*

**CSC\*250      Systems Analysis and Design**

3 credits

(CIS-221) (65-351)

The principles of systems analysis and design, and a basic framework for an analytical method, are

presented. The student is given practical business problems and is guided in the analysis and design of automated solutions. *Prerequisites: C- or better in Visual Basic I OR C Programming.*

**CSC\*295 Cooperative Education/  
Work Experience**

3 credits (CIS-270)

Work experience provides opportunities for students to apply theories and skills gained in the CIS program to a computer position in industry. Students will be supervised by assigned personnel at the field site and by the college instructor. Hours are arranged by mutual consent of the student and employer. Students also participate in on-campus seminars that focus on timely employment-related topics, maintain a weekly log of on-the-job activities, and critique the practicum experience in a final project. Students who are employed full-time in a computer position are exempt from the practicum requirement, and instead must complete a course chosen in consultation with the Program Coordinator. *Prerequisites: Program Enrollment, completion of 12 credits in the CIS discipline, and permission of the Program Coordinator.*

**CSC\*298 Special Topics in  
Computer Science**

3 credits (CIS-260) (CIS-199) (65-560)

Topics of current interest in the field of computer science are covered. It is recommended that this course be taken during the latter portion of the student's matriculation and may be repeated (under different topics) for no more than six semester hours. *Prerequisite: C- or better in Introduction to Computers AND Programming Logic, OR permission of Program Coordinator.*

## Computers—Technology

**CST\*130 Network Essentials I**

3 credits (CIS-225)

Introduces students to the underlying concepts of data communications, telecommunications, and networking. Provides a general overview of computer networks, and focuses on terminology

and current networking environment technologies. Topics to be covered include network topologies, protocols, architectures, components, and operating systems. *Prerequisites: C- in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**CST\*150 Web Design  
and Development I**

3 credits (CIS-105)

Designed primarily for the CIS student, this course will introduce the student to the rudimentary concepts and applications of the 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: C- or better in 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: C- or better in Introduction to Computers OR Introduction to the Internet; or permission of program coordinator.*

**CST\*163 Windows Server  
Administration**

3 credits (CIS-235)

Introduces the student to Microsoft Windows Server. Students will learn the basics of installing, administrating and maintaining a Windows Server implementation. Administration of user and group accounts, Active Directory, network protocols and services such as virtual private networking, Routing and Remote Access Service, DHCP, DNS, backup, recovery and disaster planning will be covered. *Prerequisite: Network Essentials I and Operating Systems.*

*Prerequisites: C- or better in Network Essentials I and Operating Systems..*

**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: C- or better in 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: C- or better in 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: C- or better in Programming Logic.*

**CST\*264      Unix/Linux System Administration**  
3 credits      (CIS-240)

Introduces the Unix/Linux environment and its history. Students will learn the basics of installing, administering, and maintaining a Linux implementation. Topics such as the shell, fault tolerance, managing system resources, backup and recovery will be presented. *Prerequisite: C- or better in Network Essentials I.*

**CST\*270      Network Security Fundamentals**  
3 credits

Introduces students to the subject of network security. Topics include security models, authentication, attacks, infrastructure devices, intrusion detection, and the basics of cryptography along with physical security and disaster recovery. This course emphasizes preparing the student for the CompTIA Security+ certification. *Prerequisites: C- or better in Network Essentials I AND 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: C- or better in Introduction to Computers AND Programming Logic; OR permission of Program Coordinator.*

## **Criminal Justice**

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

A survey of the evolution, principles, concepts, and practices of law enforcement. The structure and organization of our courts is examined with regard to the administration of criminal justice. Topics include the American model of criminal justice, police and the community, police and the Constitution, and the American legal system.

**CJS\*102      Introduction to Corrections**  
3 credits      (CJ-102) (35-101)

Study of the history, philosophy and evolution of corrections. An examination is included of the processes used by our courts, which result in sentencing of offenders: probation, parole, treatment programs and rehabilitation models. A study of punishment is undertaken and the functions that our jails and prisons provide are reviewed. Topics include plea bargaining, speedy

trial, sentencing, prisoners' rights, victimization, and juvenile justice.

**CJS\*105 Introduction to Law Enforcement**

3 credits (CJ-100) (35-111)

A comprehensive examination of the public safety and law-enforcement functions of government in a modern society. Considered are the evolution, history and philosophy of the law-enforcement function; the role of the police in a democratic and pluralistic society; police accountability, corruption and deviance; police operational principles and practices; and current problems confronting the police in their relationship to the community they serve.

**CJS\*120 Police and the Community**

3 credits (CJ-140) (35-253)

An investigation of the numerous and complex factors involved in human relations in policing and police management. Students will also examine police practices that have resulted in disputed public responses.

**CJS\*155 Probation Practices and Policies**

3 credits (CJ-138)

A comprehensive examination of probation services, current practices, and policies for both juvenile and adult offenders. This course will consider local, state, and federal models for the delivery of probation services, as well as innovative and experimental approaches. Students will explore the functions and duties of probation officers, including pre-sentence investigations, risk assessments, strategies for supervision and counseling, community resource development, supervision of sexual offenders, addiction services, and Alternative to Incarceration Programs. *Prerequisite: C- or better in Introduction to Criminal Justice.*

**CJS\*211 Criminal Law I**

3 credits (CJ-231) (35-231)

Introduction to the theory, history, and purpose of criminal law. Included is a study of offenses such as those against the person, against habitation and occupancy, and against property. The Connecticut

Penal Code is discussed. *Prerequisite: C- or better in Evidence and Criminal Procedure.*

**CJS\*213 Evidence and Criminal Procedure**

3 credits (CJ-221) (35-232)

A study of criminal procedure as applied to arrest, force, search, and seizure, this course considers the evaluation of evidence and proof with regard to kind, degree, admissibility, competence, and weight. *Prerequisites: C- or better in Introduction to Criminal Justice AND US History I OR US History 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. *Prerequisites: C- or better in Introduction to Criminal Justice OR permission of Program Coordinator.*

**CJS\*223 Fraud Investigation**

3 credits (CJ-130) (35-235)

Introduction to techniques and methods used in fraud investigation. Includes a review of general laws pertaining to specific types of credit card fraud, corporate fraud, trick and device, theft by false pretenses, and evidence required for prosecution. *Prerequisites: C- or better in Introduction to Criminal Justice OR permission of the Program Coordinator.*

**CJS\*243 Institutional Treatment of the Offender**

3 credits (CJ-151) (35-130)

The management of the offender in an institutional environment is examined. From admission to release, the offender is processed through a system that addresses and balances the security and treatment needs of each individual. These needs and the system are studied in terms of current correctional approaches. *Prerequisite: C- or better in Introduction to Criminal Justice OR Introduction to Corrections.*

**CJS\*244**      **Community  
Based Corrections**

3 credits      (CJ-152) (35-251)

The relationship between institutional confinement and community-based supervision is examined. Probation and parole programs are examined in terms of organization and administration. Includes a study of programs and activities that are rehabilitative and community reintegration. *Prerequisite: C- or better in Introduction to Criminal Justice OR Introduction to Corrections.*

**CJS\*290**      **Practicum in  
Criminal Justice**

3 credits      (CJ-251) (99-105)

Open to students in Criminal Justice programs, this practicum offers participants the opportunity to put learned theory to practical application. Assignments are individualized and may vary. Those who are not currently employed in a field directly related to their program may be assigned either to a research project or a supervised internship experience. Those currently employed in a field directly related to their study will be required to relate their experiences through appropriate assignments. This course, but not the assignment, may be repeated once. *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**

3 credits      (CJ-211) (35-221)

The effects of contemporary trends upon the police, the courts, and the correctional processes are studied. Emphasis is on research and methodology as useful tools in criminal justice planning. Topics include secrecy and the police, court plea bargaining, and prisoners' rights. *Prerequisites: C- or better in 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 Con-  
cepts**

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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; 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**

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 compliment the didactic theory through manipulation of dental materials. **Prerequisite:** *C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; 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:** *C or better in 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 Heal 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:** *C or better in 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:** *C or better in 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**  
2 credits  
(DE-107/DED\*107/DHY\*107)(61-042)

Introduction to the office management skills utilized in a contemporary dental practice. Current biomedical issues related to ethical decision-making, employee rights and responsibilities, and interpersonal communications are examined. The Connecticut State Dental Practice Act is compared with other practice acts in various states. **Prerequisite:** *Matriculation in the Dental Hygiene or Dental Assisting Program.*

**DHY\*209            Fundamentals of  
4 credits            Dental Hygiene Theory**  
3 lecture hours/1 seminar hour

Presents a comprehensive theoretical introduction to dental hygiene and is designed to familiarize the student with the concept of total client/patient care. *Prerequisite: Matriculation in the Dental Hygiene program.*

**DHY\*210            Fundamentals of  
1 credit            Dental Hygiene Clinic**  
6 clinic hours

Presents a comprehensive clinical introduction to dental hygiene care designed to familiarize students with the concept of total patient care via practical application and self assessment. *Prerequisite: Matriculation in the Dental Hygiene program. Co-requisites: Dental Materials for the Dental Hygienist, Dental Hygiene Diagnostic Technologies I, Histology and Oral Anatomy for the Dental Hygienist, AND Fundamentals of Dental Hygiene Theory.*

**DHY\*212            Dental Hygiene  
2 credits            Diagnostic Technology I**  
1 lecture hour/2 lab hours

Concentrates on production and evaluation of conventional intraoral radiographs, radiation safety and biology. Conventional radiographic competency must be met in the production and evaluation of diagnostic full mouth series in the laboratory setting as well as on a client/patient. *Prerequisite: Matriculation in the Dental Hygiene program. Co-requisites: Histology and Oral Anatomy for the Dental Hygienist, Fundamentals of Dental Hygiene Theory, AND Fundamentals of Dental Hygiene Clinic.*

**DHY\*225            Dental Materials for  
2 credits            the Dental Hygienist**  
1 lecture/2 lab (DH-IDHY\*106)

Provides a comprehensive study of dental materials, including the properties and manipulation, biomechanical function, physical and chemical properties, and biocompatibility of dental materials. An emphasis will be placed on those materials and skills utilized by the dental hygiene practitioner for dental hygiene diagnosis

and treatment planning. Critical analysis of current evidence based literature will be an integral part of this course. *Prerequisite: C or better in Concepts of Chemistry AND Anatomy & Physiology I.*

**DHY\*228            Histology & Oral Anatomy  
4 credits            for the Dental Hygienist**  
3 lecture/2 lab

Provides a comprehensive study of microscopic morphology of the head, neck and oral tissues, anatomy of the head and neck, including embryology and structures and functions of the human dentition. This study is specific and relevant to the practice of dental hygiene for utilization in skill development, radiographic interpretation, and client education. *Prerequisites: Admission to dental hygiene program and C or better in Anatomy & Physiology I.*

**DHY\*232            Dental Hygiene  
2 credits            Diagnostic Technology II**  
1 lecture/2 lab hours

Continuation of studies, application and interpretation of diagnostic and radiographic techniques. Use of technologies to enhance management of information specifically periodontal, dental caries, and dental hygiene diagnostic services. *Prerequisites: C or better in Dental Hygiene Diagnostic Technology I.*

**DHY\*233            Oral Medicine  
2 credits            and Pathology**  
2 lecture (DH-IDHY\*113) (61-022)

Introduces the student to the results of local, as well as systemic conditions that have oral manifestations. The student will become familiar with the disease processes that impact patient care. *Prerequisites: C or better in all of the following courses: Anatomy & Physiology I, Anatomy & Physiology II, Histology and Oral Anatomy for the DH, and Fundamentals of Dental Hygiene Theory.*

**DHY\*239            Dental Hygiene II Theory**  
2 credits            2 lecture/1 seminar

Presents the principles and assessment of oral health, dental hygiene care planning, treatment methods, and the preventive measures employed against dental disease. The course establishes the scientific principles of disease prevention and focus



is on instrumentation techniques. An overview of dental specialties is also included. **Prerequisites:** *C or better in Fundamentals of Dental Hygiene AND C or better in Dental Hygiene Diagnostic Technology I. (Note: This course must be taken concurrently with Dental Hygiene II Clinic.)*

**DHY\*240      Dental Hygiene II Clinic**

2 credits/12 clinic

Clinical application of principles and assessment of oral health, dental hygiene care planning, treatment methods, and preventive measures employed against dental disease. Student self-assessment of clinical skills is required. **Prerequisites:** *C or better in all of the following courses: Fundamentals of Dental Hygiene Theory, Fundamentals of Dental Hygiene Clinic, Histology and Oral Anatomy for the Dental Hygienist, and Dental Hygiene Diagnostic Technology I. (Note: This course must be taken concurrently with Dental Hygiene II Theory.)*

**DHY\*259      Dental Hygiene III Theory**

3 credits      2 lecture/1 seminar

A comprehensive approach to client assessment, education, care planning and evaluation of delivery of care is provided. The focus is on dental health science with an emphasis on the care of clients who are medically compromised. Utilizing case studies, the student will be required to undertake an evidenced-based decision-making process regarding delivery of care. **Prerequisites:** *C or better in both Dental Hygiene II Theory AND Dental Hygiene II Clinic. (Note: This course must be taken concurrently with Dental Hygiene III Clinic.)*

**DHY\*260      Dental Hygiene III Clinic**

3 credits/14 clinic

A comprehensive approach to client care including assessment, education, care planning, treatment methods and evaluation of delivery of care is provided. Client care is provided in numerous clinical settings in Connecticut. **Prerequisites:** *C or better in both Dental Hygiene II Theory AND Dental Hygiene II Clinic. (Note: This course must be taken concurrently with Dental Hygiene III Theory.)*

**DHY\*262      Periodontics**

2 credits      (DH-IDHY\*202) (61-023)  
2 lecture

Focus is on the recognition of clinical, biological, and histological characteristics of the periodontium classification of periodontal disease; the role of microorganism; the role of local factors in the etiology of periodontal disease; and the principles of therapy. **Prerequisites:** *C or better in all of the following courses: Histology and Oral Anatomy for the Dental Hygienist, Dental Hygiene II Theory, and Dental Hygiene II Clinic.*

**DHY\*263      Oral Health Management I**

3 credits      (DH-IDHY\*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:** *C or better in Clinical Practice III.*

**DHY\*264      Pharmacology**

3 credits      (DH-IDHY\*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. **Prerequisite:** *C or better in both Anatomy & Physiology I and Anatomy Physiology II, AND successful completion of all prior dental courses with a grade of 75 (C) or better.*

**DHY\*267      Community Oral Health**

3 credits      2 lecture/4 clinic

Provides an introduction to the basic concepts, methods, materials, technology, principles and practices in oral public health promotion and disease prevention. This course provides students with a broad understanding of the health care system and the social, political, cultural, behavioral and economic forces influencing that system. Students will be introduced to their role as a

community health promoter through a variety of didactic and service-learning experiences. *Prerequisites: C or better in both Dental Hygiene II Theory AND Dental Hygiene II Clinic.*

**DHY\*269      Dental Hygiene Research Seminar I**

*1 credit /1 seminar*

Provides an introduction to research and its relationship to theory development of the dental hygiene knowledge base, furthering its translation into clinical and community practice. This course focuses on research concepts and methodologies needed to interpret and critically review research studies and articles. *Prerequisites: C or better in Dental Hygiene II Clinic AND Dental Hygiene II Theory. Corequisites: Dental Hygiene III Theory, Dental Hygiene III Clinic.*

**DHY\*273      Oral Health Management II**

*3 credits      2 lecture/4 clinic (DH-IDHY\*213) (61-045)*

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: C or better in Oral Health Management I. Co-requisite, Clinical Practice IV.*

**DHY\*275      Pain Control and Local Anesthesia For the DH**

*3 credits      2 lecture/1 clinic*

This course presents the basic science and dental science foundations of clinical local anesthesia in preparation for Connecticut State Certification for administration of local anesthesia by dental hygienists. Students will learn to perform safe, effective and proper techniques of intraoral pain control utilizing local anesthetic administration on a student-client partner. Emphasis is placed on client evaluation for predicting and preventing complications. *Prerequisites: Matriculating second year dental hygiene student. Current certification in CPR for the Professional Rescuer/Health Care Provider and AED from the Red Cross or American*

*Heart Association, proof of Hepatitis B vaccination, TB antigen test within one year (PPD). NOTE: Each student **must** serve as a client for another student. Student must be proficient with online format for the didactic component of the curriculum. Attendance at all clinical sessions is mandatory. Faculty recommendation to register is required. Students must complete online and pass with 80% in order to continue into clinical sessions.*

**DHY\*279      Dental Hygiene IV Theory**

*2 credits/2 lecture*

Presents a complete, comprehensive integration of the student's basic science and dental science education as it relates to the theory of assessment, education, treatment planning, delivery of care, and evaluation in the contemporary practice of dental hygiene. *Prerequisites: C or better in both Dental Hygiene III Theory and Dental Hygiene III Clinic.*

**DHY\*280      Dental Hygiene IV Clinic**

*3 credits/14 clinic*

Presents a complete, comprehensive integration of the student's basic science and dental science education as it relates to the clinical application of assessment, education, treatment planning, delivery of care, and evaluation in the contemporary practice of dental hygiene. Student self-assessment of clinical performance is required. *Prerequisites: C or better in the following courses: Dental Hygiene III Theory, Dental Hygiene III Clinic, Pharmacology, Periodontics, Dental Hygiene Research Seminar I.*

**DHY\*287      Community Oral Health II**

*3 credits      2 lecture/4 clinical*

Provides a continuation of Community Oral Health I. Principles of public health practice will be emphasized using a community based process for health promotion and disease prevention activities and the application of research methodology. *Prerequisites: C or better in the following courses: Dental Hygiene III Theory, Dental Hygiene III Clinic, Dental Hygiene Research Seminar I, and Community Oral Health I.*

**DHY\*289      Dental Hygiene  
1 credits      Research Seminar II**  
1 seminar

Provides a continuation of Dental Hygiene Research Seminar I focusing on application of the scientific method using the research design most appropriate to the hypothesis or research question under consideration. **Prerequisites:** *C or better in the following courses: Dental Hygiene III Theory, Dental Hygiene III Clinic, Dental Hygiene Research Seminar I, Community Oral Health I.*

**DHY\*295      Dental Hygiene Capstone  
3 credits      Portfolio Experience**  
14 clinic

A graduation requirement that assists students in developing a portfolio demonstrating competency of Tunxis Community College Institutional and Dental Hygiene Program outcomes. This experience is initiated at the beginning of the dental hygiene curriculum and expanded on each semester. The capstone portfolio experience is completed by the student and evaluated by an interdepartmental committee during the last semester prior to graduation. **Prerequisites:** *C or better in all of the following courses: Dental Hygiene III Theory, Dental Hygiene III Clinic, Community Oral Health I, and Dental Hygiene Research Seminar I.*

## Digital Arts

**DGA\*160      3-D Digital Animation I**  
3 credits      (74-220)  
2 lecture/2 studio

An introductory course in three-dimensional computer animation. The student will learn key framing, motion paths, creating a preview animation, camera functions, lighting techniques, modifiers and deformers. A basic short animation will be executed from the ground up using a constructed scene based on a storyboard working with variable elements within a scene and creating a workflow. **Prerequisites:** *C- or better in 3-D Computer Modeling AND Drawing II.*

**DGA\*161      3-D Computer  
3 credits      Animation II**  
2 lecture/2 studio (74-220)

Takes the student to a higher level of professional animation by introducing character animation, audio bytes, UV mapping, scripting, lighting and atmospheric effects, more detailed motion paths, and parenting set-ups. The students will produce a finished animated sequence that uses titles and credits along with a storyboard and script. Detailed texture mapping and rendering will be part of the course. There will be one collaborative project during the semester. **Prerequisites:** *C- or better in 3-D Computer Animation I.*

## 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:  
3 credits      Abuse & Addiction**  
(DARC-101) (61-256)

Introduces addiction counseling by exploring areas such as the historical perspectives of alcohol/drug abuse and addiction, models and theories of addiction, current trends in drugs of abuse, issues of family dynamics, and sociological impact. Familiarizes students with co-occurring disorders and the DSM-IV-TR. Cultural considerations in assessment and treatment, ethics and confidentiality, and public health issues such as HIV are also examined. **Prerequisites:** *C- or better in Foundations of Reading AND Writing: Introduction to Composition, OR C- or better in Integrated Reading and Writing I; OR placement into Academic Reading AND Writing; OR Introduction to Composition, OR placement into Introduction to College Reading and Writing, OR placement into Integrated Reading and Writing II, OR placement into Composition.*

**DAR\*111      Addiction Counseling I**

3 credits      (DARC-111) (61-151)

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: C- or better in Foundations of Reading AND Writing: Introduction to the Essay OR C- or better in Integrated Reading and Writing I; OR placement into Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Integrated Reading and Writing II; or permission of Program Coordinator.*

**DAR\*112      Group Counseling Theory & Techniques**

3 credits      (DARC-112) (61-254)

Introduces the concepts and theories of group counseling, group dynamics, and developmental stages. Through both didactic and experiential learning, students learn to differentiate between group content and process, recognize various roles that emerge among group members, and the significance of bringing group focus into the "here and now." Students will also learn how to document group notes and experience the role of both group leader and group member. Understanding that group work is the chosen modality in addiction treatment, students will learn to appreciate the challenge of theory and practice. *Prerequisites: C- or better in Addiction Counseling I OR permission of Program Coordinator; AND C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**DAR\*114      Introduction to Family Systems**

3 credits      (DARC-114) (61-257)

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

**DAR\*158      Biology of Addiction**

3 credits      (DARC-158) (61-252)

An in-depth study of the major classifications of the drugs of abuse in our current culture, including the pharmacology and pathology of chronic drug abuse. The biological, psychological, and physical effects on the human system will be examined. Students will study how drugs alter neurological functioning through the changes in levels of neurotransmitter activity in the brain. Various drug interactions, which are responsible for many accidental deaths will be discussed. Legal dimensions of the drugs of abuse will be explored from the historical perspective and the subsequent classifications known as the Schedules of Drugs. *Prerequisites: C- or better in Public Health Issues OR permission of the Program Coordinator; AND C- or better in both Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**DAR\*213      Addiction Counseling II**

3 credits      (DARC-213)

Builds on the fundamental theories of counseling examined in Addiction Counseling I. The major post-Humanistic theories – Cognitive/Behavioral, Reality, Rational Emotive Behavior, and Motivational Interviewing - will be explored through didactic and experiential learning. Students will reflect on their roles as counselors in the substance abuse field and define the qualities, knowledge, and skills required to become competent, ethical, and culturally aware. This course will also examine and practice the necessary skills such as, communication styles, attending, active listening, modeling, and mirroring. *Prerequisites: C- or better in Addiction Counseling I OR permission of the Program Coordinator; AND C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; or placement into Composition.*

**DAR\*251      Counseling Internship I**

6 credits      (DARC-251) (61-253)

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: C- or better in Public Health Issues in Abuse and Addiction, Counseling I, Group Counseling Therapy and Techniques, Biology of Addiction, AND Composition.*

**DAR\*252      Counseling Internship II**

6 credits      (DARC-252) (61-255)

Continued development of counseling skills in supervised field placements with a greater degree of client interaction and an increased depth of supervision. Two class hours per week plus 15 hours of field placement per week. *Prerequisite: C- or better in Counseling Internship I.*

**Early Childhood Education****ECE\*101      Introduction to Early Childhood Education**

3 credits      (ED-104)

Designed to acquaint students with the field of early care and education. Foundations of early childhood education, an overview of curriculum content, and significant aspects of child growth and development will be presented. Twenty hours of observation and participation at the Early Childhood Center of Tunxis Community College, or another approved site, is a requirement. *Prerequisites: C- or better in Foundations of Reading AND Writing: Introduction to the Essay, OR C- or better in Integrated Reading and Writing I; or placement test into Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Integrated Reading and Writing II.*

**ECE\*103      Creative Experiences/Children**

3 credits      (ED-102)

Exploration of a wide variety of creative media suitable for use with young children. Students

will experiment with and utilize techniques and methods appropriate for working with young children. Emphasis is given to creative experiences as they impact on the development of young children. *Prerequisite: C- or better in Foundations of Reading AND Writing: Introduction to the Essay, OR C- or better in Integrated Reading and Writing I; or placement test into Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Integrated Reading and Writing II.*

**ECE\*106      Music and Movement for Children**

3 credits      (ED-105)

Introduction to a variety of musical activities for young children, including rhythmic play, basic rhythmic instruments, songs, and circle games. Methods to encourage child participation in activities will be stressed. Music and movement as an important aspect in the development of the whole child—physically, socially, emotionally and mentally—will be explored. *Prerequisite: C- or better in Foundations of Reading AND Writing: Introduction to the Essay, OR C- or better in Integrated Reading and Writing I; or placement test into Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Integrated Reading and Writing II.*

**ECE\*109      Science & Math for Children**

3 credits      (ED-109)

The focus is on mathematics and science for young children. Students will acquire knowledge of materials and methods for integrating math and science concept development into the curriculum. Emphasis will be on understanding these areas from a child-development perspective. Active participation working with children will be required. *Prerequisite: C- or better in Foundations of Reading AND Writing: Introduction to the Essay, OR C- or better in Integrated Reading and Writing I; or placement test into Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Integrated Reading and Writing II; AND C- or better in Elementary Algebra or placement test into Intermediate Algebra.*

**ECE\*141 Infant/Toddler Growth and Development**

3 credits (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 Health, Safety and Nutrition**

3 credits (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 C- or better in Integrated Reading and Writing I; or placement into Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Integrated Reading and Writing II.*

**ECE\*180 Child Development Associate Credential Preparation Course**

3 credits (ED-180)

Designed for child-care providers who are preparing for their Child Development Associate (CDA) credential, through the Council of Early Childhood Professional Recognition, under its present requirements. This course will focus on the CDA competency skills and the CDA

functional areas. The course will assist students in the preparation of their CDA resource file and the final assessment process. *Prerequisites: C- or better in both Introduction to Early Childhood Education AND Health, Safety, and Nutrition or permission of the Program Coordinator.*

**ECE\*206 Administration and Supervision of Early Childhood Programs**

3 credits (ED-206)

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**

3 credits (ED-248)

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: C- or better in Introduction to Early Childhood Education, Child Development, Composition, AND permission of the Program Coordinator.*

**ECE\*215 The Exceptional Learner**

3 credits (ED-217)

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 General Psychology I, OR equivalent as determined by department chairperson.*

**ECE\*231      Early Language and Literacy Development**  
(ED-231)

3 credits  
An introduction to language and literacy development in the young child. Students will explore the early childhood language arts curriculum including speaking, listening, writing, and reading skills. The teacher's role and methods of creating a literacy-rich environment that engages children in creative, developmentally-appropriate language arts experiences will be examined. Students will create plans and materials for use with children. **Prerequisite:** *C- or better in Composition.*

**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:** *C- or better in Child Development OR Principles of Sociology.*

**ECE\*295      Student Teaching Practicum**  
(ED-210)

6 credits  
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)

An introductory overview of our planet, earth, including important aspects of physical and historical geology: rock types, minerals, plate tectonics and estimates of the age of the earth, land forms, ground water, and erosion; physical oceanography: oceans, currents and water masses; meteorology: weather systems, wind-ocean interactions and climatology; astronomy: planets and moons in our solar system and the sun. This course qualifies as a science elective for non-science majors. **Field trips may be required.**

## 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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; or placement into Composition; AND C- or better in Elementary Algebra OR placement into credit level mathematics.*

**ECN\*102      Principles of Microeconomics**  
3 credits      (ECO-102) (33-102)

Markets and determination of price and output in product, resource, and financial markets are studied. Topics include consumer and producer theory, demand and supply elasticities, international finance, competition and monopoly, functional and individual income distribution, poverty, and government

intervention in markets. *Prerequisite: C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; or placement into Composition; AND C- or better in Elementary Algebra OR placement into credit level mathematics.*

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

Monetary theory and policy are explored, with special attention to the monetary system, commercial banking, the thrift industry, central banking, and capital markets. *Prerequisites: C- or better in Principles of Macroeconomics.*

## Engineering Science— See Technology Studies

### English

**ENG\*003 Foundations of Reading**  
3 credits (RDG-001) (89-120)

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\*011 Grammar for College Writing**  
1 credit (ENG-100)

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**  
3 credits (ENG-001) (89-100)

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\*065 Integrated Reading and Writing I**  
6 credits

Prepares students for basic critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts help students refine their writing and develop skills in interpretation and argumentation. *This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation. Prerequisite: Placement Test score.*

**ENG\*073 Academic Reading**  
3 credits (RDG-002) (89-123)

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 C- or better in Integrated Reading and Writing I, OR appropriate Placement Test score.

**ENG\*075            Integrated Reading  
and Writing II**

6 credits

Prepares students who have achieved a moderate level of reading and writing competence for the higher order demands of college courses. Students hone the critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, and reacting to the ideas of others. Texts serve as models and sources for students to refine their skills in narration, description, and exposition, and to develop skills in interpretation and argumentation. *This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation. Prerequisite: C or better in Integrated Reading and Writing I OR C- or better in Foundations of Reading AND Writing: Introduction to the Essay; OR placement test score; OR permission of department chair.*

**ENG\*083            Writing: Introduction  
to Composition**

3 credits

(ENG-002) (89-115)

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 C- or better in Integrated Reading and Writing I; OR Appropriate Placement Test score.

**ENG\*093            Introduction to College  
Reading & Writing**

3 credits

(ENG-003) (89-118)

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\*093            Introduction to College  
Reading & Writing**

3 credits

(ENG-003) (89-118)

(Effective Spring 2010) A concentrated course that prepares students for the reading and writing demands in Composition and other college level courses. Students strengthen critical reading and writing strategies. Texts serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation. Prerequisite: Placement test score OR permission of department chair.

**ENG\*101            Composition**

3 credits

(ENG-101) (80-101)

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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement test score for Composition.*

**ENG\*103      Composition II**  
3 credits      (ENG-102)

Focuses on the process of research and research writing in the academic community. The course also strengthens competencies in exposition, persuasion, logic, textual evaluation, and critical analysis. Students will write a variety of research essays, one of which will be of substantial length. **Prerequisite:** *C- or better in Composition.*

**ENG\*106      Writing for Business**  
3 credits      (ENG-103) (80-191)

Students develop effective written communication skills for contemporary business, industry and professional settings. The course also introduces students to essential oral presentation and interaction skills, and employment preparation. Focusing on workplace requirements for written documents and presentations, students learn to utilize various print and technological resources including the Internet. **Prerequisites:** *C- or better in Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II, OR Composition, OR appropriate Placement Test score, OR permission of Department Chair.*

**ENG\*106      Writing for Business**  
3 credits      (ENG-103) (80-191)

*(Effective Spring 2010)* Students develop effective written communication skills for contemporary business, industry and professional settings. The course also introduces students to essential oral presentation and interaction skills, and employment preparation. Focusing on workplace requirements for written documents and

presentations, students learn to utilize various print and technological resources including the Internet. **Prerequisite:** *C- or better Composition, or permission of Department Chair.*

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

Familiarizes students with the complex range of material available in the area of children's literature. It covers material from the traditional to the contemporary, for a variety of ages in a variety of genres, including picture books, folk tales, poetry, realistic and historical fiction, biographies and informational literature. Students learn to select and evaluate materials appropriate to individual and group needs and interests. Significant authors and illustrators, past and present, will be studied. **Prerequisite:** *C- or better in Composition.*

**ENG\*173      Perspectives in  
the Humanities**  
3 credits      (RDG-101) (89-122)

Students utilize a variety of thinking and reading strategies to explore literature, philosophy, history, social sciences, and fine arts. Through an integration of readings, discussions, and a writing component involving analysis, synthesis, and evaluation; students study the history of ideas and universal themes in the humanities. This course is an English elective. **Prerequisites:** *C- or better in Academic Reading, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement test into Perspectives in the Humanities; OR permission of Department Chair.*

**ENG\*202      Technical Writing**  
3 credits      (ENG-104) (80-104)

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 C or better in Introduction to College Reading or Writing, OR C or better in Integrated Reading and Writing II, OR Composition, OR appropriate Placement Test score, OR permission of Department Chair.*

**ENG\*213 Poetry**

3 credits

Explores the nature and variety of poetry. Poems from a wide range of periods, origins, and viewpoints provide material for 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\*213 Poetry**

3 credits

(*Effective Spring 2010*) Explores the nature and variety of poetry. Poems from a wide range of periods, origins, and viewpoints provide material for a study of the concepts which are a part of reading, appreciating, and writing about poetry. Students study narrative, lyric, and dramatic poetry, as well as poetic elements such as diction, tone, images, figures of speech, symbols, rhythm, and meter. **Prerequisite:** *C- or better in Composition II.*

**ENG\*216 Contemporary Fiction**

3 credits

(*ENG-213*) (81-253)

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\*216 Contemporary Fiction**

3 credits

(*ENG-213*) (81-253)

(*Effective Spring 2010*) Focuses on fiction from the post WWII period to the present. Students will concentrate on how fiction of this period engages ideas such as history and authority, popular culture, warfare, science and technology, mythology, and aesthetics. In this course, a range of works will be read and discussed in order to define and examine shifts, sometimes radical, in the form and nature of fiction. **Prerequisite:** *C- or better in Composition II.*

**ENG\*221 American Literature I**

3 credits

(*ENG-211*) (81-251)

Surveys major American writing, prose and poetry, from the early Colonial period to the Civil War period, providing a chronological history as well as a focus on the multicultural dimension of America's literature. **Prerequisite:** *C- or better in Composition II.*

**ENG\*222 American Literature II**

3 credits

(*ENG-212*) (81-252)

Surveys major American writing, prose and poetry, from its emergence with Whitman, Dickinson, and Twain through the contemporary period, focusing on 20th-century American literature as an evolving multicultural literature. **Prerequisite:** *C- or better in Composition II.*

**ENG\*231 British Literature I**

3 credits

(*ENG-217*) (82-281)

Introduces students to the English literary tradition, covering its Anglo-Saxon and medieval roots and ending with the Restoration and the 18th century. It includes works from Old, Middle, and Modern English. Students will consider numerous works, such as Beowulf, Chaucer's Canterbury Tales, and Swift's Gulliver's Travels. **Prerequisite:** *C- or better in Composition II.*

**ENG\*232 British Literature II**

3 credits

(*ENG-218*) (82-282)

Introduces students to the major British poets, novelists, essayists, and short story writers of the 18th, 19th- and 20th-centuries. Students will examine the impact of such issues as Romanticism,

the Industrial Revolution, Democracy, Victorian sensibilities, the rise of technology, and Realism on the literature. *Prerequisite: C- or better in Composition II.*

**ENG\*233 Shakespeare**  
3 credits (ENG-221) (82-222)

Introduces Shakespeare, his time period, and his contributions to literature through an exploration of poetry and dramatic works. Students may view, analyze, and interpret film, video or live performances of his work. *Prerequisite: C- or better in Composition II.*

**ENG\*241 World Literature I**  
3 credits

Surveys world literature from the ancients to 1650. The course emphasizes the connections between culture, history, and literary works, while exploring the diversity of human expression and response to the commonality of human experience. *Prerequisite: C- or better in Composition II.*

**ENG\*242 World Literature II**  
3 credits

Surveys world literature from 1650 to the present. The course emphasizes the connections between culture, history, and literary works as the world becomes increasingly interconnected and interdependent. *Prerequisite: C- or better in Composition II.*

**ENG\*247 Latin American Literature**  
3 credits (ENG-226)

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\*247 Latin American Literature**  
3 credits (ENG-226)

*(Effective Spring 2010)* A study of Latin American fiction from the Colonial to the “boom” periods of Mexico, Puerto Rico, Argentina, Brazil, and others. Students will engage in textual analysis and will examine historical, cultural, and aesthetic trends, themes, and problems through discussion and writing. The instructor may concentrate on a major theme and/or follow the development of movements such as Realism, Modernism, Magic Realism, or the connections between indigenous and African narrative cycles and European models. *Prerequisite: C- or better in Composition II.*

**ENG\*250 Studies in Ethnic Literature**  
3 credits (ENG-223) (81-281)

Surveys writing by various ethnicities and races in American culture, including but not limited to 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\*250 Studies in Ethnic Literature**  
3 credits (ENG-223) (81-281)

*(Effective Spring 2010)* Surveys writing by various ethnicities and races in American culture, including but not limited to Native Americans, European immigrants, and African, Hispanic- and Asian-Americans. This course examines how ethnic writing enables and resists assimilation, and how the literature of individual ethnicities underlies mainstream American literature and, at times, becomes part of the mainstream. The course also explores the history and sociology of immigration and multiculturalism. *Prerequisite: C- or better in Composition II.*

**ENG\*251 African American Literature**

3 credits

(ENG-227)

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\*251 African American Literature**

3 credits

(ENG-227)

**(Effective Spring 2010)** This course considers a wide range of literature, encompassing not only the written word, but also the oral tradition, including the African origins of storytelling. Examining slave narratives, novels, short stories, plays, poetry, and lyrics, students explore aspects of the African American experience from its origin in folklore through contemporary African American cultural expressions such as rap. **Prerequisite:** *C- or better in Composition II.*

**ENG\*260 Studies in Women's Literature**

3 credits

(ENG-225) (80-285)

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 II.*

**ENG\*260 Studies in Women's Literature**

3 credits

(ENG-225) (80-285)

**(Effective Spring 2010)** A study of traditional and non-traditional images of women in literature and an introduction to feminist literary criticism. Readings will explore central themes of women in society and as literary figures from early history to the present, with a focus on works from the 19th century to the present. **Prerequisite:** *C- or better in Composition II.*

**ENG\*281 Creative Writing**

3 credits

(ENG-201) (80-291)

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.*

**ENG\*285 Memoir Writing**

3 credits

Provides students with practical experience in writing about the events, places, and people of their own lives in the form of memoir. Through writing assignments and class discussion of readings, students explore the range of memoirs available for use as models and elements such as voice and perspective, tone, plot, characterization, and symbolic and figurative language. **Prerequisite:** *B- or better in Composition or permission of Department Chair.*

**ENG\*293      Survey of Literary Genres**

3 credits

An introduction to major literary types, including poetry, short story, drama, and the novel. Readings may be organized around a central theme. Students develop a critical sense of literature through oral and written analysis. **Prerequisite:** *C- or better in Composition.*

**English as a Second Language****ESL\*001      Integrated Skills I**

3 credits

This is the first course in the ESL curriculum. This course integrates the study of grammar, reading, writing, and speaking. The primary focus is the study of level-appropriate grammar topics including the following: present tense and present progressive verbs, verb forms for "to be," common irregular verbs, yes/no and information questions, and common contractions. Students practice these structures in writing and speaking contexts. The secondary focus is on reading and listening to level-appropriate texts. Additionally, students learn functional vocabulary related to family, daily life and school. This course prepares students for ESL: Grammar II and ESL: Writing and Reading II. **Note: Student must have limited proficiency in three of the four skill areas of English – speaking, reading, writing and listening.**

**ESL\*123      English as a Second Language: Writing & Reading II**

3 credits

(ESL-111) (89-128)

This is the second level of writing and reading in the ESL program. The reading component emphasizes recognition and use of high frequency vocabulary words. Additionally, students learn to differentiate between main ideas and details in readings of a beginning level of difficulty. The writing component focuses on developing basic writing skills. This includes writing simple, compound and complex sentences as well as basic paragraph development. Correct spelling, punctuation and capitalization are also included in

this writing component. **Prerequisite:** *C- or better in Integrated Skills I, OR appropriate placement test score, OR permission of Department Chair.*

**ESL\*125      English as a Second Language: Grammar II**

3 credits

(ESL-101) (89-126)

This is the second or high beginning course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: simple and continuous verbs in the present, past and future; nouns and pronouns as subjects and objects; modifiers; prepositions; and common conjunctions. Students will also study common sentence structures for statements and questions. Students will identify and practice using these structures with the goals to improve clarity of expression in writing and comprehension in reading. A secondary focus is on using and understanding the new structures in speaking and for listening comprehension. **Prerequisites:** *Integrated Skills I OR appropriate placement test score OR permission of the Department Chair.*

**ESL\*133      English as a Second Language: Writing & Reading III**

3 credits

(ESL-112) (89-129)

This is the intermediate level of writing and reading in the ESL program or the third level in the sequence. The reading section emphasizes skills and knowledge that will help students develop their reading comprehension, including their ability to infer vocabulary meaning through various clues. The writing section focuses on practicing a variety of complex sentences, producing well organized paragraphs, and developing compositions. It also reinforces the use of intermediate-level grammatical structures through the writing activities and continues to exercise correct spelling, punctuation and capitalization. **Prerequisite:** *C- or better in ESL: Writing & Reading II 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: C- or better in 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: C- or better in ESL Grammar III, appropriate placement test score, OR permission of Department Chair.*

**ESL\*149**      **English as a Second  
Language: Pronunciation  
Workshop**  
(ESL-150)

3 credits

Within the ESL discipline, this course focuses on the pronunciation of American English. Topics of study include the following: consonant and vowel sounds of English; stress, rhythm and intonation patterns of words and phrases; patterns affecting speech such as deletions, insertions, and linking; and differences between spelling and speech. Students will practice speaking using a variety of techniques with the aim to add speech patterns reflective of American English. Students will also learn how to evaluate their own speech in order to become more competent and self-assured speakers. *Prerequisite: C- or better in ESL: Grammar III or Writing & Reading III, appropriate placement test score, OR permission of Department Chair.*

**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:** C- or better in ESL Grammar IV, appropriate placement test score, OR permission of Department Chair.

**ESL\*157                    Oral Communications V**

3 credits

This is the advanced course in oral skills in the ESL curriculum. The primary focus is to build proficiency in the listening and speaking skills that English as Second Language students need to be successful in an academic setting. The course will focus on two types of skills: those needed to listen to, comprehend, and take notes in academic

lectures and those needed to participate in the full range of classroom activities including asking questions, interrupting, using and interpreting common modes of agreement and disagreement, and communication skills associated with group work. **Prerequisite:** C- or better in Grammar III and/or Reading & Writing III, or placement into ESL Level IV or higher, or permission of Humanities 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)

Presents the essentials of French grammar needed to read, write, and interact in French using simple phrases and common expressions and highlights the diverse cultures of French-speaking peoples. The context for learning is self, family, school and community.

### **FRE\*102      Elementary French II**

3 credits      (FR-102) (44-102)

Builds and expands skills from Elementary French I with further study of French grammar and of the diverse cultures of French-speaking peoples. Students begin to negotiate simple transactions and dilemmas in French using more complex phrases and common expressions. Activities from daily life are the contexts for learning. **Prerequisite:** *C- or better in Elementary French I or permission of the Department Chair.*

### **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:** *C- or better in 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:** *C- or better in 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 C- or better in Integrated Reading and Writing II; OR placement into Composition.*

## **Graphic Design**

### **GRA\*101      Design Principles**

3 credits      (GRPH-101) (74-151)

2 lecture/2 studio

Introduction to the basic elements of design (line, shape, value, texture, space) and their organization on a two-dimensional surface through the principles of design (balance, unity, emphasis, repetition, rhythm, etc.) into effective design statements. Assignments progress from manipulation of geometric shapes to creation and composition of representational images in the discovery of how design principles apply to the fields of art and design. Primary media are markers and cut paper.

### **GRA\*110      Introduction to Computer Graphics**

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 vector illustration (Adobe Illustrator), raster image (Adobe Photoshop), and scanning software programs to the art and design process. Emphasis is on "hands on" use of the computer, and how the computer can aid the artist's and designer's problem solving process through interactive visual alternatives.

### **GRA\*200      Visual Communications**

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 & Photoshop). Projects range from experimental type arrangements, compositions, and symbol designs to the pragmatic application of typography and image in design and layout. **Prerequisite:** *C- or better in Design Principles*. **Corequisite:** *Introduction to Computer Graphics*.

**GRA\*201      Typography and Design I**  
3 credits      (GRPH-150)

2 lecture/2 studio

This course focuses on the exploration and application of typography in graphic design. Students will learn and apply the use of page layout software (InDesign) in an in-depth study of the creative and pragmatic applications of typography, and explore the interdependent relationship between type and image in visual communications. **Prerequisites:** *C- or better in 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 page layout skills (InDesign) in the creation of design layouts and mechanical art for print production. A mixture of technical and creative projects will be presented with emphasis on design and production for the printed piece. The importance of precision in final mechanical art preparation will be stressed as will technical facility in the use of electronic production tools and techniques. **Prerequisites:** *C- or better in Design Principles, Introduction to Computer Graphics, Visual Communications, 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 more complex visual communication problems through the use of professional level

graphic design page layout software (InDesign). This intense focus in graphic design will further a student's production skills and knowledge, extend the student's capacity for conceptual thinking and visual problem solving, and allow for the further exploration of the creative and practical aspects of typography and the special relationship between type and image. **Prerequisites:** *C- or better in Design Principles, Introduction to Computer Graphics, Visual Communications, AND Typography and Design I*.

**GRA\*227      Interactive Media**  
3 credits      (GRPH-220)

2 lecture/2 studio

Students will apply previously learned design software and typography skills to design for interactive media using Adobe Flash. Students will take interactive media design from concept, through storyboard, to design and production, and learn how to structure and present information for clarity and impact by combining type, image, color, motion, sound, animation and interactivity. **Prerequisites:** *C- or better in Design Principles, Introduction to Computer Graphics, AND Visual Communications, OR permission of Program Coordinator*.

**GRA\*231      Digital Imaging**  
3 credits      (GRPH-212)(74-261)

2 lecture/2 studio

Focuses on the continued use of digital imagery in art and design, by furthering a student's skill in the use of raster image (Adobe Photoshop), and scanning software. The course goes beyond the basic techniques covered in Introduction to Computer Graphics, exploring more advanced electronic image creation and manipulation techniques, and addresses some of the technical issues facing a computer artist and designer. **Prerequisites:** *C- or better in Design Principles AND Introduction to Computer Graphics*.

**GRA\*236      Digital Illustration**  
3 credits      (GRPH-213)(74-213)

2 lecture/2 studio

Advanced exploration of the tools and techniques available to the graphic designer in the vector drawing environment using Adobe Illustrator.

This course takes students beyond the basics covered in Introduction to Computer Graphics, and explores advanced image creation and manipulation tools, effects, graphic illustration techniques, and typographic functions in applying the computer graphics medium to problems in graphic design. **Prerequisite:** *C- or better in Design Principles, Introduction to Computer Graphics, AND Visual Communications.*

**GRA\*260      Web Design**  
3 credits      (GRPH-214)(74-214)  
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:** *C- or better in Design Principles, Introduction to Computer Graphics, AND Visual Communications, OR permission of Program Coordinator.*

**GRA\*260      Web Design**  
3 credits      (GRPH-214)(74-214)  
2 lecture/2 studio

Students will apply previously learned design software and typography skills to design for web media using Adobe Dreamweaver. Students will take web design from concept, through storyboard, to design and production, and learn how to structure and present information for clarity and impact by combining type, image, color, sound, and interactivity. **Prerequisites:** *C- or better in Design Principles, Introduction to Computer Graphics, Visual Communications, OR permission of program coordinator.*

**GRA\*273      Motion Design**  
3 credits

An introduction to the concepts and techniques in the creation and production of motion design animation using Adobe Flash. The course will cover the kinds of motion design, concept and story board and computer generation of motion design

sequences. **Prerequisites:** *C- or better in Design Principles, Introduction to Computer Graphics, AND Visual Communications.*

**GRA\*275      3D Computer Modeling**  
3 credits      (ART-222)  
2 lecture/2 studio

An advanced approach to the creation of visual information on the computer, featuring creative imaging and image construction. Topics include three-dimensional modeling and environment building; integration with multiple programs; formatting for output; and file management and storage. Selected programs used in the industry will be applied to contextual aesthetic problems. **Prerequisite:** *C- or better in Electronic Painting and Drawing OR permission of Department Chair.*

**GRA\*277      Advanced 3D  
Computer Modeling**  
3 credits      (ART-225)  
2 lecture/2 studio

An advanced three-dimensional modeling course that builds upon skills learned in Three-Dimensional Computer Modeling. This course reaches deeper into the three-dimensional environment with more focus on detailed structures, textures, lighting and the beginning of animation. Students will learn how to control and render complex three-dimensional files and create entire scenes for mini-productions. Animation techniques, processes and hardware requirements are introduced to the potential animator. **Prerequisite:** *C- or better in Three-Dimensional Computer Modeling.*

**GRA\*291      Graphic Design Portfolio**  
3 credits      2 lecture/2 studio

Students will prepare a portfolio and resume that demonstrates previously acquired art, design, production, and software skills for use in transfer application and employment search. Topics covered include: self assessment; portfolio design and creation; resume design; taking slides and digital images; digital image conversion; job search; and transfer to other college curriculums. **Prerequisites:** *C- or better in Design Principles, Introduction to Computer Graphics, Visual Communications,*



development and expansion of major civilizations, the interactions among those civilizations, and the variety of cultures that resulted from those interactions. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition; OR C- or better in Integrated Reading and Writing II; OR C- or better in Introduction to College Reading and Writing; OR placement into Composition.*

**HIS\*122                      World Civilization II**

3 credits

A survey of major world trends and conflicts since the emergence of an expansionist culture in Western Europe around 1500 CE. The emphasis will be on the impact of Western imperialism on non-Western cultures, the responses of those cultures, and the ways in which the interactions have shaped the contemporary world. (This course may be taken by students who have not completed HIS\*121, World Civilization I.) *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition; OR C- or better in Integrated Reading and Writing II; OR C- or better in Introduction to College Reading and Writing; OR placement into Composition.*

**HIS\*147                      The History & Culture  
of Immigrant Groups  
in America**

3 credits

This course examines the history and culture of immigrant groups in America, particularly in the nineteenth and twentieth centuries. Topics will include the history of immigration from Africa, the Caribbean, Europe, and Asia, the shaping of an ethnic identity among various immigrant people, and the literature written by and about members of those groups. *Prerequisites: C- or better in Academic Reading and Writing: Introduction to Composition OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II, OR placement in Composition.*

**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 C- or better in Introduction to College Reading and Writing II; OR C- or better in Integrated Reading and Writing II; 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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; 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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; 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 C- or better in Introduction to College Reading and Writing; OR c- or better in Integrated Reading and Writing II; OR placement into 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 C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR Placement into 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\*243            The Holocaust**

3 credits

Examines the particular historical context of the Holocaust and addresses the moral and philosophical challenges posed by genocide in the modern era. **Prerequisite:** *C or better in Composition OR permission of department chair.*

**HIS\*259            The American Military**

3 credits

An historical survey of the American military from the colonial era to the present. Topics will include the creation and evolution of military institutions; civil-military interrelationships; the formulation of policy, strategy, and doctrine; and the conduct of war. **Prerequisites:** *C- or better in Composition 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. **Prerequisites:** *C- or better in Foundations of Reading AND Writing: Introduction to the Essay, OR C- or better in Integrated Reading and Writing I; OR placement into Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Integrated Reading and Writing II.*

**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:** *C- or better in Introduction to Human Services, 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, 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\*236 Legal Issues in Human Services**  
3 Credits

Human service professionals encounter legal issues that pertain to the profession and/or the needs of clients on a daily basis. This course introduces students to the legal system and the laws that affect the human service professional and their clients. Students will explore legal issues commonly encountered by clients such as domestic violence, immigration status, income supports and others. In addition, legal issues affecting the human service professional such as confidentiality mandated reporting and how to work with client involved in legal processes will be examined. **Prerequisites: C- or better in Introduction to Human Services AND Composition, or permission of the Program Coordinator.**

**HSE\*243 Human Services Skills and Methods**  
3 credits (HMSV-201) (49-107)

An examination of human services as a holistic response to human needs through various strategies, skills and techniques. Helping strategies involving casework, natural helping networks, assessment and evaluation will be explored. Skills will be developed in the areas of observation, listening, intake, referral, and report writing.

**Prerequisites: C- or better in Introduction to Human Services AND Theories of Counseling.**

**HSE\*281 Human Services Field Work I**  
3 credits (HMSV-210) (49-301)

Students will be placed in a private or public social service agency, or in a position in business that is human service related, so that they may apply the theories and skills acquired in their academic studies. This field experience will be received under the joint supervision of personnel in the assigned organization and the college instructor. **This course is open only to those students who are currently enrolled in the Human Services Degree program. Prerequisite: 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.

## Italian

**ITA\*101 Elementary Italian I**  
3 credits

Presents the essentials of Italian grammar needed to read, write, and interact in Italian using simple phrases and common expressions, and highlights

the diverse cultures of Italian-speaking peoples. Context for learning is self, family, school and community.

### **ITA\*102      Elementary Italian II**

3 credits

This is the second course in the study of the fundamentals of the Italian language. It includes continued practice in the four skill areas: reading, writing, speaking and listening. Basic vocabulary and grammatical and thematic topics. Cultural aspect of Italian life will also be explored. **Prerequisite:** C- or better in *Elementary Italian I* OR permission of Department Chair.

## **Latin**

### **LAT\*101      Elementary Latin I**

3 credits

The primary study focus is on learning the basic elements of Latin vocabulary and grammar. The primary task focus will be on translating from Latin into English and from English into Latin. Reading comprehension will also be built through graded readings in Latin. A secondary study focus will be on aspects of classical Roman history and culture as they relate to the modern world.

### **LAT\*102      Elementary Latin II**

3 credits

The primary study focus builds and expands the grammatical concepts established in Elementary Latin I. The primary task focus will be on translating from Latin into English and from English into Latin. Reading comprehension will also be built through graded readings in Latin. A secondary study focus will be on aspects of classical Roman history, culture, and authors as they relate to the modern world. **Prerequisite:** C- or better in *Elementary Latin I* OR permission of Department Chair.

## **Mathematics**

### **MAT\*075      Prealgebra–Number Sense/Geometry**

3 credits (MAT-070)

Designed for those students who need reinforcement in the basic skills of arithmetic and directed numbers. The course emphasizes mastery of number facts, and thus is taught without calculators. Topics included in the course are: arithmetic of whole numbers, fractions, decimals, and the negative counterparts of those sets of numbers; ratio, proportion, and percent; measurement; and introduction to the basic concepts of algebra. **This course does not satisfy a mathematics elective in any program; neither do its credits count toward graduation. Prerequisite:** Appropriate placement test.

### **MAT\*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 2 variables, formulating equations of lines in two variables, rules of integral exponents and the 4 operations (addition, subtraction, multiplication, division) on polynomials, factoring, and solving systems of two equations in two variables. This course does not satisfy a mathematics elective in any program. **Prerequisite:** C or better in *PreAlgebra–Number Sense/Geometry* or appropriate placement on Accuplacer into *Elementary Algebra Foundations*.

### **MAT\*135      Topics In Contemporary Math**

3 credits

A practical course offering an exposure to a wide range of topics with an emphasis on critical thinking, problem solving and the real number system. Topics may include logic, financial management, set theory, metric system and probability and statistics. This course is intended



for students registered in Criminal Justice, Business Office Technology, DARC, Human Services, Visual Fine Arts, Photography, and Graphic Design. **Prerequisite:** *C- or better in Elementary Algebra Foundations or placement into Intermediate Algebra.*

**MAT\*137 Intermediate Algebra**  
3 credits (MAT-111) (51-111)

A credit course serving as a prerequisite for most other first level credit Math courses, including College Algebra, Elementary Statistics with Computer Applications, Number Systems, Finite Mathematics and Math for the Liberal Arts. This course includes the following algebraic topics: linear equations and inequalities, compound inequalities, absolute value equations and inequalities (all in one variable); multi-step factoring and use of the zero-product property; interval notation; linear equations in two variables; four operations (addition, subtraction, multiplication, division) on radicals and rational expressions; solving radical and rational equations; solving quadratic equations; graphing quadratic functions and applications involving those skills; time permitting, graphing and solving of equations involving exponential and logarithmic functions. The graphing calculator may be presented in this course by the instructor but its use is not required of the student. **Prerequisite:** *C- or better in Elementary Algebra Foundations or Accuplacer placement into Intermediate Algebra.*

**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:** *C- or better in Intermediate Algebra OR Appropriate placement test score.*

**MAT\*141 Number Systems**  
3 credits (MAT-103) (51-171)

**(Effective Spring 2010)** Nature of Mathematics and theory of sets and logic are studied. Starting with natural numbers, the number system is

extended by analysis of its properties to integers, rationals, reals and complex numbers. Various numeration systems are investigated. This course is recommended for students in Early Childhood, Elementary or Middle School Education Programs. **Prerequisite:** *C- or better in Intermediate Algebra or appropriate placement test score.*

**MAT\*146 Math for the Liberal Arts**  
3 credits (MAT-105) (51-170)

Designed to meet the needs and program requirements of liberal arts and/or general studies majors. Topics include inductive and deductive reasoning, operations on sets, basic algebra, introduction to geometry, probability, and descriptive statistics. **Prerequisite:** *C- or better in Intermediate Algebra OR appropriate placement test score.*

**MAT\*152 Finite Mathematics**  
3 credits (MAT-124) (51-221)

Introduces basic modern mathematical tools for the study of applications in business, life, and social sciences. It also provides a more substantial algebraic foundation for those students who wish to continue with Calculus for Management, Life and Social Sciences or College Algebra or those who need a college-level Math course beyond Intermediate Algebra. Linear equations and inequalities, quadratic equations and inequalities, exponential and logarithmic equations, matrices and determinants, systems of equations and applications using linear programming are studied in depth. **Note:** *This course is required for those students wishing to articulate from Tunxis Community College into the Business program at University of Connecticut.* **Prerequisite:** *C- or better in Intermediate Algebra OR appropriate placement test score.*

**MAT\*165 Elementary Statistics with Computer Application**  
4 credits (MAT-104) (51-191)

Introduction to statistical theory including the nature of statistical methods, exploratory data analysis, the rules of probability, frequency distributions, probability distributions (Binomial, Poisson, hypergeometric, uniform, normal),

sampling distributions, estimation, and hypothesis testing, one- and two-sample procedures, regression, and correlation. Learning to do statistical analysis using computers is required of all students and is an integral part of the course. **Prerequisite:** C- or better in *Intermediate Algebra* or *appropriate placement test score*.

**MAT\*172 College Algebra**  
3 credits (MAT-116)

A credit course involving the higher-level topics in algebra needed for success in PreCalculus and, ultimately, the Calculus series. Topics to be included are the following: systems of equations, including two- and three-variable linear and nonlinear systems; graphing of higher-order functions using transformations, increasing/decreasing intervals, maxima/minima; inverse functions; graphing of nonlinear inequalities in one and two variables; conic sections; laws of logarithms, exponential and logarithmic functions, solving exponential and logarithmic equations; applications related to exponential and logarithmic functions; 4 operations on complex numbers; simplification of complex fractions; solving of polynomial and rational in-equalities. The course will utilize the graphing calculator to a limited extent. **Prerequisite:** C+ or better in *Intermediate Algebra* or C- or better in *Finite Mathematics* or *appropriate placement test score*.

**MAT\*186 Precalculus**  
4 credits (MAT-130) (51-270)

Intended to prepare the student for the theory of Calculus I. Extensive work is done with polynomial and rational functions, including the Fundamental Theorem of Algebra, Rational Roots Theorem, complete factorization, asymptotes and graphing. Detailed coverage of trigonometric functions (both right triangle and circular) includes graphing, trigonometric identities, the solving of equations, the Laws of Sines and Cosines and Inverse trigonometric functions. Other included topics are DeMoivre's Theorem, polar coordinates, mathematical induction, the algebra of matrices and the Binomial Theorem. The graphing calculator is used when appropriate. **Prerequisite:** C- or better in

*College Algebra* OR *appropriate placement test score*.

**MAT\*190 Calculus for Business & Social Science I**  
3 credits (MAT-125) (51-274)

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 Applications**  
3 credits (MAT-201) (51-193)

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.*

## Meteorology

**MET\*101      Meteorology**  
3 credits      (SCI-129) (55-191)

(Eff. Spring 2009) The concepts of atmospheric temperature, pressure, humidity, wind, and how these factors are measured. Investigation of the physical processes of the atmosphere in such areas as heat transfer; condensation and precipitation, stability-instability and lapse rate. Study of atmospheric circulation and weather changes. Course includes essentials of climatology. Examination includes selected meteorological applications of meteorology.

## Music

**MUS\*101      Music History  
and Appreciation I**  
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.

**MUS\*147      Jazz Group Ensemble**  
3 credits

An introduction to the art of jazz improvisation for beginning and intermediate students who have at least 2 to 3 three years of experience on their respective musical instruments. The course will be devoted to chord progressions and scales used in jazz improvisations, jazz rhythms and exercises to practice improvisation on select jazz compositions. **Prerequisite:** *Two to three years experience on a jazz instrument and the ability to read basic sheet music.* **Other requirements:** *Students must provide their own instruments and a music stand.*

## New Media Communication

**NMC\*101      New Media I: Perspectives**  
3 credits      (COMM-101)

What qualities do video games, comics, films, and computer simulations share? New Media I: 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 C- or better in Integrated Reading and Writing I; OR appropriate placement test score.*

## **NMC\*101      New Media Perspectives**

3 credits      (COMM-101)

*(Effective Spring 2010)* What qualities do video games, comics, films, and computer simulations share? New Media Perspectives considers this question by examining the underlying structures and interrelated qualities of various media and communication technologies. Students will study selected text-based stories, films, video games, simulations, comics, visual art, and web design. Students will apply what they learn by developing hypertexts, digital stories, and games. The course will also address questions such as: what is new media? How does human experience shape the design of technology? What is interactivity? **Prerequisite:** C- or better in *Academic Reading and Writing: Introduction to Composition, OR Introduction to College Reading & Writing OR Integrated Reading and Writing II, OR placement into Composition.*

## **Oceanography**

### **OCE\*102      Introduction to 4 Credits      Oceanography with Lab**

3 lecture/2 lab

An introduction to the physical aspects of oceanography. Topics include: physical and chemical nature of sea water; currents, tides, waves; shoreline and seafloor topography. Oceanographic aspects of geotectonic activity continental drift and seafloor spreading. A field trip is required. Lecture and laboratory.

## **Philosophy**

### **PHL\*101      Introduction to Philosophy**

3 credits      (PHI-100) (13-131)

Surveys major problems and questions of ancient and modern philosophy. The course identifies basic issues, history, and types of philosophy. **Prerequisite:** C- or better in *Composition OR permission of Humanities Department Chair.*

### **PHL\*111      Ethics** 3 credits      (PHI-204) (13-171)

Designed to further the understanding of the major issues and arguments of ethics from both

theoretical and applied ethics positions. The major positions on moral issues will be critically examined through sound, rational argumentation. Subjects treated will be chosen from among current arenas of concern, such as technology, the environment, the biomedical field, the creating and taking of life, and gender and racial equity. **Prerequisite:** C- or better in *Introduction to Philosophy.*

### **PHL\*131      Logic** 3 credits      (PHI-110)

Logic is the study of reasoning. It promotes skill in evaluating persuasive language according to general standards of validity. This course introduces forms of deductive and inductive reasoning and methods of evaluation. Attention is given to argument recognition, fallacy identification, and the analysis of reasoning in ordinary language. **Prerequisite:** C- or better in *Introduction to Philosophy.*

### **PHL\*150      Philosophy of Religion** 3 credits      (PHI-121) (13-121)

A philosophical inquiry into the origin, nature, and value of religion, and an examination of religious concepts, immortality and evil. **Prerequisites:** C- or better in *Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing; OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

### **PHL\*151      World Religions** 3 credits      (PHI-126)

Surveys the spiritual ideas and practices which have sustained human beings in their various environments. The formation and early development of each religious tradition will be examined in historical context. Religious traditions to be examined include the indigenous religions of Africa and the Americas and the major world "source" religions: Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism and Confucianism. Religious Studies is a secular academic discipline that leaves room for a wide range of personal reflection. Key doctrinal, philosophical, ethical, social and psychological dimensions of the religions will be considered (from both content/practice-based and discipline-specific perspectives). A

significant portion of learning in this course takes place through fieldwork. **Prerequisite:** *C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

## Physical Therapist Assistant

**PTA\*120 Introduction to Physical Therapy**  
(PT-101) (60-101)

3 credits

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**  
(PT-102) (60-102)

4 credits

Provides the student with introductory concepts and techniques for effective patient teaching and physical therapy intervention for function and mobility. Emphasis is placed on competence in problem-solving and the physical therapist assistant's role in modification of physical therapy interventions. **Prerequisite:** *Admission to the Physical Therapist Assistant Program.*

**PTA\*220 Introduction to the Physical Therapy Clinic**  
(PT-106) (60-101)

1 credit

Provides an orientation to the physical therapy clinic and to the provision of physical therapy interventions. Students develop communication, intervention, and problem-solving techniques within the physical therapy clinic. **Prerequisite:** *C or*

*better in Introduction to Physical Therapy and C or better in Physical Therapy for Function.*

**PTA\*230 Physical Agents in Physical Therapy**  
(PT-110) (60-110)

4 credits

Develops the student's competence with problem-solving and application of physical therapy interventions using physical agents, including therapeutic applications of heat, cold, water, electricity, light, and mechanical forces or devices. **Prerequisites:** *C or better in Introduction to Physical Therapy AND C or better in Physical Therapy for Function, AND P in Introduction to the Physical Therapy Clinic.*

**PTA\*235 Kinesiology for Rehabilitation**  
(PT-111) (60-111)

4 credits

Fosters learning of the anatomical and biomechanical principles of human movement through the student of the musculoskeletal and nervous systems. Competencies attained include accurate data collection by goniometry, manual muscle testing, posture, and gait analysis, including the effects of biomechanical forces on the human body. **Prerequisites:** *C or better in Introduction to Physical Therapy and Physical Therapy for Function, AND P in Introduction to the Physical Therapy Clinic.*

**PTA\*250 Therapeutic Exercise**  
(PT-201)

5 credits

Learning includes the theory and techniques to safely and effectively implement therapeutic exercise interventions based on a plan of care established by a physical therapist. Students also develop competence to measure a patient's response to interventions and respond accordingly and to provide effective instruction to patients and caregivers. **Prerequisites:** *C or better in Physical Agents in Physical Therapy AND C or better in Kinesiology for Rehabilitation.*

**PTA\*253 Pathophysiology for Rehabilitation**  
(PT-202)

3 credits

Develops comprehension about abnormalities and the physical, physiological, and psychological changes that occur throughout the human

lifespan. The student learns the effects of pathology on the rehabilitation of patients with orthopedic, neurological, and general medical conditions. **Prerequisites:** *C or better in Physical Agents in Physical Therapy AND C or better in 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:** *C or better in Physical Agents in Physical Therapy AND C or better in 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:** *C or better in Therapeutic Exercise, Pathophysiology for Rehabilitation, AND C or better in 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:** *C or better in Therapeutic Exercise, Pathophysiology for Rehabilitation, AND C or better in 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:** *C or better in Therapeutic Exercise, C or better in Pathophysiology for Rehabilitation, AND C or better in 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:** *C- or better in Elementary Algebra Foundations.*

**PHY\*121                    General Physics I**  
4 credits                    (PHYS-121) (53-101)  
3 lecture/3 lab

Introductory physics course covering measurements, Newton's laws of motion, gravity, work and energy, momentum, rotational motion, static equilibria, fluids, oscillations, conservation laws, waves, sound, temperature, heat transfer and thermodynamics. This course is the first of a two-semester sequence. **Prerequisite:** *C- or better in College Algebra or permission of Department Chair.*

**PHY\*122                    General Physics II**  
4 credits                    (PHYS-122) (53-102)  
3 lecture/3 lab

Continuation of General Physics I. Topics include: principles of electricity and magnetism, including electric and magnetic fields, electric currents in magnetic fields, and electromagnetic radiation, light, optics, and selected topics in modern physics. Lecture and laboratory. **Prerequisite:** *C- or better in General Physics I.*

**PHY\*221                    Calculus-Based Physics I**  
4 credits                    (PHYS-151) (53-151)  
3 lecture/3 lab

Introductory physics course intended for science and engineering majors covering measurement,



Newton's Laws of Motion, gravity, work and energy, momentum, rotational motion, static equilibria, fluids, oscillations, conservation laws, waves, sound, temperature, heat transfer and thermodynamics. Lecture and laboratory. This course is the first of a two-semester sequence. **Prerequisite:** *C- or better in Calculus I or permission of Department Chair.*

**PHY\*222                      Calculus-Based Physics II**

4 credits                      (PHYS-152) (53-152)

3 lecture/3 lab

A continuation of Calculus-Based Physics I. Topics include principles of electricity and magnetism, including electric and magnetic fields, electric currents in magnetic fields, and electromagnetic radiation, light, optics, and selected topics in modern physics. Intended for science and engineering majors. **Prerequisite:** *C- or better in Calculus-Based Physics I.*

## Polish

**PLH\*101                      Elementary Polish I**

3 credits                      (POLH-101)

Presents the pronunciation and phonetic system of Polish, basic vocabulary and fundamental grammatical principles. The course involves all four language skill areas: listening comprehension, speaking, reading comprehension, and writing. Introduces fundamental information about the geography, history, and culture of Poland.

**PLH\*102                      Elementary Polish II**

3 credits                      (POLH-102)

Continues to develop skills in the pronunciation and phonetic system of Polish, expanding vocabulary and introducing more of the grammatical system, while reinforcing the course contents of Elementary Polish I. This course also continues to expose students to Polish history and culture. **Prerequisite:** *C- or better in Elementary Polish I.*

## Political Science

**POL\*111                      American Government**

3 credits                      (GOVT-103) (32-103)

Explores the structure, function, and evolution of the U.S. government. The three branches of

government, the bureaucracy, civil liberties, and civil rights will be examined. The Declaration of Independence, the U.S. Constitution, political parties, public opinion, interest groups and contemporary policy are also investigated. The relationship between the federal, state, and local governments will also be considered. **Prerequisites:** *C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading & Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**POL\*120                      Introduction to Law**

3 credits

An introduction to the study of law, the American legal system and its historical roots, and the roles of legal professionals, including attorneys and paralegals in the practice. Topics include legal terminology, areas of law, legal reasoning, legal ethics, and legal research methods. Various aspects of law are introduced, including torts, contracts, criminal law and procedure and constitutional law. **Prerequisite:** *C- or better in Academic Reading AND Writing: Introduction to Composition OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

## Psychology

**PSY\*100                      Personal Growth & Development**

3 credits

Human adjustment with emphasis on personal growth, interpersonal relationships, health and stress, and socio-cultural challenges are studied. Topics of self-esteem, learning styles, human development and effective coping mechanisms are also considered. **Prerequisites:** *C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading or Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**PSY\*111      General Psychology I**

3 credits      (PSY-101) (34-101)

Introduction to the methodology and history of psychology with emphasis on the topics of learning, thinking, personality, development, motivation, emotion, behavior disorders, therapy, and social psychology. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading or Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**PSY\*201      Life Span Development**

3 credits

Examines developmental psychology, including theories and methodologies used by developmental psychologists. The course will examine continuity and change from conception to death and the interaction of biological, psychological and social aspects of development. The course will prepare students for more advanced courses in developmental psychology. *Prerequisites: C- or better in Composition AND C- or better in General Psychology I.*

**PSY\*203      Child Development**

3 credits      (PSY-211) (34-219)

Childhood from conception to adolescence is examined, with emphasis on the areas of physical, social, emotional, cognitive, language, and sex-role development. *Prerequisite: C- or better in Composition AND C- or better in General Psychology I.*

**PSY\*207      Adolescent Psychology**

3 credits      (PSY-210) (34-201)

Review of changes occurring in puberty including emotions, sex, family relationships, personality, religion, status symbols, and cultural problems. *Prerequisite: C- or better in Composition AND C- or better in General Psychology I.*

**PSY\*208      Psychology of Adult Development and Aging**

3 credits      (PSY-212) (34-220)

Examines adult development from adolescence to old age and death, with emphasis on current theories of adulthood and their implication for career choice and change, marriage, parenthood,

mid-life adjustment, and retirement. *Prerequisite: C- or better in Composition AND C- or better in General Psychology I.*

**PSY\*209      Psychology of Aging**

3 credits      (PSY-215) (34-224)

Covers theories and research that form the foundation for understanding adult development in later life. Focus is on developmental research of aging, physical changes, that accompany normal and usual aging, changes in cognition, learning, personality, relationships, psychopathology, and treatment. *Prerequisite: C- or better in Composition AND C- or better in 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 C- or better in 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 C- or better in 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: C- or better in Perspectives in the Humanities AND C- or better in 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 both *Composition AND C- or better in General Psychology I.*

**PSY\*245 Abnormal Psychology**

3 credits (PSY-222) (34-291)

An introduction to the study of mental disorders with consideration of their origins, symptoms, treatment, and prevention. Disorders to be examined include anxiety and mood disorders, personality disorders, disorders of childhood, and schizophrenia. **Prerequisites:** C- or better in both *Composition AND General Psychology I.*

**PSY\*245 Abnormal Psychology**

3 credits (PSY-222) (34-291)

*(Eff. Spring 2009)* An introduction to the study of mental disorders with consideration of their origins, symptoms, treatment, and prevention. Disorders to be examined include anxiety and mood disorders, personality disorders, disorders of childhood, and schizophrenia. **Prerequisite:** C- or better in *Composition AND C- or better in General Psychology I.*

**Russian****RUS\*101 Elementary Russian I**

3 credits

Students enrolled in Elementary Russian I will develop communicative competency in the Russian Language incorporating linguistic functions specific to reading, speaking, and writing appropriate to the first class at the Elementary Level. This will include topics that deal with conversational topics for everyday life as well as fundamental information on the history and culture of Russia.

**Science****EVS\*112 Environmental Science with Lab**4 credits  
3 lecture/2 lab

An introduction to the problems of physical resources management and aspects of ecological concern in our natural environment, with emphasis on our demand for energy, the consumption of our natural resources, resource pollution, and waste management. Alternative sources of energy are explored. **Prerequisites:** C- or better in *Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading or Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**Sociology****SOC\*101 Principles of Sociology**

3 credits (SOC-101) (36-101)

Introduction to the analysis of social institutions and processes including sociological theory and method, culture and personality, human ecology and population, and social organization and disorganization. **Prerequisite:** C- or better in *Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement into Composition.*

**SOC\*103 Social Problems**

3 credits (SOC-103) (36-103)

Selected contemporary American social problems are studied from the sociological perspective. Problem areas such as poverty, race, crime and violence, marriage and family problems, drugs and alcoholism, unemployment and work, sex roles and sexism, and other relevant issues are covered. **Prerequisite:** C- or better in *Foundations of Reading AND Writing: Introduction to the Essay, OR C- or better in Integrated Reading and Writing I; or placement into Academic Reading AND Writing: Introduction to Composition, OR Introduction to College Reading and Writing, OR Integrated Reading and Writing II.*

**SOC\*106 Technology and Society**

3 credits (SOC-160) (36-155)

A range of interdisciplinary topics is studied including the historical development of technology, contemporary questions of population, energy and the environment, social political and ethical issues surrounding the use of technology, future shock, and technology assessment. *Prerequisites: C- or better in Academic Reading AND Writing: Introduction to Composition, OR C- or better in Introduction to College Reading and Writing, OR C- or better in Integrated Reading and Writing II; OR placement in Composition.*

**SOC\*114 Sociology of Aging**

3 credits

Examines the roles and status of older people in a changing social structure. Social issues of aging such as employment, retirement, family relations, and housing are analyzed. *Prerequisite: C- or better in Principles of Sociology.*

**SOC\*210 Sociology of the Family**

3 credits (SOC-150) (36-181)

Study of psychological, sociological, and other factors important to the development of a sound base for successful marriage and parenthood. *Prerequisite: C- or better in Composition AND C- or better in Principles of Sociology.*

**SOC\*220 Racial and Ethnic Diversity**

3 credits (SOC-220) (36-145)

Examines the racial and ethnic composition of the United States and the impact of race and ethnicity upon the distribution of power and opportunity. Major theoretical perspectives will be considered along with patterns of inter-ethnic and inter-racial contact. The politics of minority status and the growth and development of social movements to alter existing arrangements will be studied. *Prerequisite: C- or better in Composition AND C- or better in Principles of Sociology.*

**SOC\*240 Criminology**

3 credits (SOC-200) (35-122)

The nature and cause of crime, approaches to the study of crime, and its treatment and prevention are explored. The sociology of criminal law and

the nature of criminal behavior are also examined. *Prerequisite: C- or better in Composition AND C- or better in Principles of Sociology.*

**SOC\*241 Juvenile Delinquency**

3 credits (SOC-210) (36-106)

The concept of juvenile delinquency is examined. The relationships between social attitudes and definitions of youthful law violations, along with studies of various forms of delinquency, are considered. Diverse theoretical interpretations of delinquency are analyzed, including subcultural theories, physiologic factors, emotional pressures, and environmental pressures. *Prerequisites: C- or better in Composition AND C- or better in Principles of Sociology.*

**SOC\*242 Sociology of Deviance**

3 credits (SOC-242)

A sociological analysis of deviant behaviors and subcultures. Sociological theories of deviance will be examined and applied to the following topics: alcohol and drug use, violence, mental illness, crime, and sexual behavior. Special attention will also be given to social groups and communities whose customs and way of life are considered to be unconventional by contemporary standards. *Prerequisite: C- or better in both Composition AND Principles of Sociology.*

**SOC\*242 Sociology of Deviance**

3 credits (SOC-242)

(Eff. Spring 2009) A sociological analysis of deviant behaviors and subcultures. Sociological theories of deviance will be examined and applied to the following topics: alcohol and drug use, violence, mental illness, crime, and sexual behavior. Special attention will also be given to social groups and communities whose customs and way of life are considered to be unconventional by contemporary standards. *Prerequisite: C- or better in Composition AND C- or better in Principles of Sociology.*

## Spanish

### **SPA\*101**      **Elementary Spanish I**

3 credits      (SPA-101) (46-101)

Presents the essentials of Spanish grammar needed to read, write, and interact in Spanish using simple phrases and common expressions, and highlights the diverse cultures of Spanish-Speaking peoples. Context for learning is self, family, school and community.

### **SPA\*102**      **Elementary Spanish II**

3 credits      (SPA-102) (46-102)

Builds and expands skills from Elementary Spanish I with further study of Spanish grammar and of the diverse cultures of Spanish-speaking peoples. Students begin to negotiate simple transactions and dilemmas in Spanish using more complex phrases and common expressions. Context for learning is studying activities from daily life. **Prerequisite:** C- or better in Elementary Spanish I OR permission of Department Chair.

### **SPA\*201**      **Intermediate Spanish I**

3 credits      (SPA-201) (46-201)

Builds and expands skills from Elementary Spanish I and II with further study of Spanish grammar and of the diverse cultures of Spanish-speaking peoples. A secondary focus is on expanding reading and writing skills. Students continue to refine their use of practical, conversational Spanish. The context for learning is understanding the experiences of the Spanish speaking peoples. **Prerequisite:** C- or better in Elementary Spanish II OR permission of Department Chair.

### **SPA\*202**      **Intermediate Spanish II**

3 credits      (SPA-202) (46-202)

Builds and expands skills from Intermediate Spanish I with further study of Spanish grammar and of diverse cultures of Spanish-speaking peoples. A secondary focus remains on expanding reading and writing skills. Students continue to refine their use of practical, conversational Spanish. The context for learning is the modeling of the experiences of the Spanish speaking peoples. **Prerequisite:** C- or better in Intermediate Spanish I OR permission of Department Chair.

## Technology Studies/ Engineering Science

### **CAD\*133**      **CAD 3D Mechanical AutoCAD**

3 credits      (21-121) (CAD-121)

Introduces students to the technical drawing field. Students will use Computer-Aided Drafting (CAD) for geometric construction; 3D modeling; orthographic projection; sectional views and auxiliary views; and dimensioning and tolerancing. Traditional equipment is used to reinforce pictorial sketching and drawing techniques. **Prerequisite:** C- or better in Elementary Algebra or placement into Intermediate Algebra.

### **CAD\*204**      **CAD 3D Architectural AutoCAD**

3 credits      (CAD-160)

3 lecture/1 lab

Applies engineering and technological principles to the design of residential and light commercial structures. Students will create architectural drawings and three-dimensional models using AutoCAD software. **Prerequisite:** C- or better in CAD Mechanical AutoCAD.

### **CAD\*218**      **CAD 3D Mechanical AutoCAD**

3 credits      (CAD-150)

3 lecture/1 lab

Applies engineering and technological principles to the design of everyday items, machine elements, and mechanical systems. Students will create 3D wireframe and solid machines from which engineering and production drawings will be derived using AutoCAD/CADKEY software. **Prerequisite:** C- or better in CAD Mechanical AUTOCAD.

### **CAD\*252**      **Architectural Design & Modeling**

3 credits      (CAD-161)

Enables students to develop advanced skills and understanding of the conceptual design process. Students will design mass models, building shells and cores, rendered images, landscapes, and architectural drawings. Modeling techniques are explored primarily using AutoCAD's Architectural

Desktop. *Prerequisite: C- or better in CAD 3D Architectural.*

**CAD\*268 Mechanical Design & Modeling**

3 credits (CAD-151)

Enables students to develop advanced skills and understanding of the conceptual design process. Solid and parametric modeling techniques are explored primarily using AutoCAD's Mechanical Desktop and CADKEY's parametrics. Topics include assembly modeling, rapid prototyping, parametric and constraint-based modeling, mass property analysis, designing for manufacturing/assembly, and data exchange standards. *Prerequisite: C- or better in CAD 3D Mechanical AutoCAD.*

**EET\*132 Electronics**

4 credits (TC-213)

Surveys solid state devices and analog circuits, including diodes, transistors, amplifiers, filters, rectifiers, regulated power supplies, and control devices. Three-hour lecture, three-hour lab. *Prerequisite: C- or better in Fundamentals of Electricity.*

**EET\*142 Electric & Power System Fundamentals**

3 credits (21-114) (TC-114)

Forms of energy and the conversion processes employed by industry to increase its value and usefulness are surveyed. Laboratory experiences include experimentation with various energy converters. Open to all students.

**EGR\*111 Introduction to Engineering**

3 credits (14-150) (TC-150)

Introduces students to engineering and the engineering profession through the application of physical conservation principles in analysis and design. Topics include dimensions and units, conservation of mass, momentum, energy and electric charge, static force balances, material properties and selection, measurement errors, mean and standard deviation, elementary engineering economics, and design projects. *Prerequisite: C- or better in Intermediate Algebra.*

**EGR\*211 Engineering Statics (formerly Applied Mechanics I)**

3 credits (14-211)

Fundamentals of statics, including the resolution and composition of forces, the equilibrium of force systems, the analysis of forces acting on structure and machines, centroids, and moment of inertia. *Prerequisite: C- or better in Calculus II (may be taken concurrently).*

**EGR\*212 Engineering Dynamics**

3 credits (14-212)

Introduces students to the fundamentals of engineering dynamics, including rectilinear and curvilinear motion, translation, rotation, and plane motion; work, energy and power; and impulse and momentum. The basic principles of dynamics are applied to engineering problems. Vector methods are covered. *Prerequisites: C- or better in Engineering Statics.*

**MEC\*264 Introduction to Materials Science**

3 credits (TC-118) (21-118)

Introduces the principles and concepts of how industry changes forms of raw materials to increase value and usefulness. Awareness of the nature and characteristics of raw materials permits associations to be made regarding selection of processes by which materials may be changed. *Prerequisite: C- or better in Academic Reading, and Writing: Introduction to Composition, C- or better in Introduction to College Reading & Writing, OR C- or better in Integrated Reading and Writing II, or placement test into Composition.*

**MFG\*127 Engineering Graphics**

3 credits (21-115) (TC-115)

Provides practical explanations of how to interpret engineering/technical drawings using the latest American National Standards Institute (ANSI) standards. Focus is on standardization and quality standards applied in the engineering and technology trades with regard to technical drawings. *Prerequisite: C- or better in Elementary Algebra Foundations.*

**MFG\*171      Introduction to  
Lean Manufacturing**

*3 credits*

The purpose of this course is to provide the student with the fundamental knowledge of current continuous process improvement methodologies in use today within competitive manufacturing environments. This introductory course will expose the student to the basic concepts of Lean Manufacturing theory and the various tools and techniques involved with a lean implementation. This course will be presented following the lean-six sigma process methodology of DMAIC (Define, Measure, Analyze, Improve, Control) to ensure that at the completion of the course, the student will be competent to participate effectively as a team member in lean implementation projects.

**MFG\*271      Advanced Lean Manufac-  
turing**

*3 credits*

The purpose of this course is to provide the student with the knowledge to implement lean improvements within the production environment using a systematic approach. This course will follow an improvement project (from the student's current employer or case study) through the five stages of the DMAIC problem solving methodology. At the completion of the course, the student will be competent to effectively lead a lean implementation project within a company.  
***Prerequisite: C- or better in Introduction to Lean Manufacturing.***

**TCN\*293      Practicum in Technology I  
(21-251) (TC-251)**

*3 credits*

Independent activity on an assigned internship/field placement or project. Includes necessary time management, research, written status reports, and teamwork under the direction of a faculty member. Parameters of the individual internship/field placement or project will be established at the beginning of the semester.  
***This course is open only to those students who are currently enrolled in Technology Studies certificate and/or degree programs. Prerequisite: Permission of Program Coordinator.***

# EXPENSES



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# Schedule of Tuition and Fees

For the most current tuition and fees information, please refer to the Tunxis Community College web site: [tunxis.commnet.edu](http://tunxis.commnet.edu).

## Tuition Account \*

1. Full-time Student—per semester <sup>1</sup>
  - a) Connecticut resident <sup>3\*\*</sup> ..... \$1,416.00
  - b) Out-of-state resident <sup>3</sup> ..... 4,248.00
  - c) NEBHE ..... 2,124.00
2. Part-time Student—per semester hour
  - a) Connecticut resident <sup>2\*\*</sup> ..... 118.00
  - b) Out-of-state resident <sup>2</sup> ..... 354.00
  - c) NEBHE ..... 177.00

## General Fees <sup>3</sup>

### ► College Services Fees \*

1. Full-Time Student—per semester ..... **In-state resident \$174.00 / Out-of-state resident \$522.00**
2. Part-Time Student—per semester
  - a) Through four credits ..... **In-state resident \$72.00 / Out-of-state resident \$216.00**
  - b) Five or more credits each additional credit ..... **In-state resident \$13.00 (\$174.00 maximum)**  
**Out-of-state resident \$39.00 (\$522.00 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 ..... \$130.00
  - Summer Session (2008) ..... 130.00
  - On-campus, weekdays/regular semester (Genex) <sup>4</sup> ..... 130.00
2. Credit-Free Courses  
Rate set on a per course basis dependent upon course offered.

\* All tuition and fees listed are for fiscal year 2009-2010. 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: <sup>5</sup> (Full-time and Part-time Students) .....	\$20.00
2. Transcript Fee .....	FREE
3. Replacement of lost Student ID Card .....	1.00
4. CLEP Service Fee <sup>6</sup> .....	each exam 15.00
5. Academic Evaluation Fee .....	15.00
6. Portfolio Assessment Fee .....	50.00
7. Installment Payment Plan Fee .....	per semester 25.00
8. Late Payment Fee .....	per occurrence 15.00
9. Returned Check Fee .....	per occurrence 25.00
10. Excess Credits Tuition Charge .....	per semester 100.00
<i>(an additional flat tuition charge of \$100.00 per semester shall apply when total registered credits exceed 17 for the semester)</i>	

## Mandatory Usage Fees

Laboratory Course Fee* .....	\$71.00
Studio Course Fee* .....	77.00
Clinic Program Fee – Level 1 .....	244.00
Clinic Program Fee – Level 2 .....	175.00

\* 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 are posted to a student's account. If there are any outstanding balances on this account, including installment plan payments, these amounts will be deducted from the refund check. Refund checks are calculated based on the total obligation due. If extraordinary circumstances exist and an exception to the refund policy is requested, it must be made in writing to the Dean of Administration. Fees are not refundable.

Refunds normally take four to six weeks to process and the checks are mailed directly from the Community College System office.

### Fees which are non-refundable include:

- Application Fee
- Graduation Fee (payable in semester in which student expects to graduate)
- College Service Fee
- Student Activity Fee
- Replacement of Lost ID Card
- Portfolio Assessment Fee
- Installment Payment Plan Fee
- Late Payment Fee
- Bad Check Fee
- Clinic Program Fee—Level 1
- Clinic Program Fee—Level 2

### Tuition Account Courses

If notice of withdrawal is received prior to the first day of classes for the semester (not the first class meeting), 100% of the applicable tuition\* will be refunded for both full- and part-time students. If notice of withdrawal is received during the first fourteen (14) calendar days of the semester, a refund of fifty (50) percent of the applicable tuition\* will be made for both full- and part-time students. Fees are not refundable.

No refund of tuition will be granted beyond the 14th calendar day of the semester with the following exceptions:

- A. A 100% refund of tuition will be granted to students who enter the armed services before earning degree credit in any semester, providing that, along with the notice in writing of withdrawal, a certified copy of enlistment papers is submitted to the Registrar.
- B. Veterans or other eligible persons (war orphans, children of disabled veterans, etc.) will receive refunds as follows:
  - 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](#).

# WORKFORCE DEVELOPMENT and CONTINUING EDUCATION



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The College, through Workforce Development & Continuing Education (WD & CE), provides non-credit continuing education and training for individuals and organizations. WD & CE works closely with business and industry as well as with public and private agencies so that instruction is customized 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 the Bristol Career Center of Tunxis Community College (860.314.4700), 430 North Main Street in Bristol, provides 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 22,000 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 enhancement; supervisory development, and team-building. Companies and organizations served include Connecticut Department of Transportation; City of Bristol; Connecticut Department of Correction; The Hospital of Central Connecticut; Greater Bristol Chamber of Commerce, Connecticut Department of Administrative Services; the American Red Cross; ESPN; Bristol Technical Education Center; Doncasters Aerospace; Ultimate Companies; Southington Care Center; VNA of Central Connecticut, Bristol Hospital; Wal-Mart; Town of Plainville, Sonitrol, Capital Workforce Partners, and Southington Health Care Center.

## **Continuing Education Programs**

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

Each term, the division sponsors a wide variety of continuing education programs responsive to specific community needs. Among these are "Certified Nurse Aide" (CNA), Dental Assisting, Pharmacy Technician, phlebotomy, and service-industry training. "American Payroll PayTrain Program," Real Estate, Central Sterile Supply Technician, Continuing Education for Electricians, and Motorcycle Safety Program. Continuing Education Unit (CEU) certificates may be awarded to participants who successfully complete a career- or occupation-related class. CEU certificates are not generally awarded for attendance in personal enrichment classes. CEU certificates are not equivalent to college credits.

Personal development courses deal with such topics as basic safe boating and photography and Reiki. 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](http://tunxis.commnet.edu)) and our Education To Go ([ed2go.com/tunxis](http://ed2go.com/tunxis)) program. The offerings are frequently changed and updated. Custom-designed courses can be developed and contracted.

## Tunxis Workforce Development & Continuing Education Quality Council

Composed of business, community and education leaders, the Tunxis Workforce Development & Continuing Education Quality Council participates in an annual focus group. The Council provides discussion and direction regarding the College's delivery of services to business and industry and the community in central Connecticut. The Council enables the College to continuously improve services and develop innovative programs that meet the needs of business and the community.

This council-at-large sponsors programs that recognize and encourage corporate involvement in workforce education. It also provides a forum for business and community leaders to discuss significant issues that have an impact on business, education and the Connecticut workforce.

## Campus Facilities

Tunxis Community College facilities are often used by both profit and non-profit groups, with priority to nonprofit entities. Facilities may be reserved by calling 860.255.3666, Monday through Friday. Bristol 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](http://tunxis.commnet.edu).

# POLICY STATEMENTS



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## **Policy Changes**

Tunxis Community College reserves the right to change requirements, courses, prerequisites, regulations, tuition, fees and other policies without prior notice. The President of the College upon written request may make waivers of these policies, due to extenuating circumstances. The catalog does not constitute a contract and is for informational use only.

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.

#### **F. No Expectation of Privacy**

There is no expectation of privacy in the use of CCC IT resources. CCC reserves the right to inspect, monitor, and disclose all IT resources including files, data, programs and electronic communications records without the consent of the holder of such records.

### **III. Acceptable Use**

In making acceptable use of CCC IT resources you must:

- use resources solely for legitimate and authorized administrative and academic purposes.
- protect your User ID and IT resources from unauthorized use. You are responsible for all activities on your User ID or that originate from IT resources under your control.
- access only information that is your own, that is publicly available, or to which you have been given authorized access.
- use only legal versions of copyrighted software in compliance with vendor license requirements.
- use shared resources appropriately. (e.g. refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources).

In making acceptable use of CCC IT resources you must NOT:

- use CCC IT resources to violate any CCC policy or state or federal law.
- use another person's IT resource, User ID, password, files, or data.
- have unauthorized access or breach any security measure including decoding passwords or accessing control information, or attempt to do any of the above.
- engage in any activity that might be harmful to IT resources or to any information stored thereon, such as creating or propagating viruses, disrupting services, damaging files or making unauthorized modifications to computer data.

- make or use illegal copies of copyrighted materials or software, store such copies on CCC IT resources, or transmit them over CCC networks.
- harass or intimidate others or interfere with the ability of others to conduct CCC business.
- directly or indirectly cause strain on IT resources such as downloading large files, unless prior authorization from the appropriate CCC authority is given.
- use CCC IT resources for personal purposes including but not limited to, monetary gain, commercial or political purposes.
- engage in any other activity that does not comply with the general principles presented above.

#### **IV. Access Restrictions**

Use of CCC IT resources may be wholly or partially restricted or rescinded by CCC without prior notice and without the consent of the user under conditions such as:

- when required by and consistent with the law;
- when there is reason to believe that violations of law or the CCC policies have taken or may take place; or
- when there are compelling circumstances.

Restriction of use under such conditions is subject to appropriate procedures or approval of appropriate CCC authority.

#### **V. Disclaimer**

CCC disclaims any responsibility for and does not warranty information and materials residing on non-CCC systems or available over publicly accessible networks. Such materials do not necessarily reflect the attitudes, opinions or values of CCC, its faculty, staff or students.

#### **VI. Notice to Users**

As laws change from time to time, this Policy may be revised as necessary to reflect such changes. It is the responsibility of users to ensure that they have reference to the most current version of the CCC Acceptable Use Policy.

Portions of this policy are based on language contained in the [Acceptable Use Of Information Systems At Virginia Tech](#) dated June 16, 2000. The CCC gratefully acknowledges Virginia Tech for permission to use its policy.

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## **Electronic Communications Policy—From the CCC Chancellor**

### **I. Introduction**

The [Connecticut Community Colleges](#) (CCC) encourages the use of electronic communications to share information and knowledge in support of CCC mission and goals. To this end, CCC provides and supports interactive, electronic communications resources and services.

## II. General Provisions

### A. Purpose

The purpose of this Policy is to:

- Ensure that CCC electronic communications resources are used for purposes appropriate to the CCC mission and goals;
- Prevent disruptions to and misuse of CCC electronic communications resources and services;
- Ensure that the CCC community is aware that use of CCC electronic communications resources is subject to state and federal laws and the CCC policies; and
- Ensure that electronic communications resources are used in compliance with those laws and the CCC policies.

### B. Scope

This Policy applies to:

- All electronic communications resources owned or managed by CCC including the content of electronic communications, electronic attachments and transactional information associated with such communications;
- All electronic communications resources provided by CCC through contracts and other agreements with CCC;
- All users and uses of CCC electronic communications resources; and
- All CCC electronic communications records in the possession of CCC employees or other users of electronic communications resources provided by CCC.

### C. Definitions

The following terms are used in this Policy. Knowledge of these definitions is important to an understanding of this Policy:

**Appropriate CCC Authority:** Chancellor, College President or designee.

**Compelling Circumstances:** Circumstances in which time is of the essence or failure to act might result in property loss or damage, adverse effects on electronic communications resources or services, loss of evidence of one or more violations of law or of CCC policies or liability to CCC or to members of the CCC community.

**Electronic Communication:** Any communication that is broadcast, created, sent, forwarded, replied to, transmitted, stored, held, copied, downloaded, displayed, viewed, read, or printed by one or several electronic communications services, including, e.g., e-mail and telephone.

**Electronic Communications Records:** Electronic transmissions or messages created, sent, forwarded, replied to, transmitted, distributed, broadcast, stored, held, copied, downloaded, displayed, viewed, read, or printed by one or several electronic communications services. This definition of electronic communications records applies equally to the contents of such records, attachments to such records, and transactional information associated with such records.

**Electronic Communications Resources:** Any combination of telecommunications equipment, transmission devices, electronic video and audio equipment, encoding or decoding equipment, computers and computer time, data processing or storage systems, computer systems, servers, networks, input

output and connecting devices, and related computer records, programs, software, and documentation that supports electronic communications services.

**Electronic Communications Services:** Any messaging, collaboration, publishing, broadcast, or distribution system that depends on electronic communications resources to create, send, forward, reply to, transmit, store, hold, copy, download, display, view, read, or print electronic records for purposes of communication across electronic communications network systems between or among individuals or groups, that is either explicitly denoted as a system for electronic communications or is implicitly used for such purposes.

#### **D. Responsibilities**

**Policy.** This Policy was issued by the Chancellor of the CCC after consultation with appropriate councils, including the Council of Presidents and the Information Technology Policy Committee.

**Implementation.** In support of this Policy, system standards and procedures shall be developed, published and maintained. And where CCC standards and procedures do not exist, each college is responsible for policy implementation.

**Informational Material.** Each college shall ensure that users of CCC electronic communications resources are aware of all Information Technology policies, standards and procedures as appropriate.

#### **E. Violations of Law and Policy**

The CCC considers any violation of this electronic communications policy and/or law to be a serious offense and reserves the right to copy and examine any files or information resident on CCC electronic communications resources to ensure compliance. Violations of this policy should be reported to the appropriate CCC authority.

**Sanctions of Law.** Both federal and state law prohibit theft or abuse of electronic communications resources. Abuses include (but are not limited to) unauthorized entry, use, transfer, tampering with the communications of others, and interference with the work of others and with the operation of electronic communications resources. Any form of harassing, defamatory, offensive, illegal, discriminatory, obscene, or pornographic communication, at any time, to any person is also prohibited by law. Violations of the law may result in criminal penalties.

**Disciplinary Actions.** Violators of this Policy and/or law may be subject to disciplinary action up to and including dismissal or expulsion pursuant to applicable Board policies and collective bargaining agreements.

### **III. Allowable Users**

CCC students, faculty, staff, and others affiliated with CCC (including but not limited to those in program or contract relationships with CCC) may be authorized to use CCC electronic communications resources and services.

### **IV. Allowable Uses**

CCC encourages the use of electronic communications resources for legitimate and authorized academic and administrative purposes and makes them widely available to the CCC community. To insure the reliable operation of these resources, their use is subject to the following:

- Contents of all electronic communications shall conform to laws and CCC policies regarding protection of intellectual property, copyright, patents and trademarks.



- Using electronic communications resources for any purpose restricted or prohibited by laws, regulations or CCC policies is prohibited.
- Using electronic communications resources for personal purposes, including monetary gain, or for commercial purposes that are not directly related to CCC business or otherwise authorized by appropriate CCC authority is prohibited.
- Usage that directly or indirectly causes strain on the electronic communications resources is prohibited.
- Capturing, opening, intercepting or obtaining access to electronic communications, except as otherwise permitted by the appropriate CCC authority is prohibited.
- Using electronic communications to harass or intimidate others or to interfere with the ability of others to conduct CCC business is prohibited.
- Users of electronic communications resources shall not give the impression that they are representing, giving opinions or otherwise making statements on behalf of CCC unless authorized to do so.
- Directly or by implication, employing a false identity (the name or electronic identification of another), except under the following circumstances, is prohibited:

A supervisor may direct an employee to use the supervisor's identity to transact CCC business for which the supervisor is responsible. In such cases, an employee's use of the supervisor's electronic identity does not constitute a false identity.

A user of the CCC electronic communications services may not use a pseudonym (an alternative name or electronic identification for oneself) for privacy or other reasons, unless authorized by an appropriate CCC authority for business reasons.

- Forging e-mail headers or content (i.e., constructing an e-mail so it appears to be from someone else) is prohibited.
- Unauthorized access to electronic communications or breach any security measure is prohibited.
- Interfering with the availability of electronic communications resources is prohibited, including but not limited to the following: (i) sending or forwarding e-mail chain letters or their equivalents in other electronic communications services; (ii) "spamming," i.e., sending electronic junk mail or junk newsgroup postings; (iii) "letter-bombing," i.e., sending an extremely large message or sending multiple messages to one or more recipients to interfere with the recipient's use of electronic communications resources; or (iv) intentionally engaging in other practices such as "denial of service attacks," i.e., flooding the network with traffic.

## **V. Access Restrictions**

Use of CCC Electronic Communications resources or services may be wholly or partially restricted or rescinded by CCC without prior notice and without the consent of the user under conditions such as:

- when required by and consistent with law;
- when there is reason to believe that violations of law or the CCC policies have taken or may take place; or
- when there are compelling circumstances.

Restriction of use under such conditions is subject to appropriate procedures or approval of appropriate CCC authority.

## **VI. No Expectation of Privacy**

**No Expectation of Privacy.** Electronic communications are not personal or private. Therefore, users should have no expectation of privacy in the use of CCC electronic communications resources. CCC reserves the right to inspect, monitor, and disclose all electronic communications records without the consent of the holder of such records.

**Authorized Inspection.** During the performance of their duties, electronic communications support personnel periodically need to monitor transmissions or observe certain transactional information to ensure the proper functioning and security of CCC electronic communications resources and services. On these occasions, such personnel may see the contents of electronic communications. Except as provided in this Policy or allowed by law, electronic communications support personnel are not permitted to seek out the contents of electronic communications or of transactional information where not germane to the foregoing purposes or to disclose or otherwise use what they have seen.

## **VII. Administration**

Electronic communications support personnel are required to follow CCC standards and procedures when implementing and managing CCC electronic communications resources or services.

### **A. Security**

CCC attempts to provide secure and reliable electronic communications services. Managers of electronic communications resources are expected to follow sound professional practices in providing for the security of electronic communications records, data, application programs and systems under their jurisdiction based on existing policies, procedures and guidelines. However, users should be aware that electronic communications systems may not be totally secure.

### **B. Retention and Archiving**

Electronic communications records are subject to laws, regulations and CCC records management and archiving policies in administering the retention, disposition, disclosure and storage of all records.

CCC does not maintain central or distributed electronic archives of all electronic communications sent or received. Electronic communications are normally backed up, if at all, only to assure system integrity and reliability, not to provide for future retrieval, although back-ups may at times serve the latter purpose incidentally. Managers of electronic communications services are not required by this Policy to routinely retrieve electronic communications from such back-up facilities for individuals. Employees who have obligations to retain records in accordance with retention schedules promulgated by the State should know that electronic records are subject to the same rules as paper records. See, "Electronic & Voice Mail Management and Retention Guide for State and Municipal Government Agencies" for more information.

## **VIII. Disclaimer**

CCC disclaims any responsibility for and does not warranty information and materials residing on non-CCC systems or available over publicly accessible networks. Such materials do not necessarily reflect the attitudes, opinions or values of CCC, its faculty, staff or students.

## **IX. Notice to Users**

As laws change from time to time, this Policy may be revised as necessary to reflect such changes. It is the responsibility of users to ensure that they have reference to the most current version of the CCC

Electronic Communications Policy.

Portions of this policy are based on language contained in the [University of California's Electronic Communications Policy](#) dated November 17, 2000. The CCC gratefully acknowledges the University of California for permission to use its policy.

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## **Policy on Student Conduct** (Board Policy 5.2.1)

### **Section 1: Student Conduct Philosophy**

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. This Policy is intended to ensure that members of the College community are able to pursue their goals in an atmosphere free from unreasonable interference or threat of interference.

This Policy is also intended to foster the development of important values, including accountability, responsibility, fairness, respect for self and others, appreciation of personal freedoms and a recognition of the importance of physical safety in the College community. Compliance with the Policy provides an opportunity to develop and practice skills in leadership, group process, decision-making and ethical and moral reasoning. Students who demonstrate these values and possess these skills are more likely to find success and fulfillment in their academic, professional, family and personal endeavors.

This Policy sets forth a number of expectations for student conduct and prescribes procedures for enforcement. Since students are assumed to be at various stages of moral and social development, sanctions imposed should attempt to assist students in their growth and development, wherever possible. However, the paramount consideration must always be to protect members of the College community and the educational process from harm.

### **Section 2: Application of the Student Conduct Policy**

This Policy applies to student conduct on campus and on other property or facilities owned, controlled or used by the College. It also applies to student conduct on premises not owned, controlled or used by the College if the off-campus conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to any member or members of the College community.

Conduct on or off College premises that is prohibited by federal, state or local law, codes and ordinances is also covered. Students who engage in behavior prohibited by law may be subject to civil or criminal sanctions as well as to the sanctions of this Policy.

Additionally, where a court of law has found a student to have violated the law, a College has the right to impose the sanctions of this Policy even though the conduct does not impair the College-related activities of another member of the College community and does not create a risk of harm to the College community. The decision to exercise this right will be in the sole discretion of the President or his/her designee.

For purposes of the Policy on Student Conduct, a "student" is any person who has registered for at least one (1) course, credit or non-credit, at the College. Student status continues in effect for two (2) calendar years after the conclusion of the last course in which the student was registered, unless the student has formally withdrawn from the College, graduated or been expelled.

### **Section 3: Expectations for Student Conduct**

Consistent with the Student Conduct Philosophy set forth in Section 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 5:00p.m. on the following business day.
6. If the student requests a hearing, he/she is entitled to the following:
- a. to be heard, within five (5) business days, or as soon as reasonably possible, by an impartial party or panel whose members shall be appointed by the Dean;
  - b. if the Dean appoints an impartial panel, to have a student on the panel, if requested by the student;
  - c. to appear in person and to have a non-lawyer advisor. However, if there is pending at the time of the hearing a criminal matter pertaining to the same incident that is the subject of the hearing, a lawyer may be present for the sole purpose of observing the proceedings and advising the student concerning the effect of the proceedings on the pending criminal matter;
  - d. to hear and to question the information presented;
  - e. to present information, to present witnesses and to make a statement in his or her behalf; and
  - f. to receive a written decision following the hearing.

(See Section 6 of this policy for additional procedures regarding sexual misconduct.)

7. As used herein, the term "impartial" shall mean that the individual was not a party to the incident under consideration and has no personal interest in the outcome of the proceedings. Prior to the commencement of the hearing, the student who is subject to the hearing may challenge the appointment of an impartial party or panel member on the ground that the person(s) is (are) not impartial. The challenge shall be made in writing to the Dean and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the Dean shall be final.
8. The written decision of the impartial party or panel shall specify whether, based on the information presented, it is more likely than not that the student committed the violation(s) reported and shall state the sanction to be imposed, if any. The written decision shall be provided to the student.
9. Sanctions imposed by an impartial party or panel are effective immediately. The President may, for good cause, suspend imposition of the sanctions imposed by the impartial party or panel to allow the student time to prepare a written request for review. If a written request is received, the President may continue to suspend imposition of the sanctions until she has reviewed and acted on the student's request.

10. A written request for review of the decision of the impartial party or panel must be received by the President within three (3) calendar days after the student is notified of the decision and must clearly identify the grounds for review. The review by the President is limited to the record of the hearing, the written request and any supporting documentation submitted with the request by the student. The decision of the impartial party or the panel shall be upheld unless the President finds that:
  - a. a violation of the procedures set forth herein significantly prejudiced the student; and/or
  - b. the information presented to the impartial party or panel was not substantial enough to justify the decision; and/or;
  - c. the sanction(s) imposed was (were) disproportionate to the seriousness of the violation.
11. Decisions under this procedure shall be made only by the College officials indicated.

## **Section 6: Additional Hearing Procedures for Sexual Misconduct Cases**

In any hearing conducted pursuant to Section 5, paragraph 6 of this Policy and involving allegations of sexual misconduct, the accuser and the accused student shall each have the right to:

- a. be accompanied by a support person during the hearing (see Section 5, paragraph 6c of this policy regarding limited right to have a lawyer present.); and
- b. receive a written report from the Dean indicating the determination of the impartial party or panel and the sanction(s) imposed on the accused student, if any.

## **Section 7: Miscellaneous**

The written decision resulting from an administrative conference or a hearing under this Policy shall become part of the student's educational record and shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). While student educational records are generally protected from disclosure by FERPA, there are a number of exceptions to this rule. Students should be aware that a record concerning his/her behavior while a student at the College may be shared with other colleges or universities to which the student may subsequently wish to transfer or be admitted. Similarly, prospective employers may require a student to provide access to his/her College records as part of the employment application process. A record of having been sanctioned for conduct that violates Section 3 of the Policy may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

Any question concerning the interpretation or application of this Policy on Student Conduct should be referred to the President or his/her designee.

## **Section 8: Publication of Student Conduct Policy**

This Policy shall be published in College catalogs and student handbooks and should be distributed in other ways that are likely to ensure student awareness of the Policy.

## **Section 9: Policy Review**

Five years following adoption of this Policy, and as often thereafter as the Chancellor shall deem appropriate, the Chancellor shall designate a committee to review the Policy on Student Conduct, as necessary.

## **Sexual Misconduct and Relationship Violence Statement**

To insure that each member of the Connecticut Community College community has the opportunity to



participate fully in the process of learning and understanding, the Connecticut Community Colleges strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. It is the intent of the Colleges to provide safety, privacy and support to victims of sexual misconduct and relationship violence.

**Sexual Misconduct** is defined as:

- Non-consensual sexual intercourse, which includes any sexual intercourse (anal, oral, or vaginal), however slight, with any body part or object, by a man or a woman, without effective consent.
- Non-consensual sexual contact, which includes sexual touching, however slight, with any object, by a man or a woman, without effective consent.
- Sexual exploitation, which includes non-consensual, unjust or abusive sexual advantage taken by a student of another; for his or her own advantage or benefit, or 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 tommery (voyeurism) and knowingly transmitting sexually transmitted infections without a partner's knowledge.

### **Definition of Consent**

Consent must be informed, freely and actively given, involving an understandable exchange of affirmative words or actions, which indicates a willingness to participate in mutually agreed upon sexual activity. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. The lack of a negative response is not consent. Consent may not be given by a minor or by any individual who is incapacitated, whether voluntarily or involuntarily, by drugs and/or alcohol. Past consent of sexual activities does not imply ongoing future consent.

**Stalking** is defined as:

Any behaviors or activities occurring on more than one (1) occasion that collectively instill fear in the victim and/or threaten her/his safety, mental health and/or physical health. Such behaviors or activities may include, but are not limited to, whether on- or off-campus, non-consensual communications (face to face, telephone, e-mail, etc.), threatening or obscene gestures, surveillance or being present outside the victim's classroom or workplace.

**Relationship Violence** is defined as:

- Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.
- Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse, which can include but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's pets and humiliating another person.
- Sexual harassment, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual;

or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:

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

The definitions contained in this statement are in addition to any applicable provisions of state law.

## **Confidentiality**

While the College will treat reports of sexual misconduct and relationship violence seriously and with sensitivity for all concerned, the College can not assure complete confidentiality in all instances with respect to such information, particularly when that information pertains to an offense or an alleged offender that may affect the safety of others on campus or is mandated to be reported.

## **Time for Reporting**

Normally reports must be received by the Dean of Students or other designee of the President within thirty (30) days of the date of a possible violation or within thirty (30) days of the date the facts constituting a possible violation were known. However, the College recognizes that the decision to file a report of sexual misconduct or relationship violence is difficult and may take some time. Because memories may fade and witnesses may become inaccessible, the sooner information is gathered, the greater is the ability of the College to effectively investigate and resolve the matter fairly to all parties concerned.

## **Student Rights and Responsibilities**

### **Section 3: Review of Academic Standing**

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 I 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 and Privacy Act (FERPA) of 1974 as amended. Thus, the College views student educational records as confidential information that cannot be released without the written consent of the student. Information such as name, address, dates of attendance, full- or part-time status, graduation date, 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.

Students may choose to release limited educational information to a third party by completing the “Consent for Disclosure of Educational Records” form available at the Records Office. This document, when completed by the student, authorizes, but does not require the College to disclose personally identifiable information pertaining to the student that is maintained in College records. The College reserves the right under federal law to decline to disclose such information, when in the exercise of the College’s judgment, it determines it is appropriate not to disclose such information.

## 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.

- I. 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.

## **Sex Offenders on Campus** (policy adopted 12/17/2007)

Whenever in the judgment of the college president the continued presence of a convicted sex offender who has previously admitted or registered as a student, credit or non-credit, would constitute an unreasonable threat to the safety of people, the security of property or the integrity of the academic processes and functions of the college, such person may be denied continued attendance as a student or have limitations placed on participation in college activities and/or access to college property.

The decision to exclude a person under this provision must be based on an assessment of the risk presented by the continued presence of the convicted sex offender, who normally must be allowed to provide information pertinent to the decision. The decision to exclude such person may not be based solely on the person's status as a convicted sex offender; nor shall any person use information regarding a convicted sex offender to injure or harass any person.

The decision of the president shall be final.



## **Overview**

With its origins dating back to 1970, Tunxis Community College Foundation and Advisory Board, Inc. supports and enhances College programs not funded through state or federal appropriations. Tunxis foundation makes possible programs and scholarships which would otherwise be unavailable. It promotes community interest and participation in the College through sponsorship of educational, cultural and fund raising events. A 501 (c)(3) corporation organized under Connecticut law and governed by a Board of Directors, Tunxis Foundation represents corporate, financial, business, and community constituencies in Central Connecticut. It is an entity distinct from the College and all funds are maintained separately.

## **Mission Statement**

Tunxis Community College Foundation and Advisory Board, Inc. is dedicated to developing resources in support of the College in the areas of student scholarships, curriculum and program enrichment, faculty and staff professional development, equipment and facilities acquisitions, and other areas arising from the demands of a dynamic, growing, community-centered higher education institution. Members serve as liaisons to business and industry. They articulate the College's educational mission as well as its need for fiscal support of programs serving thousands of citizens in the Central Connecticut Region, many of whom become employees in the region's economy. Serving in a fiduciary role, Tunxis foundation functions as an external organization dedicated to the preservation and enrichment of the College as a vital and responsive community asset.

Please visit [tunxis.commnet.edu/college/foundation](http://tunxis.commnet.edu/college/foundation) for more information.

# Alumni Association of Tunxis Community College

## Mission Statement

The Alumni Association of TCC exists to support the College mission, encourage community alliances, promote education, and foster a spirit of unity and pride.

## History

Tunxis Community College began operations in October 1970 and held its first graduation in June 1972. Ten years later a small group of volunteer graduates initiated an effort to establish an alumni association. The founders wrote bylaws to govern its operation, registered the organization with appropriate state agencies and began holding fund raising events. Proceeds from the events are used to support student scholarships, recognize outstanding faculty and staff, and to help fund other requirements of the College not generally supported by public funds. Alumni Association leadership collaborates with College administration and the Tunxis Foundation and Advisory Board to support important initiatives as they evolve.

## General Operation

The Alumni Association of TCC is governed by a Board of Directors elected to a three-year term of office. The Board of Directors meets as needed and is encouraged to attend the College's commencement ceremony.

The executive committee includes the president, vice president, secretary and treasurer who also serve as members of the Board of Directors. Association business is accomplished through the use of committees composed of volunteers and chaired by board members.

## Membership

All graduates of Tunxis Community College degree and certificate programs, and those students who have left the College in good standing, shall be eligible for membership.

All active members are encouraged to attend Board of Directors meetings and participate in association events or committees.

If you would like to support your Alumni Association by volunteering or contributing a tax-deductible donation, please complete an application form. Checks should be made payable to Alumni Association of TCC.

Please visit [tunxis.commnet.edu/college/alumni](http://tunxis.commnet.edu/college/alumni) for more information.

*The Alumni Association of TCC is a federally recognized non-profit organization. It has 501 (c)(3) tax-exempt status from the IRS. All donations to the Association are tax deductible.*

# DIRECTORY



Tunxis Community College

*Education That Works For a Lifetime*

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

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Richard Anderson.....	Faculty Representative
Bryan R. Bonina.....	Alumni Association
Nancy Grassilli.....	Faculty Representative
Lynn Laskowski.....	Faculty Representative
Genita Mangum.....	Staff Representative
Sally Terrell.....	Faculty Representative
Tanesha Wilkinson.....	Student Representative

# Program Advisory Committees

## ► Business Program Advisory Committee

Linda Agnew, Deputy Labor Commissioner, Wethersfield  
Sharon Braverman, Associate Dean & Academic Advising, CCSU School of Business, New Britain  
Dino DiMatteo, Director of Sales, Hartford Marriott–Farmington  
Jeff Durham, Principal, Lang/Durham, Farmington  
Robert Farr, Chairman of the Board of Pardons and Paroles, Waterbury  
Kevin Keenan, General Manager, Westfarms Mall Management Office, Farmington  
Ryan Laquerre, CPA, Plainville  
Sharon Provenzano, Human Resources, Yard Metals, Southington  
Katy Thibeault, Valley Water Systems Inc., Plainville  
Byron Treado, Vice President Commercial Lending, Farmington Savings Bank, Farmington

*Tunxis Community College members*  
Guy Beeman, Lecturer in Business  
William L. Detlefsen, Lecturer in Business

## ► Business Office Technology Advisory Committee

Cassandra B. Huchko, Coordinator, Otis Elevator Company  
Barbara Letizia, Bristol  
Karen Letizio, Wethersfield  
Lee Marcoux, Business & Finance Technology Education Consultant, State of Connecticut  
Susan Paulauskas, Department of Banking, State of Connecticut  
Aurora Pedrolini, Business Department Chairperson, Southington High School  
Claudette Renock, CPS, The Fletcher Terry Company  
Sandra Roy, Business Department, Bristol Eastern High School  
Laurie Weyerstrass, CPC, CCP, Outpatient Coding Supervisor, Saint Francis Hospital, Hartford

*Tunxis Community College members*  
Cathryn L. Addy, Ph.D., President (*ex-officio*)  
Candace M. Carbone, Department Chair of Business and Technology & Professor of B.O.T.  
Estelle Carenza, Administrative Assistant/Academic Division  
Lauren Cascella, Lecturer in Business Office Technology  
Carolyn Holmes, CPS, Student  
Susan Winn, Human Resources Educational Assistant

## ► Criminal Justice Program Advisory Committee

Captain Peter P. Costanzo, Captain, Plainville Police Department  
Theresa C. Lantz, M.S., Commissioner, Connecticut Department of Correction  
Mark Kaczynski, D.E.A.  
Paul Murray, Assistant Chief State's Attorney, CT  
James Rio, Chief, Farmington Police Department

*Tunxis Community College members*  
Richard Anderson, Program Coordinator & Associate Professor of Criminal Justice  
Jessica Waterhouse, Assistant Professor of Criminal Justice



### ► **Dental Assisting Program Advisory Committee**

Brancy Cash, CDS, Office Manager  
Cheryl Chiarello, CDA, Office Manager  
Stephen W. Colite, Dentist  
Marian Eichner, Consumer  
Henry Gellert, DDS, Orthodontist  
Meaghan Kitchin, Consumer  
Lori Pio, CDA  
Stephanie A. Urillo, DDS

#### *Tunxis Community College members*

Donna Brandeis-LaGanga, Ed.D., Dean of Workforce Development & Continuing Ed.  
Erin Annecharico, CDA, RDH  
Gary Jacobs, CDA, RDH

### ► **Dental Hygiene Advisory Committee**

Marleen Grandia, RDH  
Frank Nichols, DMD, Ph.D.  
Mary Pergiovanni, DMD  
Margaret Ann Smith, DMD  
Jennifer Zabel, RDH

#### *Tunxis Community College members*

Mary Bencivengo, RDH, M.S., Division Director of Allied Health  
Diane Ellis, RDH, Professor of Allied Health  
Laura Gambino, CIS/Technology Program Coordinator & Professor of CIS

### ► **Drug and Alcohol Recovery Counselor Advisory Committee**

Rick Callahan, Managed Service Systems Director, Dept. of Mental Health and Addiction Services  
Orchid Deer-Dalomba, Admissions Counselor, Charter Oak State College  
Ray Muszynski, Professional Counselor, Wheeler Clinic  
Barry Williams, Substance Abuse Counselor, Farrell Treatment Center (Tunxis DARC Graduate)

#### *Tunxis Community College members*

Harriet Cianci, Ph.D., DARC Program Coordinator & Associate Professor of DARC  
Barbara Boccaccio, Ph.D., Professor of Psychology/Human Services

### ► **Graphic Design Program Advisory Committee**

Michael Cox, Art Director, WVIT-TV NBC 30  
Tom Lawton, Tom Lawton Design  
Diann Thomson, Graphic Designer, Central Connecticut State University  
Carla Weise, Senior Designer, Children's Book Division, Harper Collins

#### *Tunxis Community College members*

Stephen A. Klema, Program Coordinator & Professor of Graphic Design

### ► *Human Services Program Advisory Committee*

**Cary Dupont**, President, St. Paul Catholic High School  
**Sandy Gozzo**, Tunxis Human Services Program Alumni  
**Robin Hammael-Urban**, Pastoral Response Coordinator, Episcopal Diocese of CT  
**Jennifer Hernandez**, Program Manager, Nurturing Families Network  
**Gayle Kataja**, Regional Director, North Central Region of CT Community Care, Inc.  
**Thomas H. Morrow**, Executive Director, Bristol Community Organization  
**Katherine Plourde**, Director & Fair Housing Officer, Bristol City Community Services  
**Rayme Wayne**, Professor of Social Work, Saint Joseph College  
**Susan Woerz**, Executive Director, Plainville Community Food Pantry

#### *Tunxis Community College members*

**Barbara Boccaccio, Ph.D.**, Professor of Psychology/Human Services  
**Christina Gotowka**, Professor of Psychology  
**Kimberly James**, Director of Career Services  
**Carolyn Miranda.**, Director of Child Development Center  
**Colleen Richard, M.S.W., Ph.D.**, Program Coordinator & Associate Professor of Human Services  
**Jacqueline Taraborrelli**, Human Resources Associate

### ► *Visual Fine Arts Program Advisory Committee*

**Janice La Motta**, Visual Fine Artist & Program Coordinator, The Studio @ Billings Forge, Hartford, CT  
**Frank Noelker**, Photographer  
**Bill Thomson**, Illustrator  
**Matthew Weber**, Visual Fine Artist

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**William Kluba**, Program Coordinator & Professor of Fine Arts  
**John Timmons**, Dept Chair of Arts/Communications & Associate Professor of CIS/Communications

### ► *Workforce Development & Continuing Education Quality Council*

**Lisa Aiudi**, School to Career Coordinator, Plymouth Board of Education  
**Kenneth Branco**, R.E.V.V. International  
**Diane Ferguson**, Director of Human Resources, City of Bristol  
**Jane FitzMaurice**, Assistant Director of Nursing, Jerome Home, New Britain  
**Raymond Gaulin**, Coordinator of Connecticut Rider Education Program, State of CT  
**Kevin Lynch**, Airport Operations Assistant Specialist, Bradley International Airport  
**George Nashe**, Sherman Hills Veteran's Hospital  
**Nancy Nitschi**, VNA, Central Connecticut  
**Katherine Plourde**, Director & Fair Housing Officer, Bristol City Community Services  
**Zeri Pourjafari**, Senior HR Consultant, Hartford Life  
**Erica Robertson**, Assistant to the Town Manager of Farmington  
**Sandra Sawicki**, Director of Training, CT Department of Correction  
**Raymond Turri**, President, Turri Electric  
**Chris Venslovas**, Allied Health Consultant  
**Joel Zimmerman**, Vice President of Operations—Sonitrol

### *Tunxis Community College members*

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**Erin Annecharico**, Coordinator of Dental Assisting Program

**Cheryl Conaty**, Coordinator of Allied Health Programs

**Susan Lesser**, Educational Assistant, Workforce Development

**Victor Mitchell**, Director of Business and Industry Services

**Christine Piantek**, Coordinator of Continuing Education

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**Arthur Paulette**, Treasurer

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### ■ **President's Office**

**Cathryn L. Addy**, President

B.A., Kansas State University; M.A., State University of New York at Oswego;

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**Susan Winn**, Acting Executive Assistant to the President

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### ► **Human Resources Office**

**Pamela Kowar**, Director of Human Resources

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**Jacqueline Taraborrelli**, Human Resources Associate

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**Holi Martinez**, Personnel Aide.

### ► **Institutional Effectiveness and Outreach Office**

**David England**, Acting Dean of Institutional Effectiveness and Outreach

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**Nancy Dennis**, Secretary 2.

## • **Marketing and Public Relations**

**Leigh E. Knopf, APR**, Director of Marketing and Public Relations  
B.A., Lehigh University; M.P.S., Cornell University.

**Melissa W. Lamar**, Public Relations Associate  
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**Kerry Ann Kowar**, Public Relations Associate  
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**David Archambault**, Graphics Specialist  
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## • **Institutional Planning and Development**

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**Robert Lavin**, Information Technology Technician II.

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## • **Workforce Development & Continuing Education**

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**Nina Jablonski**, Secretary I

**Juanita Ellard**, Part-time Clerk.

## • **Business & Industry Services**

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## • **Continuing Education**

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**Katherine Ostman**, Secretary I  
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**Erin Annecharico**, Continuing Education Assistant  
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**Susan Lesser**, Continuing Education Assistant  
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## ► **Facilities**

**John Lodovico**, Director of Facilities.

**Rosenda Hull**, Administrative Assistant/Director of Facilities/Dean of Administration.

## ► **Buildings & Grounds**

**David Misluk**, Building Superintendent I.

**Todd Raymond**, General Trades Worker  
A.S., Tunxis Community-Technical College.

**Margarita Marrero**, Maintainer.

**Diane Fries**, Lead Mail Handler.

**Louis Caballero**, Custodian.

**Donald Caron**, Custodian.

**Alfred Cianchetti**, Custodian.

**Quani Coma**, Custodian.

**Kristina Gonzalez**, Custodian.

**Mark Kapustey**, Custodian.

**Marcus Maringola**, Custodian.

**Edwin Pandolfio**, Custodian.

**Jorge Rivera**, Custodian.

## ■ **Academic Affairs Division**

**Michael Rooke**, Acting Dean of Academic Affairs

B.S., Nottingham Trent University; M.S., Long Island University; Ph.D., Kansas State University .

**Mary Bencivengo**, Division Director of Allied Health/Science

R.D.H., B.S., Fairleigh Dickinson University; M.S., Central Connecticut State University.

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**Diane Becker**, Administrative Assistant/Allied Health.

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**Ruth DeLeo**, Administrative Assistant, Allied Health/Dental Hygiene.

**Judith A. Minor**, Administrative Assistant.

**Estelle Carenza**, Administrative Assistant/Academic Dean's Office.

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**Lori Sirois McClain**, Secretary 2/Academic Affairs Division.

A.S., Tunxis Community College.

**Kathleen Hamm**, Data Entry Operator II, Dental Hygiene Program.

**Sabina Ostynska**, Secretary 1/Faculty.

B.G.S., University of Connecticut.

**Rosalie Kavouras**, Office Assistant/Faculty.

**Kathy Golden**, Lab Assistant.

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**Arthur Simoes**, Photography Lab Assistant.

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## ► **Academic Advising**

**Judith Reilly-Roberts**, Counselor

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M.S., Springfield College.

**Vivian Craven**, Counselor

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## ► **Library**

**Lisa Lavoie**, Acting Director of Library Services

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**Robert Royer**, Librarian

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**Behnaz Perri**, Librarian

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M.L.S., Southern Connecticut State University.

**Rachel Hyland**, System Librarian

B.A., Central Connecticut State University; M.L.S., Southern Connecticut State University.

**Elzbieta, Larrabee**, Librarian

M.S., Academic of Economics, Krakow, Poland; M.L.S., Southern Connecticut State University.

**Carolyn Boulay**, Librarian

B.A., Central Connecticut State University; M.L.S., Southern Connecticut State University.

**Yawhenii Urublewski**, Information Technology Technician.

**Ruth Faasen**, Administrative Assistant/Library Services.

## ► **Media Instructional Technologies**

**Adrienne Kelly**, Director of Education Technology

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**Michael Zych**, Media Specialist

A.S., Tunxis Community College; B.A. University of Connecticut.

**Ken Colangelo**, Technology Integration Associate

B.S., Central Connecticut State University.

**Daren Casey**, Information Technology Analyst 2.

**Vadim Korf**, Media Assistant

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**Patricia McDermott**, Duplicating Technician II/Media

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## ■ **Student Affairs Division**

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**Deborah Pavelchak**, Administrative Assistant.

## ► **Admissions**

**Peter McCluskey**, Director of Admissions

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**Ashkhen Strack**, Assistant Director of Admissions

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**Katherine Martorelli**, Secretary 2/Admissions

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**Shannon Murphy**, Secretary 2.

**Lori Blakley**, Part-time Office Assistant.

**Sara Cruz**, Part-time Clerk Typist.

A.S., Tunxis Community College.

**Joyce McPhee**, Telephone Operator.

A.S., Tunxis Community College.

**Claire Reimer**, Part-time Telephone Operator.

## ► **Records**

**Susan Juba**, Registrar

B.S., Kean College.

**Patrice Benoit**, Associate Registrar

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**Stacey Palumbo**, Registration Services Assistant

A.S., Tunxis Community-Technical College.

**Patricia Wangen**, Secretary I.

**Victoria DeMaria**, Clerk-Typist.

## ► **Financial Aid Services**

**David Welsh**, Director of Financial Aid Services

B.A., Columbia University; B.F.A., M.F.A., Pratt Institute.

**Sandra Vitale**, Associate Director of Financial Aid Services

B.S., Central Connecticut State University.

**Helen Lozada**, Financial Aid Assistant.

## ► **Student Affairs**

**Christopher LaPorte**, Director of Student Activities/Admissions Specialist  
A.S., Tunxis Community-Technical College; B.S. Central Connecticut State University;  
M.S., Cambridge College.

## ► **Academic Support Center**

**Kathleen E. Schwager**, Director of Academic Support Center  
B.S., University of Rhode Island; M.A., University of Hartford.

**Alison McCarthy**, Coordinator of Academic Support Center  
B.S., University of Connecticut; M.S., Southern Connecticut State University.

**Cathy Ann Felice**, Learning Disabilities Specialist  
B.A., Marywood College; M.A., West Virginia University.

**Amanda Testo**, Part-Time Learning Disabilities Specialist  
B.A., M.A., University of Connecticut.

**Garth Pelton**, Placement Testing/Tutor Specialist  
B.A., University of Hartford; M.A., California State University.

**Melanie Kelly**, Math and English Tutor  
B.A., University of Connecticut.

**Mohamed Mountassir**, Math Tutor:  
A.S., B.S., University Hassan II.

**Magaly Correa**, Secretary 2.  
A.S., Tunxis Community College; B.G.S., University of Connecticut.

## ■ **Administrative Services Division**

**Charles Cleary**, Dean of Administration  
B.A., Clark University; M.B.A., University of Connecticut.

**Rosenda Hull**, Administrative Assistant/Director of Facilities/Dean of Administration.

## ► **Business Office**

**Nancy Eschenbrenner**, Director of Finance and Administrative Services.  
B.S., Central Connecticut State University.

**Kenneth Brintle, CPM**, Purchasing Services Officer I.  
A.S., Tunxis Community College; B.S., Central Connecticut State University.

**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  
A.S., Greater Hartford Community College.

**Aileen Haber**, Office Assistant  
B.S., Central Connecticut State University.

**Deborath Mendoza**, Office Assistant.



**Lauren Grant**, Office Assistant.  
**Francine Roy**, Clerk-Typist  
Certificate, Tunxis Community College.

### ► **Information Technology**

**Robert Wahl**, Director of Information Technology  
A.S., Northwestern Connecticut Community-Technical College; B.A., Wesleyan University.

**Peter Haffner**, Assistant Director of Information Technology  
B.S., Ithaca College.

**Steven Mead**, Coordinator of Academic Information Technology  
Certificate in Data Processing, Tunxis Community College;  
B.S., Central Connecticut State University; M.Ed., University of Hartford.

**Vincent Lagrotteria**, Network Manager  
A.A.S., Rochester Institute of Technology; B.S., Gallaudet University;  
M.S., University of New Haven.

**Obed W. Delancy**, Information Technology Analyst 2  
A.S., Tunxis Community-Technical College.

**Luis Neves**, Information Technology Analyst 2.

**Susan Rogowski**, Information Technology Analyst 2.

**David Wright**, Information Technology Technician.

**Karen Okenquist**, Administrative Assistant  
A.S., Tunxis Community College.

### ► **Bookstore**

**David Stohl**, Bookstore Supervisor I  
A.S., Tunxis Community-Technical College.

**Lisa Christiansen**, Head Clerk.

**Loren Dickens**, Part-Time Sales Clerk.

### ► **Early Childhood Center**

**Carolyn Miranda**, Director of Child Development Center  
B.S., M.S., Central Connecticut State University.

**Linda Rosado**, Child Development Teacher  
B.S., Wheelock College; M.L.S., Southern Connecticut University.

**Alison Savino**, Child Development Teacher  
A.S., Mattatuck Community College; B.S., Central Connecticut State University.

**Joyce Voisine**, Teacher Assistant/Child Development  
A.S., Post Junior College.

**Lori Blakley**, Part-time Office Assistant.

# Full-time Faculty

**Abbot, Jesse**, Instructor of English/Philosophy

B.A., Bard College; M.F.A., Brown University.

**Adolfson, Arthur**, Professor of Computer Information Systems/Mathematics

B.S., M.S., Central Connecticut State University; M.S., University of New Hampshire.

**Anderson, Richard**, Assistant Professor of Criminal Justice

B.S., Austin Peay State University; M.A., Trinity College; M.P.A., University of Hartford.

**Baird, Paula**, Assistant Professor of English as a Second Language

B.A., Purdue University; M.A., University of Connecticut.

**Blaszczynski, Andre**, Professor of Business/Economics

B.A., M.A., University of Connecticut; M.B.A., Rensselaer Polytechnic Institute.

**Boccaccio, Barbara B.**, Professor of Psychology/Human Services

B.A., California State University; M.A., Springfield College; Ph.D., University of Connecticut.

**Brown, Robert E.**, Associate Professor of History/English

B.A., University of Virginia; M.A., University of Connecticut.

**Carbone, Candace M.**, Professor of Business Office Technology

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**Cassidy, Terry**, Instructor of Developmental English

B.A., University of New Hampshire; M.Ed., Northeastern University; Ed.D., University of Hartford.

**Celona, Lisa**, Instructor of Foreign Language

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**Cenet, Jean-Marc**, Associate Professor of Mathematics

B.A., DePauw University; M.A.T., Ed.S., Indiana University.

**Cienci, Harriet**, Associate Professor of Drug and Alcohol Recovery Counselor Program

A.A., Berkshire Community College; A.S., Tunxis Community College;

B.A., Charter Oak College; M.A., Lesley College.

**Clark, Robert**, Assistant Professor of Mathematics

B.S., M.S., University of Connecticut.

**Coan, Francis**, Assistant Professor of History

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**Colgan, John**, Associate Professor of Business Management

B.S., Polytechnic Institute of Brooklyn; M.S., University of Hartford;

M.A., Trinity College; M.B.A., Hofstra University.

**Cook, Edward**, Professor of Science

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**Coyne, Jacalyn**, Assistant Professor of Early Childhood Education

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**Edwards, Richard**, Associate Professor of Sociology  
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**Ellis, Diane D.**, Professor of Allied Health/Dental Hygiene  
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**Ersinghaus, Stephen**, Associate Professor of English  
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**Fierro, Rafaele**, Instructor of History  
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**Gambino, Laura**, Professor of Computer Information Systems  
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**Garside, Carianne**, Instructor of Fine Arts  
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**Gentry, Susan**, Instructor of Developmental English  
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**Gotowka, Christina**, Professor of Psychology  
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**Jacobs, Gary**, Assistant Professor of Dental Assisting  
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**Johnson, Patricia**, Instructor of Dental Hygiene  
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**Keifer, Elizabeth**, Associate Professor of English  
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**Klema, Stephen A.**, Professor of Graphic Design  
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**Knowles, Robin**, Assistant Professor of Dental Hygiene  
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**Kriscenski, John F., Jr.**, Professor of Computer Information Systems  
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**Lardie, David L.**, Professor of Accounting  
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C.P.A., State of Connecticut.

**Laskowski, Lynn**, Associate Professor of Biology  
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**Mahmood, Carol**, Professor of English  
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**Milward, Hendree**, Associate Professor of Mathematics  
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# Emeriti

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# INDEX

Academic Advising.....	55
Academic Advising Center.....	55
Academic Calendars.....	5
Academic Information.....	47
Academic Probation.....	54
Academic Standing.....	54
Academic Support Center.....	36
Acceptable Use Policy - From the CCC Chancellor.....	236
Acceptable Use Policy - Tunxis Community College.....	235
Accounting Certificate Program.....	74
Accounting Courses.....	160
Accreditation.....	8
Accreditation Statement.....	2
Accuplacer Academic Assessment.....	25
Adding or Dropping a Course.....	51
Administration.....	267
Administrative.....	48
Administrative Notations.....	48
Admissions.....	22, 23
Admissions Procedures.....	23
Admission to Continuing Education Programs.....	32
Admission to Selective Admission Programs.....	25
Admission to the English as a Second Language Curriculum.....	26
Admission With Advanced Standing.....	27
Advanced Placement.....	28
Advanced Placement of All High School Students.....	58
AIDS and Other Communicable Diseases Policy.....	255
Alumni Association General Operation.....	260
Alumni Association History.....	260
Alumni Association Membership.....	260
Alumni Association Mission Statement.....	260
Alumni Association of Tunxis Community College.....	260, 267
Americans with Disabilities Act.....	36
Anthropology Courses.....	160
Appeals Process.....	54
Application to Graduate.....	57
Applying for Financial Aid.....	41
Art Courses.....	161
Astronomy Courses.....	165
Authorization to Grant Associate's Degree.....	8
Basic Skills/Assessment Testing.....	60
Biology Courses.....	165
Board of Governors CT Department of Higher Education.....	262
Board of Trustees of Connecticut Community-Technical Colleges.....	262
Bookstore.....	9
Bristol Career Center of Tunxis Community College.....	10
Business Administration: Accounting Option, Associates Degree.....	72
Business Administration: Accounting Option Program Learning Objectives.....	73
Business Administration, Associates Degree.....	69
Business Administration Certificate Program.....	71
Business Administration: Finance Option Associates Degree.....	75

Business Administration: Finance Option Program Learning Objectives.....	76
Business Administration: Marketing Management Option, Associates Degree .....	77
Business Administration: Marketing Management Option Program Learning Objectives .....	78
Business Administration Program Learning Objectives .....	70
Business Administration: Retail Business Management Option, Associates Degree .....	80
Business Administration: Retail Business Management Option Program Learning Objectives .....	81
Business Courses - Entrepreneurship.....	168
Business Courses - Finance.....	168
Business Courses - General .....	166
Business Courses - Management.....	168
Business Courses - Marketing.....	169
Business Office Technology Advisory Committee.....	264
Business Office Technology Associates Degree .....	83
Business Office Technology Courses.....	170
Business Office Technology: Health Claims Processing Certificate Program .....	88
Business Office Technology: Medical Option, Associates Degree.....	85
Business Office Technology: Medical Option Program Learning Objectives.....	86
Business Office Technology: Medical Transcription Certificate Program.....	87
Business Office Technology: Office Applications Certificate Program.....	89
Business Office Technology Program Learning Objectives.....	84
Business Program Advisory Committee .....	264
Campus Facilities - Reserve Space for Meetings and More.....	230
Campus Safety.....	9
Career Counseling.....	56
Certified Professional Secretary (CPS) Award .....	28
Chemistry Courses .....	172
Chinese Language Course .....	173
Class Attendance.....	52
College Careers Pathway (CCP).....	30
College Consortium for International Study (CCIS).....	30
College Level Examination Program (CLEP).....	52
College of Technology.....	58
College Preparation Courses.....	174
College Preparatory Courses .....	61
Combined Academic Standing.....	54
Communication Courses.....	174
Communication Program Certificate .....	90
Computer Aided Drafting (CAD) Certificate Program.....	149
Computer Applications Courses.....	175
Computer Center and Open Lab .....	34
Computer Center Hours of Operation.....	35
Computer Information Systems Associates Degree .....	91
Computer Information Systems: Computer Programming Option, Associates Degree .....	93
Computer Information Systems: Computer Programming Option Program Learning Objectives .....	94
Computer Information Systems: Network Administration Option Associates Degree .....	96
Computer Information Systems: Network Administration Option Program Learning Objectives.....	97
Computer Information Systems Program Learning Objectives.....	92
Computer Programming Certificate Program .....	95
Computer Science Courses.....	177
Computer Technology Courses .....	179
Computer Use Policies.....	36
Computing Policy of the Connecticut Community Colleges Board of Trustees.....	234
Confidentiality of Student Records.....	253
Connecticut Community Colleges.....	297

Connecticut Talent Assistance Cooperative (CONNTAC).....	31
Continuing Education Programs .....	229
Copy Center .....	59
Course Auditing .....	50
Course Credit by Examination (CBE).....	51
Course Credit for Prior Learning.....	51
Course Descriptions.....	159
Courses of Instruction.....	59
Course Waiver.....	52
Credits .....	48
Criminal Justice, Associates Degree .....	100
Criminal Justice: Corrections Option Associates Degree.....	102
Criminal Justice: Corrections Option Program Learning Objectives.....	103
Criminal Justice Courses.....	180
Criminal Justice: Drug and Alcohol Treatment Option Associates Degree.....	104
Criminal Justice: Drug and Alcohol Treatment Option Program Learning Objectives .....	105
Criminal Justice Program Advisory Committee.....	264
Criminal Justice Program Learning Objectives.....	101
Curriculum Advising & Program Planning (CAPP).....	54
Dean's List.....	56
Dental Assisting Certificate Program.....	111
Dental Assisting Courses.....	182
Dental Assisting Program Advisory Committee.....	265
Dental Assisting Program Learning Objectives.....	112
Dental Hygiene Advisory Committee.....	265
Dental Hygiene (A.S. Degree).....	112
Dental Hygiene Associates Degree.....	106
Dental Hygiene Associates Degree Program Learning Objectives .....	108
Dental Hygiene Associate's Degree Program: Special Admission Requirements .....	109
Dental Hygiene Courses.....	183
Dental Hygiene Honor Society.....	38
Dental Hygiene Program: Application Process for Admission.....	110
Dental Hygiene Program: Prerequisite Requirements.....	109
Digital Arts Courses.....	187
Directions to Bristol Career Center.....	302
Directions to Tunxis Community College.....	302
Directory.....	261
Directory Information/Release of Information.....	253
Disability Services.....	36
Dropping a Course .....	51
Drug and Alcohol Abuse Statement.....	255
Drug and Alcohol Recovery Counselor, Associates Degree .....	113
Drug and Alcohol Recovery Counselor Courses.....	187
Drug and Alcohol Recovery Counselor Program Learning Objectives.....	114
Drug and Alcohol Recovery Counselor Program: Special Requirements .....	114
Early Childhood Administration Certificate Program .....	117
Early Childhood Center.....	37
Early Childhood Education, Associates Degree .....	115
Early Childhood Education Certificate Program.....	118
Early Childhood Education Courses .....	189
Early Childhood Education Program Learning Objectives .....	116
Earth Science Courses .....	191
Economics Courses.....	191
Educational Extension Account Credit Courses and Non-Credit Courses.....	227

Electrical Certificate Program .....	151
Electronic Communications Policy - From the CCC Chancellor.....	238
Electronic Device Policy.....	258
Electronics Technology Certificate Program .....	152
Emeriti.....	277
Engineering Science, Associates Degree.....	119
Engineering Science Courses.....	219
Engineering Science Program Learning Objectives.....	120
English as a Second Language Certificate Program.....	121
English as a Second Language Courses .....	198
English as a Second Language Credits - Transferability.....	255
English Courses - Literature.....	192
Enrollment Information .....	53
Epsilon Pi Tau.....	37
Expenses.....	222
Experiential Learning.....	52
Externship Course.....	200
Faculty Computer Training Classes.....	34
Family Educational Rights and Privacy Act (FERPA) .....	38, 251, 253
Family Violence Intervention Certificate Program.....	136
Fee Deposit .....	224
Fees Which Are Non-refundable .....	226
Financial Aid .....	40
Financial Aid Services Office Policies.....	43
Financial Assistance Programs .....	44
French Courses.....	201
Fresh Start Option.....	55
Full-time Faculty.....	274
Full-time Students.....	53
General Education.....	11
General Education Abilities.....	12
General Information .....	7
General Studies, Associates Degree .....	122
General Studies Program Learning Objectives .....	123
Geography Course.....	201
Grade Appeal Procedure.....	51
Grade Points.....	48
Grades, Credits, Grade Points, and Administrative Notations.....	48
Graduation Requirements—Degree and Certificate Students.....	57
Grant Programs.....	44
Graphic Design, Associates Degree .....	124
Graphic Design Certificate Program.....	128
Graphic Design Courses.....	201
Graphic Design: Interactive Media Option, Associates Degree.....	126
Graphic Design: Interactive Media Option Program Learning Objectives.....	127
Graphic Design Program Advisory Committee .....	265, 266
Graphic Design Program Learning Objectives.....	125
Graphic Standards/Print Material Guidelines.....	10
Health Career Pathways Certificate Program .....	129
Health Courses.....	204
High School Partnership Program.....	29
History Courses.....	204
Honors Computer Science/Mathematics, Associates Degree.....	130
Honors Criteria for Graduation .....	58

Hope Scholarship Tax Credit.....	227
Human Services, Associates Degree .....	131
Human Services Certificate Program.....	137
Human Services Courses .....	206
Human Services: Family Violence Intervention Option, Associates Degree .....	134
Human Services: Family Violence Intervention Option Program Learning Objectives .....	135
Human Services Program Learning Objectives .....	133
Hybrid Courses .....	62
Immunization Policy.....	25
Incomplete Notation.....	49
Independent Study Course.....	52, 207
Information Technology Services .....	34
Institutional Outcomes .....	16
Interdisciplinary Studies.....	207
International Students .....	28
Italian Courses.....	207
Latin Courses.....	208
Liberal Arts and Sciences (A.A. Degree) Program Learning Objectives.....	139
Liberal Arts and Sciences (A.S. Degree) Program Learning Objectives .....	141
Liberal Arts and Sciences, Associates in Arts Degree .....	138
Liberal Arts and Sciences, Associates in Science Degree .....	140
Library.....	60
Library phone numbers.....	60
Library services.....	60
Loan Programs.....	45
Mandatory Usage Fees.....	224
Map of Connecticut.....	303
Marketing Management Certificate Program.....	79
Mathematics Courses.....	208
Media Center.....	59
Media Instructional Technologies (MIT) .....	59
Media Relations Guidelines.....	10
Meteorology Course .....	211
Microcomputer Processing Certificate Program.....	99
Minority Affairs.....	36
Music Courses.....	211
National Guard Tuition Waiver .....	46
Network Administration Certificate Program.....	98
New England Board of Higher Education Reciprocal Program.....	31
New England Regional Student Program.....	31
New Media Communication Courses .....	211
Non-discrimination Policy.....	4
Non-Program-Enrolled Students.....	53
Notification of Changes and Cancellations .....	9
Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA) .....	251
Oceanography Course.....	212
Online Courses - Continuing Education/Non-credit.....	62, 230
Part-time Lecturers.....	278
Part-time Students.....	53
Pell Grants.....	44
Perkins Loan .....	45
Personal and Social Counseling.....	56
Philosophy Courses.....	212
Phi Theta Kappa.....	37

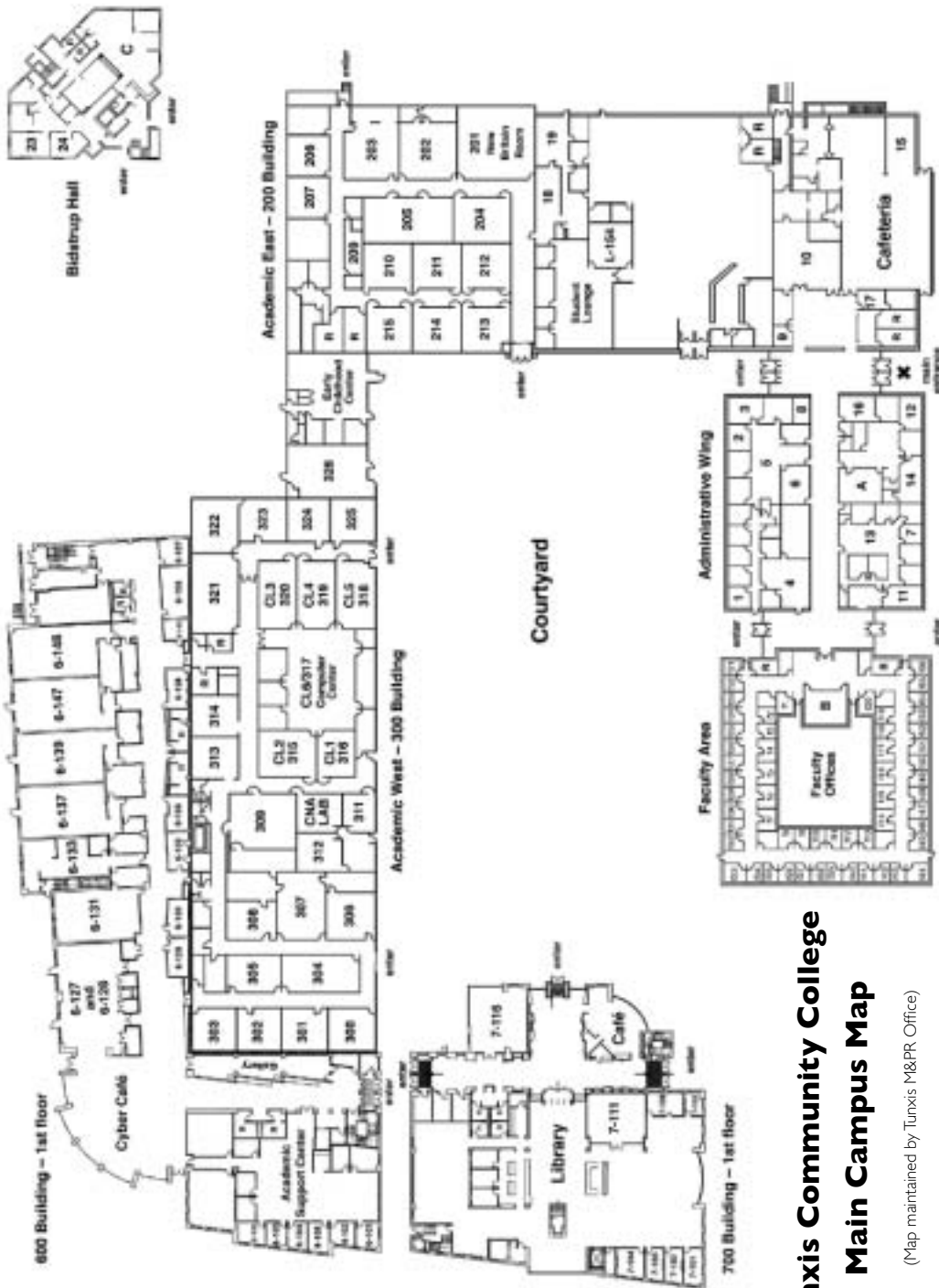
Photography Certificate Program.....	68
Photography Courses.....	213
Physical Therapist Assistant, Associates Degree.....	142
Physical Therapist Assistant Courses.....	213
Physical Therapist Assistant Program Learning Objectives.....	143
Physical Therapist Assistant Program: Special Admissions Requirements.....	143
Physics Courses.....	214
Placement Testing.....	25
PLUS Loans.....	45
Policy Changes.....	232
Policy Statements.....	231
Polish Courses.....	215
Political Science Course.....	215
Potential Graduates/Program Guides.....	57
Prerequisite Grades.....	50
President's Message.....	3
Program Advisory Committees.....	264
Program-Enrolled Students.....	53
Programs.....	63
Psi Beta.....	38
Psychology Courses.....	215
Publications - Workforce Development & Continuing Education.....	230
Purpose of the College.....	8
Racism and Acts of Intolerance Policy.....	232
Readmit Students.....	26
Release of Liability: Photography, etc.....	10
Repeated Course Policy.....	54
Repeat Policy.....	49
Retail Business Management Certificate Program.....	82
Review of Academic Standing.....	250
Russian Course.....	217
Satisfactory Completion of Courses.....	54
Scholarships and Local Awards.....	45
Scholarships for Graduates.....	45
Science Course - Environmental.....	217
Second Degree.....	57
Service Members Opportunity College/Project Ahead.....	30
Sex Offenders on Campus Policy.....	258
Sexual Harassment Policy.....	232
Sexual Misconduct and Relationship Violence Statement.....	248
Smoking Prohibition Policy.....	10
Sociology Courses.....	217
Spanish Courses.....	219
Special Fees.....	224
Stafford Loan.....	45
State Residency Policy.....	29
Student Achievement Recognition Ceremony.....	56
Student Activities.....	37
Student Activity Fees.....	223
Student Affairs.....	33
Student Clubs.....	37
Student Conduct Policy.....	38, 243
Student Government Association.....	37
Student IDs.....	35

Student Records.....	251
Student Records and Privacy.....	38
Student Rights and Responsibilities.....	250
Student Right to Know Regulations.....	39
Students with Disabilities.....	36
Subsidized Stafford Loan.....	45
Supplemented Courses.....	62
Suspension.....	54
Technology Studies, Associates Degree.....	144
Technology Studies: Biomolecular Science Option, Associates Degree.....	147
Technology Studies: Computer Aided Design Option, Associates Degree.....	148
Technology Studies: Electrical Option, Associates Degree.....	150
Technology Studies: Electrical Option Program Learning Objectives.....	151
Technology Studies/Engineering Science Courses.....	219
Technology Studies: Engineering Technology Option, Associates Degree.....	153
Technology Studies Program Learning Objectives.....	146
Technology Studies: Technology and Engineering Education Option, Associates Degree.....	154
Technology Studies: Television Operations Option Program Learning Objectives.....	158
Technology Studies: Television Operations Option, Selective Admissions Requirements.....	158
Threat Assessment/Crisis Management Team.....	257
Threats or Violent Acts - How to Report.....	257
Topics Courses.....	62
Transcripts.....	53
Transfer Advising.....	56
Transfer Students.....	26
Transfer Students - Dental Hygiene Program.....	27
Transfer to Senior Institutions.....	58
Tuition Account Courses.....	226
Tuition and Fees Schedule.....	223
Tunxis Foundation and Advisory Board.....	259, 263
Tunxis Foundation and Advisory Board Mission Statement.....	2, 259
Tunxis Logo Usage Guidelines.....	10
Tunxis Online Education.....	59
Unsubsidized Stafford Loan.....	45
Values and Principles.....	21
Veterans Administration Benefits.....	46
Veterans Tuition Waiver.....	46
Violence Prevention and Response Statement.....	256
Vision Statement.....	2
Visual Fine Arts, Associates Degree.....	64
Visual Fine Arts: Photography Option (A.S. Degree).....	67
Visual Fine Arts: Photography Option, Program Learning Objectives.....	66
Visual Fine Arts Program Learning Objectives.....	65
Weapons on College Campus.....	9
Withdrawal Notation.....	50
Withdrawals and Refunds.....	226
Withdrawals From a Course.....	55
Workforce Development.....	229
Workforce Development and Continuing Education.....	228
Workforce Development & Continuing Education Quality Council.....	230, 266
Work-Study Program.....	44
Written Warning.....	54



# Connecticut Community Colleges

- ▶ **Asnuntuck Community College ([www.acc.commnet.edu](http://www.acc.commnet.edu))**  
170 Elm Street • Enfield, CT 06082 • 860.253.3000
- ▶ **Capital Community College ([www.ccc.commnet.edu](http://www.ccc.commnet.edu))**  
950 Main Street • Hartford, CT 06103-1207 • 860.906.5000/800.894.6126
- ▶ **Gateway Community College ([www.gwcc.commnet.edu](http://www.gwcc.commnet.edu))**  
Long Wharf Campus • 60 Sargent Drive • New Haven, CT 06511 • 203.285.2000  
North Haven Campus • 88 Bassett Road • North Haven, CT 06473 • 203.285.2000
- ▶ **Housatonic Community College ([www.hcc.commnet.edu](http://www.hcc.commnet.edu))**  
900 Lafayette Boulevard • Bridgeport, CT 06604 • 203.332.5000
- ▶ **Manchester Community College ([www.mcc.commnet.edu](http://www.mcc.commnet.edu))**  
Great Path, P.O. Box 1046 • Manchester, CT 06045-1046 • 860.512.3000
- ▶ **Middlesex Community College ([www.mxcc.commnet.edu](http://www.mxcc.commnet.edu))**  
100 Training Hill Road • Middletown, CT 06457 • 860.343.5800
- ▶ **Naugatuck Valley Community College ([www.nvcc.commnet.edu](http://www.nvcc.commnet.edu))**  
750 Chase Parkway • Waterbury, CT 06708 • 203.575.8040
- ▶ **Northwestern Community College ([www.nwcc.commnet.edu](http://www.nwcc.commnet.edu))**  
Park Place East • Winsted, CT 06098 • 860.738.6300
- ▶ **Norwalk Community College ([www.ncc.commnet.edu](http://www.ncc.commnet.edu))**  
188 Richards Avenue • Norwalk, CT 06854 • 203.857.7000
- ▶ **Quinebaug Valley Community College ([www.qvcc.commnet.edu](http://www.qvcc.commnet.edu))**  
Main Campus • 742 Upper Maple Street • Danielson, CT 06239 • 860.412.7200  
Willimantic Center • 729 Main Street • Willimantic, CT 06226 • 860.423.4491
- ▶ **Three Rivers Community College ([www.trcc.commnet.edu](http://www.trcc.commnet.edu))**  
Mohegan Campus • 7 Mahan Drive • Norwich, CT 06360 • 860.886.0177  
Thames Valley Campus • 574 New London Turnpike • Norwich, CT 06360 • 860.886.0177
- ▶ **Tunxis Community College ([www.tunxis.commnet.edu](http://www.tunxis.commnet.edu))**  
Main Campus • 271 Scott Swamp Road • Farmington, CT 06032 • 860.255.3500  
Satellite Facility • Bristol Career Center of Tunxis Community College  
• 430 North Main Street • Bristol, CT 06010 • 860.314.4700

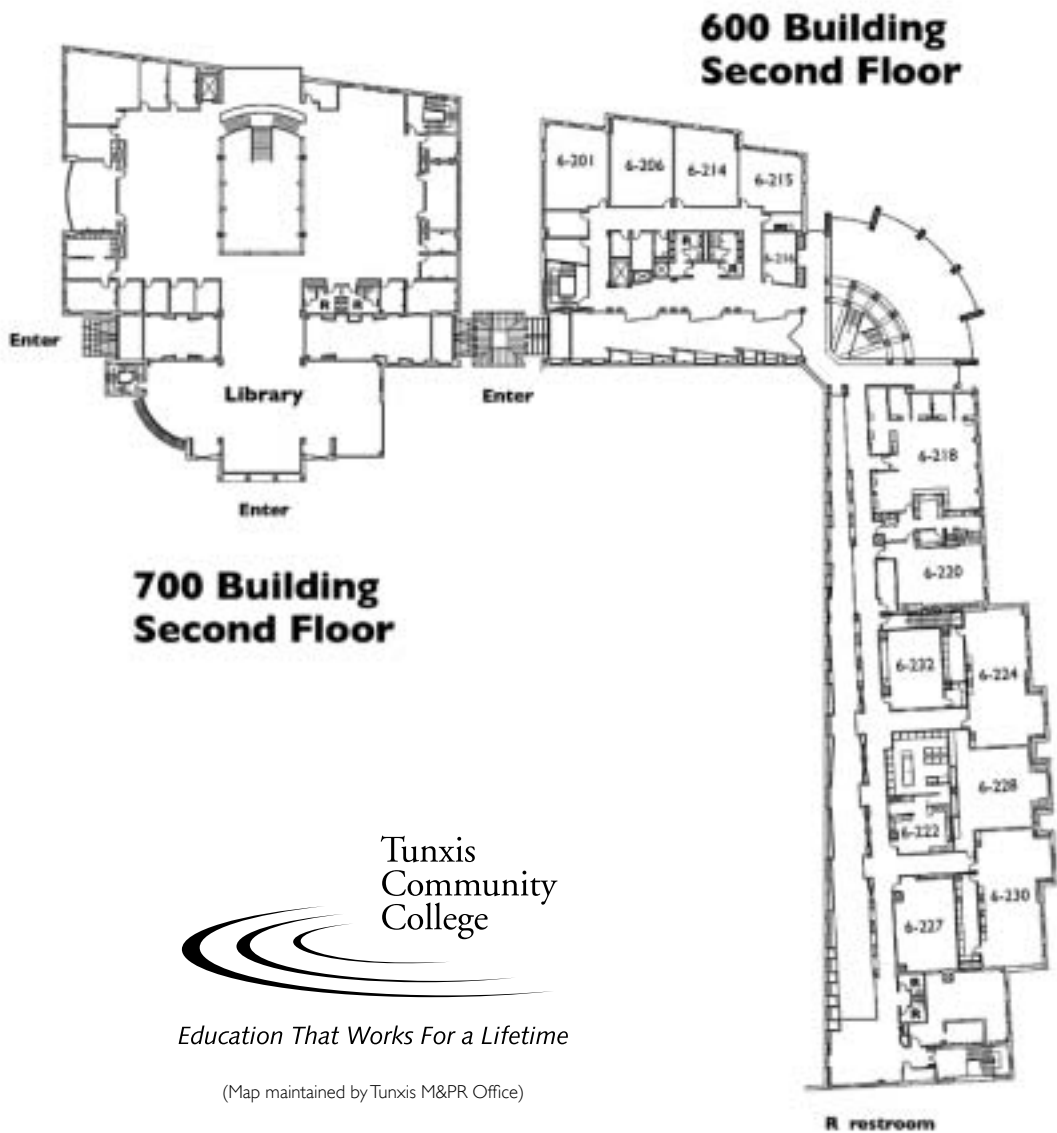


# Tunxis Community College Main Campus Map

(Map maintained by Tunxis M&PR Office)



# 600 & 700 Buildings: Second Floor



Tunxis  
Community  
College

*Education That Works For a Lifetime*

(Map maintained by Tunxis M&PR Office)

# Bidstrup Hall



- 1 director of institutional effectiveness (marketing and public relations, institutional research)
  - 2 associate dean of institutional planning & development
  - F restroom
- Rev. 08/07

(Map maintained by Tunxis M&PR Office)



- 1 payroll
  - 2 director of finance & administrative services
  - 3 dean of administration
  - F restroom
- Rev. 08/07

(Map maintained by Tunxis M&PR Office)



# 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 Route 177•N. Washington Street Exit. Turn right at the bottom of the exit ramp onto Rte. 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the third light (intersection of Routes 6 & 177).

Estimated driving time 20 minutes; estimated distance 16 miles.

## • FROM I-84 EASTBOUND (FROM WATERBURY) •

Take Exit 33 on left (Route 72 West•Plainville/New Britain). Continue on Route 72. Exit at Route 177/North Washington Street. Turn right onto Route 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the third light (intersection of Routes 6 & 177).

Estimated driving time 30 minutes; estimated distance 22 miles.

## • FROM MIDDLETOWN, ROCKY HILL, CROMWELL, NEWINGTON •

Take Route 9 North, follow signs for Route 72 New Britain/Bristol. Continue on Route 72 to Route 177/North Washington Street. Turn right onto Route 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the third light (intersection of Routes 6 & 177).

Estimated driving time 20-30 minutes; 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 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

Tunxis  
Community  
College



Tunxis Information Center .....860.255.3500

Tunxis Internet Address.....[tunxis.commnet.edu](http://tunxis.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.....	255.3615
Dean of Student Services.....	255.3560
Dean of Administration.....	255.3375
Acting Dean of Institutional Effectiveness & Outreach.....	255.3498
Department Chairs & Program Coordinators.....	255.3609
Faculty Offices.....	255.3609
Financial Aid Services.....	255.3510
Human Resources.....	255.3610
Information Technology.....	255.3471
Library.....	255.3800
Marketing and Public Relations.....	255.3776
Minority Affairs.....	255.3552
Online Education.....	255.3659
Placement Testing.....	255.3570
President's Office.....	255.3601
Public Relations.....	255.3776
Registrar/Records.....	255.3533
Student Activities.....	255.3518
Summer Sessions.....	255.3520
Transcripts.....	255.3521
Transfer Information (Tunxis to other institutions).....	255.3540
Transfer Information (from other institutions to Tunxis).....	255.3555
Weather Information.....	255.3501

**Mailing Address: 271 Scott Swamp Road • Farmington, Connecticut 06032-3187**