



# Fall 2015 to Spring 2016 Catalog

Accredited by the New England Association of Schools and Colleges

Accredited by the Connecticut Board of Regents for Higher Education

Accreditation Council for Business Schools and Programs (ACBSP)

Commission on Dental Accreditation of the American Dental Association (CODA)

Member of American Association of Community Colleges

National Association for the Education of Young Children (NAEYC)





*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), through its Commission on Institutions of Higher Education.

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

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

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
3 Burlington Woods Drive, Suite 100,  
Burlington, MA 01803-4514  
(781) 425 7785  
E-Mail: [cihe@neasc.org](mailto:cihe@neasc.org)



## President's Message



Welcome to Tunxis Community College!

This catalog is designed to acquaint you with the College's programs and services and to help you better understand the educational adventure that would await you as a Tunxis student.

The transformation at Tunxis Community College that began several years ago with new state-of-the-art classrooms and an expanded library have given us more space in which to offer quality programming for you and for members of the Tunxis community. We are very excited to have our wonderful new classrooms and computer labs as well as the science, art, and dental hygiene labs. We want to make sure that our students are supported in their efforts to prepare for their futures as we strive to change with the needs and desires of those who come to us.

You will find that the learning environment at Tunxis is very exciting; students of all ages and backgrounds make life-changing decisions 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.

We look forward to having you join us!

Sincerely,

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

Cathryn L. Addy, Ph.D.  
President

# Contents

Academic Calendars.....	5-6
Academic Information .....	33-57
Admissions .....	14-21
Alumni Association of Tunxis Community College .....	201
Connecticut Community Colleges .....	235
Course Descriptions/General Education Abilities Listing.....	117-172
Directions to Tunxis Community College / Map.....	238
Directions to Tunxis@Bristol From Main Campus / Map .....	239
Directory.....	200-226
Expenses.....	168-172
Financial Aid Services .....	28-32
General Information .....	7-13
Index.....	227-234
Maps of Campus.....	236-237
Policy Statements.....	175-198
Programs/Program Abilities.....	58-115
Student Affairs.....	22-27
Telephone Directory.....	240
Transferring from Tunxis .....	116
Tunxis CC Foundation and Advisory Board, Inc. ....	202
Workforce Development and Continuing Education .....	173-174

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

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

## Notice of Nondiscrimination

Tunxis Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition the College does not discriminate in employment on the additional basis of veteran status or criminal record. The following person has been designated to coordinate inquiries regarding the non-discrimination policies: **Dr. Kirk Peters, Dean of Student Affairs/Section 504/ADA Coordinator, Tunxis Community College, 271 Scott Swamp Road, Farmington, CT 06032, 860.773.1482.**

# Academic Calendars for 2015-2016

## 2015 Fall Semester (August 31 - December 22)

August 5, 12, 19 (W – 9am-4:30pm)	In-person Advising/Registration (Continuing Students ONLY)
August 25 (T – 10am-6pm)	In-person/Final Registration (ALL Students)
August 28 (F)	Web Registration Ends
August 28 (F – by 5pm)	Last Day to Drop a Course With 100% Tuition Refund – In Person/On Ground
August 30 (SU – by 5pm)	Last Day to Drop a Course With 100% Tuition Refund – Online
<b>August 31 (M)</b>	<b>FIRST DAY OF CLASSES</b>
August 31 (M – 10am)	Senior Registration – Counseling Office
August 31 (F – 9am-5pm)	Drop/Add/Late Registration (Prior to First Class Meeting) Late Fee Applies
September 1, 2, 3 (T-R – 9am-5pm)	Drop/Add/Late Registration (Current & Returning Students ONLY) Late Fee Applies
September 4 (F – 9am-1:30pm)	Drop/Add/Late Registration (Prior to First Class Meeting) Late Fee Applies
September 7 (M)	<b>Labor Day – COLLEGE CLOSED – NO CLASSES</b>
September 8 (T – by 5pm)	Last Day to Register for an Online Course
September 11 (F – by 1:30pm)	Last Day to Drop a Course With 50% Tuition Refund and No Transcript Notation
September 13 (SU – Online)	Last Day to Drop a Course With 50% Tuition Refund and No Transcript Notation
September 22 (T – by 5pm)	Last Day to Declare Audit Status
October 12 (M)	<b>Columbus Day – COLLEGE OPEN – CLASSES IN SESSION</b>
November 2 (M)	Registration Begins for Winter 2015 & Spring 2016 Classes
November 6 (F)	Last Day to Apply for December 31 Graduation
November 11 (W – by 5pm)	Last Day to Make Up Incomplete Grade From Spring/Summer 2015
November 11 (W)	<b>Veterans Day Observed – COLLEGE OPEN – CLASSES IN SESSION</b>
November 25 (W)	<b>COLLEGE OPEN – NO CLASSES</b>
November 26-29 (R-SU)	<b>THANKSGIVING BREAK – COLLEGE CLOSED – NO CLASSES</b>
November 30 (M)	Classes Resume
December 1 (T – by 5pm)	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>
December 8 (T)	<b>Reading Day/Make-up Day – COLLEGE OPEN – NO CLASSES</b>
<b>December 18 (F)</b>	<b>LAST DAY OF CLASSES</b>
December 22 (T)	Fall Semester Ends

\* No Refunds

## 2015 Winter Session (December 28, 2015 - January 15, 2016)

## 2016 Spring Semester (January 19 - June 1)

December 2, 9 (W – 9am-4pm)	Walk-in Wednesdays for Current, Continuing, Readmitting Students ONLY
January 6, 13 (W – 9am-4pm)	Walk-in Wednesdays for Current, Continuing, Readmitting Students ONLY
January 18 (M)	<b>Martin Luther King, Jr. Day Observed – COLLEGE CLOSED – NO CLASSES</b>
January 19 (T – 10am-6pm)	Final/In person/Late Registration (ALL Students)
January 20 (W)	Registration Ends for Current, Continuing, Readmitting Students ONLY
January 20 (W – by Midnight)	Web Registration Ends
January 20 (W – by 5pm)	Last Day to Drop a Course With 100% Tuition Refund (via Web – by Midnight)
<b>January 21 (R)</b>	<b>FIRST DAY OF CLASSES</b>
January 21 (R – 8:30am-5pm)	Add/Drop/Late Registration** (Current and Returning Students Only) – Late fee applies
January 22 (F – 10am)	Senior Citizen Registration – Counseling Office
January 22 (F – 8:30am-4pm)	Add/Drop/Late Registration** (Current and Returning Students Only) – Late fee applies
January 25-27 (M-W – 8:30am-5pm)	Add/Drop/Late Registration** (Current and Returning Students Only) – Late fee applies
January 27 (W – by 5pm)	Last Day to Register for an Online Course (In-person or by Fax Only)
February 3 (W – by 5pm****)	Last Day to Drop a Course With 50% Tuition Refund and No Transcript Notation
February 12 (F)	<b>Lincoln's Birthday Observed – COLLEGE CLOSED – NO CLASSES</b>
February 15 (M)	<b>President's Day Observed – COLLEGE CLOSED – NO CLASSES</b>
February 17 (W – by 5pm)	Last Day to Declare Audit Status – Records Office
March 1 (T – by 5pm)	Last Day to Apply for June 1 Graduation
March 21-24 (M-R)	<b>Semester Recess – COLLEGE OPEN – NO CLASSES</b>
March 25 (F)	<b>Good Friday Observed – COLLEGE CLOSED – NO CLASSES</b>
March 26-27 (S-SU)	<b>Easter Recess – COLLEGE CLOSED – NO CLASSES</b>
March 28 (M)	Classes Resume
March 30 (W)	Last Day to Make Up Incomplete Grade From Fall '15 & Winter '15
April 1 (F)	Registration Begins for Summer 2016-Fall 2016
April 20 (W – by 5pm****)	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>
May 5 (R)	Reading Day/Makeup Day – COLLEGE OPEN – NO CLASSES
<b>May 16 (M)</b>	<b>LAST DAY OF CLASSES</b>
May 30 (M)	<b>Memorial Day – COLLEGE CLOSED – NO CLASSES</b>
June 1 (W – 6:30pm)	Commencement – Class of 2016

\* No Refunds

\*\* Prior to class meeting for 3 hours

\*\*\* Via Web – by Midnight

## 2016 Summer Sessions

- Please visit the Tunxis website for dates.

# GENERAL INFORMATION



## **Tunxis Community College** *Education That Works For a Lifetime*

## All Are Welcome

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

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

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

## The College

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

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

## Accreditation

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

## Authorization

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

## Purpose of the College

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

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

## Notification of Changes and Cancellations

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



## **Bookstore**

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

## **Campus Parking**

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

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

## **Campus Safety**

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

## **Emergency Messaging System**

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

## **Student Housing**

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

## **Weapons on College Campus**

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

## **Smoking Prohibition Policy**

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

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

Tunxis Community College reserves the right to use any student's name and photograph, taken in the course of general public information efforts by the College for publicity, promotional or advertising purposes, in any or all media (newspapers, radio, television, brochures, posters, social media, website etc.) of the College's choice. Questions should be directed to the Marketing and Public Relations Office, 860.773.1407, [mlamar@tunxis.edu](mailto:mlamar@tunxis.edu).

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

The mission of the College's satellite campus in Bristol is to provide new services and training in response to national trends and the needs of area private and public sector employers. Located at the intersection of Route 6 and North Main Street in Bristol, Tunxis@Bristol provides an alternative location for area residents and businesses at which specialized training, workshops, meeting space, and webinars are offered. The 8,300-square-foot campus was developed in cooperation with the Central Connecticut Chamber of Commerce, business leaders, and Tunxis Community College Foundation & Advisory Board. For more information on our in-service classes, please call 860.413.4700; Fax: 860.606.9722; E-mail: [tx-bcc@tunxis.edu](mailto:tx-bcc@tunxis.edu); or visit us at 430 North Main Street, Bristol, CT 06010.

## Tunxis Logo Usage Guidelines

The official logo of Tunxis may be used on materials with the permission of the Marketing and Public Relations Office, which will provide the logo, in electronic or hard copy form, for reproduction purposes. No other usage is allowable, and no distortion of the logo is allowable. Please contact the Marketing and Public Relations Office, 860.773.1407, [mlamar@tunxis.edu](mailto:mlamar@tunxis.edu).

## Graphic Standards/Print Material Guidelines

Students and faculty/staff are encouraged to develop materials independently using the College'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, 860.773.1407, [mlamar@tunxis.edu](mailto:mlamar@tunxis.edu).

## Social Media Guidelines

Tunxis has established and distributed social media guidelines to avoid degradation, distortion, or improper use of the Tunxis logo, and to maintain a suite of social presences that are presentably cross-branded for College-wide use and student organizations. Following these guidelines will help ensure appropriate representation of the College on third-party social media platforms. Prior to creating a new College-affiliated social media presence, please download the detailed guidelines on the Tunxis Intranet, or contact the Marketing and Public Relations Office, 860.773.1407, [mlamar@tunxis.edu](mailto:mlamar@tunxis.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, 860.773.1407, [mlamar@tunxis.edu](mailto:mlamar@tunxis.edu).

## General Education

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

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

Composition .....	3 credits
Fine Arts .....	3 credits
Humanities .....	3-4 credits
Mathematics .....	3-4 credits
Natural and Physical Sciences .....	3-4 credits
Social Sciences.....	3 credits
Additional credits in the above .....	3-4 credits
<hr/>	
Total	21-25 credits

## Ability-Based Education

Traditionally, colleges and universities have focused solely on the knowledge that students should gain in higher education. At Tunxis Community College we also focus on how students are able to apply the knowledge they have gained.

Consistent with the Connecticut Board of Regents for Higher Education Transfer Articulation Policy, the faculty identified the General Education Abilities as the abilities that students will need in order to be successful, whether they plan to pursue further education or employment after graduation.

Assessment of student achievement is necessary to ensure that students have developed these abilities and to provide students with an opportunity to demonstrate what they have learned. The faculty have designed a variety of student assessments for each ability. Tunxis students strive for achievement of these abilities as well as traditional grades.

# **General Education Abilities & Rubrics** (adopted Fall 2014)

## **1. Aesthetic Dimensions**

Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

**Demonstrates:** Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.

**Does Not Demonstrate:** Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.

## **2. Critical Analysis/Logical Thinking**

Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

**Demonstrates:** Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.

**Does Not Demonstrate:** Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.

## **3. Ethical Dimensions**

Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

**Demonstrates:** Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.

**Does Not Demonstrate:** Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.

## **4. Historical Knowledge**

Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

**Demonstrates:** Analyzes and describes with sufficient detail and specific examples the impact of past events on subsequent events.

**Does Not Demonstrate:** Inaccurately or insufficiently analyzes and describes the impact of past events on subsequent events.

## **5. Information Literacy/Continuing Learning**

Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

**Demonstrates:** Collects and synthesizes relevant and authoritative information resources appropriate to need and audience and utilizes current technologies to solve problems, complete projects, and make informed decisions.

**Does Not Demonstrate:** Does not collect and synthesize relevant and authoritative information resources appropriate to need and audience nor satisfactorily utilize current technologies to solve problems, complete projects, and make informed decisions.

## **6. Oral Communication**

Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**Demonstrates:** Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.

**Does Not Demonstrate:** Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.

## 7. Quantitative Reasoning

Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

**Demonstrates:** Interprets numerical information and applies sufficient laws of logic and mathematics to solve problems using numbers, symbols, graphs and/or descriptions.

**Does Not Demonstrate:** Misinterprets numerical information or insufficiently applies laws of logic and mathematics to solve problems using numbers, symbols, graphs and/or descriptions.

## 8. Scientific Knowledge

Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.

**Demonstrates:** Consistently recalls and correctly applies discipline-specific terms, relevant theories, laws, and concepts to analyze and explain scientific information.

**Does Not Demonstrate:** Inconsistently recalls or incorrectly applies discipline-specific terms, relevant theories, laws, and concepts to analyze or explain scientific information.

## 9. Scientific Reasoning

Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

**Demonstrates:** Identifies and successfully executes components of the scientific method (hypothesis, procedure, observations, data analysis, and conclusions) to investigate real-world phenomena.

**Does Not Demonstrate:** Misidentifies or poorly executes components of the scientific method (hypothesis, procedure, observations, data analysis, or conclusions) to investigate real-world phenomena.

## 10. Social Phenomena

Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

**Demonstrates:** Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.

**Does Not Demonstrate:** Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.

## 11. Written Communication

Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**Demonstrates:** Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.

**Does Not Demonstrate:** Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.



## **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*

## Admissions

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

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

The admission and/or registration of any student may be denied – (Board Policy 5.1) – “whenever in the judgment of the college president the admission, readmission or registration for any course, whether credit or non-credit, of any person as a student would constitute an unreasonable threat to the safety of people, the security of property or the integrity of academic processes or functions of the college, such person may be denied admission or readmission to the college or registration for the course.”

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

## Admissions Procedures

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

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

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

- **Non-Degree/Non-Matriculating Students:** Individuals who have completed an approved high school program of study and who are interested in enrolling in credit courses, but not interested in pursuing a degree or certificate may enroll as a non-degree/non-matriculating student. Non-degree/non-matriculating students must submit an application with the application fee and provide proof of high school completion prior to registering for classes. Depending on the intended course work, students may be required to take the College's academic assessment instrument, ACCUPLACER, or provide evidence that prerequisite course requirements have been met. An unofficial college or university transcript may be used as proof of prerequisite compliance.
- **Senior Citizens:** Connecticut residents age 62 or older are exempt from all tuition and fees in General Fund courses and may be admitted on a space-available basis. Registration for students seeking to use this option is held during the first week of classes. The waiver of tuition and fees does not apply to Extension Fund credit courses or non-credit/continuing education courses.

## International Students

Students who are not residents of the United States, but who are interested in attending Tunxis Community College, may do so by applying as an international student and requesting that Tunxis provide an I-20 form which is required for obtaining an F-1 Visa. To request an I-20 form, students must submit the following documents at the time of application:

1. a completed Tunxis application form and \$20.00 application fee
2. proof of high school graduation or its equivalent. All documents should be translated into English and notarized as being accurate and truthful
3. TOEFL (Test of English as a Foreign Language) official scores. The minimum TOEFL score for admission is 500 on the written version, 173 on the computerized version, and 61 on the internet-based version.
4. submit an Affidavit of Support (form I-134) and supporting financial documents, noting the student's intended source of financing and resources available to cover their educational and living expenses while in the United States
5. submit in writing their intended United States address and their permanent homeland address
6. submit proof of their adequate immunization against measles, mumps, rubella and varicella (chicken pox); state law requires that a record of two doses of each required immunization be on file with the College prior to registering for classes
7. transfer students in F-1 status must provide proof that they are currently in-status and eligible for transfer; required forms are available in the Admissions Office

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

*Please note: The College does not provide housing and International students pay non-resident tuition rates and fees. Questions may be directed to the International Students' Advisor at 860.773.1489.*

## Immunization Policy

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

Exemptions to this policy exist for those who:

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

Age exemptions are also provided for:

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

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

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

To ensure proper course placement, all students enrolling at Tunxis Community College are required to take the College's academic assessment, ACCUPLACER, or provide Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores that meet minimum placement standards. To schedule a placement testing session, call the Academic Support Center at 860.773.1530.

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



## **SAT Standards:**

On the SAT English (Critical Reading) portion of the exam, students will be placed as stated below -

450-499	ENG*093/ENG*101 Composition with Embedded Support
>500	ENG*101 Composition

On the SAT Math portion of the exam, students will be placed as stated below -

500-549	MAT*135 Topics in Contemporary Mathematics MAT*137 Intermediate Algebra
550-599	MAT*141 Number Systems MAT*146 Math for the Liberal Arts MAT*152 Finite Mathematics MAT*165 Elementary Statistics with Computer Applications
600-649	MAT*172 College Algebra MAT*190 Calculus for Business & Social Science I
650+	MAT*186 Precalculus

## **ACT Standards:**

On the ACT Reading and Writing portions of the exam, students will be placed as stated below -

37-41	ENG*093/ENG*101 Composition with Embedded Support
>42	ENG*101 Composition

On the ACT Math exam, students will be placed as stated below -

18-21	MAT*135 Topics in Contemporary Math MAT*137 Intermediate Algebra
22-25	MAT*141 Numbers Systems MAT*146 Math for the Liberal Arts MAT*152 Finite Mathematics MAT*165 Elementary Statistics with Computer Applications
26-28	MAT*172 College Algebra MAT*190 Calculus for Business & Social Science I
29+	MAT*186 Precalculus

**IMPORTANT:** Students who wish to use SAT or ACT scores instead of taking the ACCUPLACER must have taken the test within the past two years and have official results sent to the college. The Placement Testing Coordinator in the Academic Support Center will determine academic placement based on submitted SAT or ACT scores once a testing waiver form is completed by the student. The Placement Testing Coordinator may be reached at 860.773.1525.

Students who have completed, with a grade of "C" or better, college-level English Composition (ENG\*101) and/or a college-level algebra course do not have to take the ACCUPLACER. A copy of the student's transcript showing coursework is required to claim this exemption. To have credits evaluated for transfer into Tunxis Community College, an official transcript is required (see **Transfer Students** for more information). An unofficial transcript may be used to demonstrate prerequisite compliance.

## **Admission to Selective Programs**

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

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

English as a Second Language (ESL) courses at Tunxis are designed to serve the needs of non-native speakers of English. The curriculum has been developed to enhance a student's English language fluency. In addition to following basic application procedures, ESL

students must complete the ESL placement test and submit a writing sample. Students in this program must have a specified level of proficiency in reading and writing English. The ESL placement test is used to determine English language proficiency. For more details or to schedule an assessment session, contact the Academic Support Center at 860.773.1530. Note: your application must be on file with the Admissions Office prior to taking the ESL assessment. The Tunxis ESL Certificate is not a financial aid eligible program. To be eligible for financial aid, apply to the college as a degree seeking student and incorporate ESL classes into a program of study.

## **Readmit Students**

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

## **Transfer Students**

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

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

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

1. Degree and certificate credit shall be granted for all credit courses that are applicable to the objectives of, or equivalent to the course requirements of, the curriculum in which the transferring student enrolls. Credit work that is not applicable or equivalent to curriculum requirements shall be accepted for credit at the discretion of the College. Degree and certificate credit shall also be granted on the basis of performance on examinations in accordance with standards and limits approved by the Board of Regents.
2. Degree and certificate credit shall be granted for credit courses completed with a letter grade of "C-" or better, or with a grade of "P" (Pass). Such credit courses shall be accepted only for credit, and letter grades assigned by other institutions shall not be recorded or included in computations of student grade point averages.
3. Notwithstanding the number of degree or certificate credits which shall be granted in accordance with the foregoing, the student must complete at least twenty-five percent of the minimum credit requirements for the degree or certificate through course work at the college awarding the degree or certificate.
4. When a student seeks transfer credit for technical or specialty courses into a program that is also accredited by a national or regional specialized accrediting agency, such credits must be from a comparably accredited program. In the case of a request for transfer credit for technical or specialty courses from a non-specialty accredited program, the College shall provide appropriate means for the validation of the student's competency in the technical specialty course areas. (Board Policy 3.17.1)

## **Transfer Students—Dental Hygiene Program**

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

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

## Admission With Advanced Standing

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

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

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

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

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

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

## Certified Professional Secretary (CPS) Award

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

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

### How to apply for award of credits:

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

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

## Advanced Placement

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

## State Residency Policy

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

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

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

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

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

## **High School Partnership Program**

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

**Partnership admissions guidelines are as follows:**

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

Admission to classes for students accepted into the Partnership Program is on a space-available basis and requires that prerequisites be met. For more information visit <http://tunxis.edu/offices-departments/admissions-office/college-career-pathways>.

## **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 860.773.1492.

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

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

A New England resident is eligible to participate provided:

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

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

## **Admission to Continuing Education Programs**

Continuing education (non-credit) programs are open to all residents in the region seeking continuing professional and personal development, workforce training, as well as enrichment. Certification programs have specific requirements that should be understood prior to registering. Continuing Education staff is available to provide information and can be reached at 860.773.1450.



# STUDENT AFFAIRS



**Tunxis Community College**  
*Education That Works For a Lifetime*

## **Purpose of Student Affairs**

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

## **Information Technology Services**

The IT Department manages staff, faculty and student computers throughout the college, as well as the Computer Center.

### **Usage Policies**

All users of Tunxis Community College computer equipment are required to abide by usage policies established by the Connecticut State Colleges & Universities (CSCU) Board of Regents for Higher Education.

The primary tenant of the Acceptable Use Policy is the recognition that college computer resources are intended for legitimate College academic and administrative work and are not for personal use. Full text of this and related policies can be accessed at [http://www.ct.edu/it/policy\\_list](http://www.ct.edu/it/policy_list).

### **• Computer Center**

The Computer Center and IT Staff offices are centrally located in the 300 building (Rooms 315 – 320) and include an Open Lab (for students, faculty, and staff).

#### **Services:**

- Open Lab (for students, faculty, and staff)
- Photo IDs
- IT Helpdesk (x31 390)
- NetID lookup and password resets
- PC and Mac Classrooms
- Instructor stations for all classrooms (including the multimedia technology that is connected)
- Staff and Faculty computer hardware and software
- Voice Services (phone, voicemail, and fax)
- Training documentation and related assistance

#### **Open Lab**

The Open Lab makes available PC and Mac computers for students, faculty, and staff that are configured with the standard applications taught at the college. It also provides special multimedia workstations that provide advanced graphics software and flatbed scanners. Black & white and color printing is available from any workstation. Help Desk staff are on duty at all times to assist users experiencing difficulty using the equipment. IT staff is available to assist users with computer- or software-related problems. One-on-one and group training are available upon request.

To use computer resources, you must be able to log in with valid Connecticut Community College credentials.

#### **Information Technology HelpDesk**

The IT HelpDesk is located in the Computer Center. It is staffed (during normal working hours) by student workers designated as HelpDesk staff who can help students with problems in the Open Lab, answer the HelpDesk phone, log trouble tickets, and re-direct IT issues that they can't handle themselves to an appropriate IT staff member for resolution. The IT HelpDesk phone number is 860.773.1390.

#### **MyCommNet**

MyCommNet is an online portal for Connecticut Community College students, faculty and staff, providing access to college announcements, remote email (OWA, for faculty and staff), grade submittal, course related information, emergency alert signup, registration, and more. Find the site at <http://my.comnet.edu>.

## NetID lookup and password resets

You'll need your **NetID** to log on to **myCommNet**. A **NetID** is automatically generated for you when you've been entered into Banner as a student or an employee. If you don't know your **NetID**, you can look it up yourself on the **myCommNet** website: <http://my.commnnet.edu/> (by clicking on the **NetID** link in the phrase 'Forgot your NetID'). Or you can ask a Computer Center HelpDesk staff member to assist you with the lookup process.

Your **NetID** consists of the eight numeric digits in your Banner ID, followed by '@student.commnnet.edu' (for students). If you're logging on to **myCommNet** for the first time, enter your Net ID and your initial Password. **Note : If you have attended another Connecticut Community College, your NetID will remain the same, i.e., 12345678@student.commnnet.edu.**

Your **initial Password** will consist of the first 3 letters of your birth month (with the first letter in CAPS, ampersand (&), and the last four digits of your social security number (e.g., Oct&6789). Once you are logged on, you'll be able to create your own unique password (following the guidelines provided).

## PC and Mac classrooms

PC and Mac classrooms are available for classes that require students to use computers during class. Instructors may occasionally reserve computer classroom time during the semester for special activities.

## Student Photo IDs

Tunxis Photo IDs for students, staff and faculty are obtained in the Computer Center free of charge. There is a small fee for a replacement ID. To obtain a Photo ID, students will need to provide their driver's license (or another positive proof of identification) and proof of their current course registration.

## Wireless Service

Tunxis Community College provides a wireless connection to the Internet for authorized students and staff. The wireless interface is identified as "ConnSCU Internet". Users should look for this identifier in the wireless settings of their device to establish a connection. While the operating system of every device presents a slightly different interface, the connection process will require users to enter their NetID and password.

Detailed information and instructions for connecting to this network is available on the CSCU web site at <http://supportcenter.ct.edu/Service/wireless.asp>.

**Support:** Students who experience difficulties are welcome to contact the IT HelpDesk in the Computer Center for assistance. HelpDesk or IT Department staff can provide users with guidance on configuring their devices to use this network. However, configuration of personally owned devices is the sole responsibility of the device owner. A request for assistance from College staff in the configuration of a device constitutes consent that such assistance is provided with no liability to Tunxis Community College for any unforeseen impacts on the usability of the device for any other purpose.

*Please note: this service is provided as a convenience with no service level guarantee, and may not be available in some areas of the campus.*

## 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.

- Basic skills/placement testing is administered to assess student skills in math, English, reading, and writing proficiency.
- An internationally certified, free tutoring program is available on campus for students enrolled in English Second Language, developmental reading, writing and math courses. In addition, some tutoring is available for credit level courses in a variety of departments dependent upon tutor availability.
- 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.
- Students with documented disabilities may be eligible to receive reasonable academic adjustments upon request.

## Students with Disabilities

Tunxis Community College is committed to the full participation of all students in its programs. Students with disabilities who feel they may require specific academic adjustments or auxiliary support services are encouraged to contact the Learning Disabilities Specialist in the Academic Support Center 860.773.1530.



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 provides a quality program for preschool children and is a model lab for the Early Childhood Associate degree program. It is staffed with qualified and experienced early childhood professionals, and serves children ages three to five years old (non-kindergarten enrolled). The Center is among a select group in the nation accredited by the National Association for the Education of Young Children (NAEYC), and is fully licensed by the State of Connecticut Department of Public Health. The Center is open to the children of students, staff and members of the community. The staff of this high quality, developmentally-appropriate program believe that children learn through play, hands-on experiences, and meaningful interactions in a carefully planned environment. The goal of the staff is to encourage the social, emotional, physical, and cognitive development of children in a safe and nurturing environment. For information, contact the Director at 860.773.1350.

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

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

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

## **Student Clubs**

Tunxis offers a wide variety of student clubs and organizations designed to fit the diverse backgrounds and interests of our student population. Some of these clubs include the Celebration of Womanhood Club, Criminal Justice Club, Dental Assisting Club, Future Educator's Club, Epsilon Nu (Honors Club), Got Pride Club, Human Services Club, Muslim Student Association, Phi Theta Kappa (Honor Society), Light of the World Club (Christian Faith), SADHA (Student American Dental Hygienist Association), Tunxis Art Club, Tunxis Gaming Club, Tunxis Business Club, Tunxis Philosophy Club, Tunxis Ski Club, Tunxis Spanish Club (El Club de Español), Students of Color Alliance, Tunxis Sun (Student Newspaper Club), Tunxis Theater Club, the Veterans Club, and several other organizations. These clubs are a part of the Student Government Association and Student Activities Office.

## **Kappa Beta Delta Honor Society**

Established in 1997 at the Accreditation Council for Business Schools and Programs (ACBSP) Annual Conference as a national honor society to recognize students in accredited associate degree granting institutions for their high academic achievement in business, management, administration, and other business programs. This honor society was established as a way to encourage and reward scholarship and achievement, encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind among students who pursue associate degrees at ACBSP-accredited institutions. Students are eligible for lifetime membership based upon the following criteria:

- Must rank in the upper 20% of students pursuing business degrees at the time of invitation to membership
- Must have completed a minimum of 15 semester hours of credit, of which a minimum of six are in business subjects toward the degree program
- Must have a minimum grade point average of 3.0 on a scale of 4.0.

## Phi Theta Kappa

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

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

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

## Student Conduct

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

## Student Records and Privacy

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

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

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

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

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

## Student Right to Know Regulations

Information concerning the "Student Right to Know Regulations" will be published and made available to all students upon request. Please contact the Office of the Dean of Student Affairs, 860.773.1480.



## Veterans' Oasis

The Veterans' Oasis, located in Founders Hall, gives veterans and service members studying at Tunxis a place to relax and get acquainted. The Oasis is supported by charitable organizations in the community.



# FINANCIAL AID SERVICES



**Tunxis Community College**  
*Education That Works For a Lifetime*

## 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 Tunxis Financial Aid Services page for specific instructions <http://www.tunxis.edu/offices-departments/financial-aid>.

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**.

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

## When to Apply

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

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

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

## How Financial Aid Works

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

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

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

Once a student with financial aid has registered, the Tunxis Bookstore will automatically be informed of how much financial aid is available to the student as a bookstore charge account.

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

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

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

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

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

## **Financial Aid Services Office Policies**

For a full explanation of Financial Aid policies and student responsibilities, please see the Tunxis Financial Aid Services page <http://www.tunxis.edu/offices-departments/financial-aid>.

**Verification**—Tunxis may verify the accuracy of information students (and parents) report on aid applications. (Some applications are selected by the FAFSA processor for verification; Tunxis can select others as well. 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 (on [my.comnet.edu](http://my.comnet.edu)) 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.

**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 Tunxis Financial Aid Services page <http://www.tunxis.edu/offices-departments/financial-aid>.

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

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

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

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

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

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

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

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

## Financial Assistance Programs

### Grant Programs

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

**Pell Grants** are need-based grants 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 Grants (SEOGs)** are federal grants, 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.

**Governor's Scholarships** are funded by state appropriation and awarded to degree candidates with financial need who take at least six credit hours per term; other conditions apply.

Please note: students who have already earned a bachelor's degree are not eligible for grants at Tunxis.

### Employment

**College Work-Study Program (CWS)** is funded by the federal government and the College, providing 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. Funding for employment is very limited, and Tunxis is able to employ only a small number of students.

### Loan Programs

**Federal Direct Stafford Loans** are made to students through the college. 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, or to approve a smaller amount than requested.

**Federal Direct PLUS Loans** are made to parents of dependent students. Families are not required to have financial need to obtain PLUS Loans, but do have to complete the FAFSA.

More specific information about all federal loans can be found at <http://www.studentaid.ed.gov>.

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

## **Other Sources of Assistance**

### **Scholarships and Local Awards**

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

### **Scholarships for Graduates**

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

## **Veterans Administration Benefits**

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

- Chapter 30: The Montgomery G.I. Bill (Active Duty Veterans)
- Chapter 31: Veterans Vocational Rehabilitation
- Chapter 33: Post-9/11 G.I. Bill
- Chapter 35: Survivors' and Dependents' Education
- Chapter 1606: Selected Reserve Program
- Chapter 1607: (REAP) for reservists and Guard members (Activated after 9/11/01)

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

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

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

Further details on VA benefits are available from the Financial Aid Services Office, which offers advice and assistance to veterans and other eligible students. All veterans and service members should contact David Welsh at 860.773.1423 or [dwelsh@tunxis.edu](mailto:dwelsh@tunxis.edu) for assistance with educational benefits.

## **Connecticut Veterans Tuition Waiver**

### **Requirements:**

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

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

## **National Guard Tuition Waiver**

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

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



# ACADEMIC INFORMATION



## **Tunxis Community College**

*Education That Works For a Lifetime*

## General-Education Abilities

At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation on whether they have demonstrated or not demonstrated that General Education Ability.

## CSCU Transfer Articulation and General Education Competencies

Tunxis Community College is part of the Connecticut State Colleges & University (CSCU) system that is currently developing a common competency-based general education core and articulated curriculum in many of our degree programs that are designed for students to transfer. Once completed, this transfer articulation process will make transfer to Eastern (ECSU), Central (CCSU), Southern (SCSU) and Western (WCSU) Connecticut State University and Charter Oak State College much more seamless and easier for students. Check with your academic advisor to see whether your intended degree program is part of this program. Future Tunxis catalogs will have more information on this program as it is finalized and adopted by each of the seventeen CSCU Institutions.

## College Expectation of Students

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

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

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

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

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

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

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

W	withdrawn
I	incomplete grade to be computed upon completion of course
AU	audit, no credit earned
M#	maintaining progress (remedial courses only)
N	no grade assigned
P	passing grade, credits earned, not calculated into grade point average
TR	transfer credit(s)

# A letter grade followed by a # symbol denotes a developmental grade, earning institutional credit, but does not count toward graduation and does not transfer.

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

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

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

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

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

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

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

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

An incomplete is a temporary grade assigned by the faculty member when coursework is missing and the student agrees to complete the requirements. Although a student may request an Incomplete, the faculty member is not required to honor the request. The faculty member should assign an Incomplete when there are extenuating circumstances such as illness that prevent a student from completing the assigned work on time and the student has completed most of the course requirements (approximately 80% of the course work) and, in the judgment of the faculty member, the student can complete the remaining work within the time limit established by system policy.

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

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

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

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

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

## **Withdrawal Notation**

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

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

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

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

## **Prerequisite Grades**

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

## **Course Auditing**

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

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

## **Adding or Dropping a Course**

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

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

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

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

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

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

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

## **Grade Appeal Procedure**

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

## **Course Credit for Prior Learning**

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

Students who wish to gain credit by examination must first receive approval from the respective Department Chair. The

examination may consist of oral, and/or written, and/or laboratory work, and/or portfolio analysis. Credit gained by passing the examination will be treated in the same manner as transfer credit and will receive a passing notation of "P". Students who have already successfully completed a higher-level course in the discipline are not eligible to receive credit by examination.

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

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

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

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

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

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

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

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

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

## **Course Waiver**

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

## **Class Attendance**

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

## **Independent Study**

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

Prerequisites: Student must—

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

## **Transcripts**

**Official transcripts** – require the student's written consent and are generally mailed directly to the institution identified. Official transcripts should be sent to a designated school/college, company, agency or organization. However, official transcripts required to be sent to the student will be stamped "ISSUED TO STUDENT", placed in a sealed envelope and will be void if opened by the student.

An *Official Transcript Request* form is available on the web. Official transcript requests may be submitted via the web at [my.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 Student Degree Evaluation. The unofficial audit may assist students with registration and graduation planning.

## Academic Standing

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 Semesters on Academic Probation could result 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 same sanctions as stated below for Academic Probation.

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

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

**Academic Probation:** Students who have attempted between 12 and 30 credits inclusive whose CGPA falls below 1.7, or those who have completed 31 or more credits whose CGPA falls below 2.0, will be given a written notice that they are placed on

academic probation. Students placed on academic probation will be required to take a reduced course load (less than 12 credits) for one semester. (Board policy 3.8)

**Suspension:** Students who, after being placed on academic probation for one semester and after taking a reduced course load fail to attain the required CGPA as shown on the previous page will be notified in writing that they will be suspended for one semester. After the period of suspension, students may be reinstated either as regular or probationary students. An application for readmission must be submitted to the Dean of Student Affairs. (Board policy 3.8)

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

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

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

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

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

A student must complete a minimum of 15 credits after returning to college under the Fresh Start option to be eligible for a degree or certificate, and for graduation honors. Refer to the honors eligibility section of this Catalog. (Board policy 3.8.1)

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

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

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

## **Academic Advising Center**

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

### **Academic Advising**

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

### **Career Counseling**

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

### **Personal and Social Counseling**

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

## Transfer Advising

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

## Dean's List *(Revised by the Board of Regents of Higher Education, March 8, 2013)*

The College recognizes exceptional student performance each semester through the Dean's List. Fulltime students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits with a semester grade point average of 3.4 or higher shall be recognized by having their names placed on the College's Dean's List, published every fall and spring semester.

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

A course withdrawal or Incomplete shall make the student ineligible for Dean's List honors that semester; except that successful completion of the Incomplete by the end of the tenth week of the subsequent standard semester will allow such student to be recognized retroactively.

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

## 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 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 minimum of 25% of courses must be taken at Tunxis. A formal report of the student's completed work on the program guide form must be signed by both the student and the advisor and submitted to the Records Office. An approved program guide is a requirement for receipt of degrees and/or certificates.

## Graduation Requirements—Degree and Certificate Students

*Tunxis Community College now offers two conferral dates.*

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



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

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

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

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

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

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

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

**Completion of the requirements of an additional program option does not constitute a different degree.**  
(Board Policy – adopted 5/17/78; amended 10/19/87)

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

## Honors Criteria for Graduation

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

**3.4-3.69 = Honors**

**3.7-3.89 = High Honors**

**3.9-4.0 = Highest Honors**

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

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

## Advanced Placement of All High School Students

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

## **Transfer to Senior Institutions**

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

## **College of Technology**

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

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

## **Courses of Instruction**

Courses of instruction offered by Tunxis Community College are arranged in approved programs that lead to a certificate and/or a degree of Associate in Arts or Associate in Science.

## **Legislative Internship Program**

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

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

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

## **The Media Center**

The MIT Department's Media Center provides support in the duplication of professional presentation material for faculty, staff and students. In addition, instructional support equipment such as video and audio players and recorders, presenters, student response systems (clickers), and document cameras are provided for instructional use.

The MIT Department provides faculty and staff with media creations, project assistance, video and audio recording and editing, Tunxis online/distance learning support and training, and production workshops.

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

## **The Copy Center**

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

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

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

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

For instructions and information about online education, and the equipment needed, prospective students may turn to the Tunxis Community College "Tunxis Online" distance learning web page at <http://tunxis.edu/distance-learning>.

## Library

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

The Library has over 440 seats and includes 12 small group study rooms, 2 conference rooms, an information common area, and a 24-seat classroom. In addition to the group study rooms, Library users can select from individual study carrels, tables and chairs, or soft seating.

The Library collection consists of 50,000 books, 1000 audiobooks, 5000 entertainment, international, and educational DVDs. From the website, users can access hundreds of thousands of online journal and newspaper articles – and a variety of academic e-book titles. Films-On-Demand, our streaming film resource, allows the viewing of thousands of videos for in-class or remote screening from the Library, or at home. At the Library website, users can connect to a variety of databases, contact a reference librarian through email or chat, place interlibrary loan and hold requests, make suggestions for purchase, search the Internet, and access *Libris*—the Library's online catalog.

### Library services include:

- individual assistance with research and academic assignments
- a library website for research, citing, and blog posts
- online reference assistance and chat via the Library website
- telephone or email conversations regarding assignments
- interlibrary loan of books or articles not owned by the Library or not accessible via the web
- coin-operated copy machines and a self-checkout station for privacy
- a charging station to power up phones, tablets, and other devices
- study rooms—including collaboration study rooms and human anatomy rooms
- silent study areas and meditation corner
- a reserve collection of course-related materials and selected textbooks
- DVD players and headsets
- early childhood books, music CDs, and band instruments
- book and audio English language materials for ESL students and community members
- chess games, jigsaw puzzles, new fiction, graphic novels, magazines, entertainment DVDs, and ukuleles

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

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

### Library phone numbers:

Main number 860.773.1550  
Reference 860.773.1556  
Circulation 860.773.1559

## 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. Exemptions exist for students with appropriate SAT or ACT scores and for students who have successfully completed college-level English and/or math. Details and exemption forms are available online and in the Academic Support Center (documentation must be provided). A student must submit a Tunxis application for admission before the placement test can be scheduled.

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. 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.

## 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 (except where notated). Grade of C- or better is required in courses listed below to move onto the next level.

CSS-101	First Year Experience (may be used toward degree requirements)
ENG*065	Integrated Reading & Writing I
ENG*075	Integrated Reading & Writing II
ENG*093	Introduction to College Reading & Writing
ENG*096	Introduction to College English
MAT*075	Pre-Algebra, Number Sense - Geometry
MAT*085	Pre-Algebra & Elementary Algebra
MAT*094	Introductory Algebra
MAT*095	Elementary Algebra Foundations

## Special Topics Courses

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

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

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

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

## Online Courses (ONLN)

Online courses are virtual courses that are conducted electronically through a Learning Management System (LMS) and have no regularly scheduled on-campus requirements. Online courses typically use a variety of asynchronous tools and applications to deliver content, facilitate instruction, and assess learning. They are ideal for students who like the digital environment, who cannot come to campus, or whose schedules prevent them from taking the traditional, on-campus, version of a course.

## Hybrid Courses (HYBR)

The word Hybrid describes courses that combine face-to-face (on-campus), traditional classroom instruction with online learning. In hybrid courses, a portion of the course is conducted online resulting in the reduction of classroom seat-time. This method of delivery allows students flexibility with scheduling, while maintaining face-to-face contact with the instructor, which is typical of traditional courses.

## Supplemented/Web-Enhanced Courses

Supplemented courses, also known as web-enhanced courses, use Blackboard course shells 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 Courses (OLCR)

Online with Campus Requirement Courses are online courses with a campus requirement. The campus requirement generally means that students are required to come to campus for an orientation session or to complete assessments (exams). On campus requirement dates are defined in advance of the registration process.

## Courses with NO ABILITIES assessed:

### Accounting

ACC\*100 Basic Accounting

### Anthropology

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

### Business - General

BBG\*101 Introduction to Business

### Business - Marketing

BMK\*103 Principles of Retailing

### Business Office Technology

BOT\*111 Keyboarding for Information Processing I

### College Preparation

CSS-013 College Study Skills

CSS-100 Student Development Seminar

### Computers - Computer Science

CSC\*295 Cooperative Education/Work Experience

### Criminal Justice

CJS\*103 Introduction to Security

CJS\*128 Survey of Drugs of Abuse

CJS\*230 Security Management

### Drug and Alcohol Rehabilitation Counselor

DAR\*101 Public Health Issues in Abuse & Addiction

DAR\*111 Addiction Counseling I

DAR\*112 Group Counseling Therapy & Techniques

DAR\*114 Introduction to Family Systems

DAR\*117 Substance Abuse Prevention

DAR\*158 Biology of Addiction

DAR\*213 Addiction Counseling II

DAR\*251 Counseling Internship I

DAR\*252 Counseling Internship II

### English - Literature

ENG\*093 Introduction to College Reading & Writing

ENG\*096 Introduction to College English

### English as a Second Language

ESL\*001 Integrated Skills I

ESL\*123 ESL: Writing & Reading II

ESL\*125 ESL: Grammar II

ESL\*250 TESOL Methodology

### Health

HLT\*103 Investigations in Health Careers

HLT\*112 Basic Medical Support

HLT\*201 Nutrition for Allied Health Professionals

### History

HIS\*105 History of Africa to 1900

HIS\*230 History of Russia I

HIS\*231 History of Russia II

### Psychology

PSY\*104 Psychology of Adjustment

PSY\*105 Group Dynamics

PSY\*151 Psychology of Divorce

PSY\*210 Death & Dying

PSY\*243 Theories of Personality

### Sociology

SOC\*106 Physical Science I

### Technology

CAD\*133 CAD Mechanical AUTOCAD

CAD\*204 CAD 3D Architectural AUTOCAD

CAD\*218 CAD 3D Mechanical AUTOCAD

CAD\*252 Architectural Design & Modeling

CAD\*268 Mechanical Design & Modeling

MEC\*264 Introduction to Material Science

MFG\*127 Engineering Graphics

MFG\*171 Introduction to Lean Manufacturing

MFG\*271 Advanced Lean Manufacturing

TCN\*293 Practicum in Technology I

# I. AESTHETIC DIMENSIONS

*Students will understand the diverse nature, meanings, and function of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.*

**Demonstrates:** Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.

**Does Not Demonstrate:** Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.

## Art/Photography

ART*100	Art Appreciation
ART*101	Art History I
ART*102	Art History II
ART*103	Art History III
ART*109	Color Theory
ART*111	Drawing I
ART*112	Drawing II
ART*113	Figure Drawing I
ART*121	Two-Dimensional Design
ART*122	Three-Dimensional Design
ART*131	Sculpture I
ART*132	Sculpture II
ART*141	Photography I
ART*142	Photography II
ART*151	Painting I
ART*152	Painting II
ART*155	Watercolor I
ART*156	Watercolor II
ART*180	Art & Writing
ART*201	Contemporary Art in the USA
ART*205	History of Photography
ART*211	Drawing III
ART*212	Drawing IV
ART*215	Illustration
ART*220	Electronic Painting & Drawing
ART*221	Electronic Painting & Drawing II
ART*240	Nature Photography
ART*243	Studio Photography I
ART*245	Photographic Computer Manipulation
ART*246	Photographic Image Development
ART*247	Photography Methods
ART*248	Object & Portrait Photography
ART*250	Digital Photography
ART*284	Pastels

## Communication

COM*154	Film Study & Appreciation
COM*167	Film & Video Techniques
COM*211	Screenwriting

## Criminal Justice

CJS*290	Practicum in Criminal Justice
CJS*292	Practicum in Corrections

## Digital Graphic Arts

DGA*160	3-D Digital Animation I
DGA*161	3-D Digital Animation II

## Early Childhood Education

ECE*103	Creative Experiences/Children
ECE*106	Music & Movement for Children

## English - Literature

ENG*114	Children's Literature
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ENG*213	Poetry
ENG*221	American Literature I
ENG*222	American Literature II
ENG*231	British Literature I
ENG*232	British Literature II
ENG*233	Shakespeare
ENG*247	Latin American Literature
ENG*250	Studies in Ethnic Literature
ENG*251	African American Literature
ENG*260	Studies in Women's Literature
ENG*281	Creative Writing
ENG*283	Creative Writing: Fiction
ENG*285	Memoir Writing
ENG*293	Survey of Literary Genres

## Graphic Design

GRA*101	Design Principles
GRA*110	Introduction to Computer Graphics
GRA*200	Visual Communications
GRA*201	Typography & Design I
GRA*203	Design & Production
GRA*205	Typography & Design II
GRA*227	Interactive Media
GRA*231	Digital Imaging
GRA*236	Digital Illustration
GRA*260	Web Design
GRA*262	Web Design II
GRA*270	Computer Animation
GRA*273	Motion Design
GRA*275	3D Computer Modeling
GRA*277	Advanced 3D Computer Modeling
GRA*291	Graphic Design Portfolio
GRA*296	Graphic Design Internship

## Humanities

HUM*290	General Studies-Capstone Experience
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## Music

MUS*101	Music History & Appreciation I
MUS*103	History of American Music
MUS*111	Fundamentals of Music I
MUS*138	Rock and Roll History Appreciation
MUS*147	Jazz Group Ensemble

## New Media Communication

NMC*101	New Media Perspectives
NMC*200	Digital Narrative
NMC*220	Writing with Video
NMC*240	Topics in New Media
NMC*290	Internship in New Media
NMC*295	New Media Portfolio

## Theater

THR*101	Introduction to Theater
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## 2. CRITICAL ANALYSIS/LOGICAL THINKING

*Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.*

**Demonstrates:** Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.

**Does Not Demonstrate:** Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.

### **Accounting**

ACC\*241 Federal Taxes I  
ACC\*272 Intermediate Accounting II

### **Anthropology**

ANT\*121 Introduction to Archeology

### **Business - General**

BBG\*215 Global Business  
BBG\*231 Business Law I  
BBG\*232 Business Law II  
BBG\*237 e-Commerce Law and Ethics  
BBG\*240 Business Ethics

### **Business - Entrepreneurship**

BES\*218 Entrepreneurship

### **Business - Finance**

BFN\*201 Principles of Finance

### **Business - Management**

BMG\*202 Principles of Management  
BMG\*280 Management of the Virtual Organization

### **Business - Marketing**

BMK\*214 International Marketing  
BMK\*283 Marketing Management

### **Business Office Technology**

BOT\*180 Medical Terminology  
BOT\*181 Medical Coding I  
BOT\*182 Medical Coding II  
BOT\*291 Electronic Health Records

### **College Preparation**

CSS-101 First Year Experience

### **Communication**

COM\*201 Introduction to Public Relations

### **Computers - Applications**

CSA\*157 Programming for New Media  
CSA\*260 SQL Server Administration

### **Computers - Computer Science**

CSC\*126 Programming Logic & Design with Visual Basic  
CSC\*208 Advanced Visual Basic  
CSC\*210 C Programming  
CSC\*213 Object Oriented Programming Using C++  
CSC\*214 Advanced C++ Programming  
CSC\*215 Programming with Object-Oriented C++  
CSC\*220 Object Oriented Programming using Java  
CSC\*221 Advanced Java Programming I  
CSC\*226 Object-Oriented Programming in Java  
CSC\*231 Database Design I  
CSC\*250 Systems Analysis & Design

### **Computers - Technology**

CST\*130 Network Essentials I  
CST\*150 Web Design and Development  
CST\*156 Computer Forensics and Investigation  
CST\*163 Windows Server Administration  
CST\*193 Introduction to TCP/IP  
CST\*210 Operating Systems  
CST\*230 Network Essentials II  
CST\*264 Unix/Linux System Administration  
CST\*270 Network Security Fundamentals

### **Criminal Justice**

CJS\*158 Intelligence Analysis and Security Management  
CJS\*213 Evidence & Criminal Procedure  
CJS\*281 Transportation and Border Security  
CJS\*290 Practicum in Criminal Justice  
CJS\*292 Practicum in Corrections

### **Dental Assisting**

DAS\*140 Essentials Chairside Functions for the DA  
DAS\*144 Preventive Dentistry  
DAS\*165 Dental Radiography for the DA  
DAS\*172 Clinical Externship for the DA

### **Dental Hygiene**

DHY\*209 Fundamentals of Dental Hygiene Theory  
DHY\*212 Diagnostic Radiography for the Dental Hygienist  
DHY\*239 Dental Hygiene II Theory  
DHY\*264 Pharmacology  
DHY\*275 Pain Control & Local Anesthesia for the DH  
DHY\*295 Dental Hygiene Capstone Portfolio Experience

### **Early Childhood Education**

ECE\*210 Observation, Participation and Seminar  
ECE\*215 The Exceptional Learner  
ECE\*295 Student Teaching

## 2. CRITICAL ANALYSIS/LOGICAL THINKING (continued)

### English - Literature

ENG\*106 Writing for Business  
ENG\*173 Perspectives in the Humanities  
ENG\*202 Technical Writing  
ENG\*216 Contemporary Fiction  
ENG\*241 World Literature I  
ENG\*242 World Literature II

### Geography

GEO\*101 Introduction to Geography

### History

HIS\*213 The U.S. Since World War II  
HIS\*215 History of Women in America  
HIS\*218 African-American History  
HIS\*225 Constitution & American Society  
HIS\*227 The Vietnam War  
HIS\*243 The Holocaust  
HIS\*259 The American Military

### Human Services

HSE\*243 Human Services Skills & Methods

### Humanities

HUM\*290 General Studies-Capstone Experience

### Philosophy

PHL\*101 Introduction to Philosophy  
PHL\*111 Ethics  
PHL\*131 Logic  
PHL\*150 Philosophy of Religion

### Political Science

POL\*111 American Government  
POL\*112 State & Local Government  
POL\*120 Introduction to Law  
POL\*225 The Constitution and American Society

### Psychology

PSY\*100 Personal Growth and Development  
PSY\*111 General Psychology I

### Sociology

SOC\*240 Criminology  
SOC\*241 Juvenile Delinquency





### 3. ETHICAL DIMENSIONS

Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

**Demonstrates:** Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.

**Does Not Demonstrate:** Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.

#### **Accounting**

ACC\*292 Accounting Practicum (E)

#### **Business - General**

BBG\*237 e-Commerce Law and Ethics (E)

BBG\*240 Business Ethics (E)

BBG\*292 Business Practicum (E)

#### **Business - Finance**

BFN\*292 Finance Practicum (E)

#### **Business - Marketing**

BMK\*292 Marketing Practicum (E)

BMK\*294 Retail Business Management Practicum (E)

#### **Business Office Technology**

BOT\*180 Medical Terminology (E)

BOT\*181 Medical Coding I (E)

BOT\*182 Medical Coding II (E)

BOT\*287 Foundations/Management Medical Insurance (E)

BOT\*291 Electronic Health Records (E)

BOT\*295 Administrative Practicum (E)

#### **Communication**

COM\*101 Introduction to Mass Communication (E)

COM\*121 Journalism I (E)

COM\*201 Introduction to Public Relations (E)

#### **Computers - Computer Science**

CSC\*101 Introduction to Computers (E)

#### **Computers - Technology**

CST\*130 Network Essentials I (E)

CST\*270 Network Security Fundamentals (E)

#### **Criminal Justice**

CJS\*120 Police & the Community

CJS\*220 Criminal Investigation

CJS\*223 Fraud Investigation

CJS\*240 Correctional Administration

CJS\*255 Ethical Issues in Criminal Justice

CJS\*290 Practicum in Criminal Justice

CJS\*292 Practicum in Corrections

#### **Dental Assisting**

DAS\*170 Practice Management, Law & Ethics

#### **Dental Hygiene**

DHY\*207 Standards, Ethics and Jurisprudence for the DH

DHY\*240 Dental Hygiene II Clinic

#### **Early Childhood Education**

ECE\*210 Observation, Participation and Seminar (E)

ECE\*295 Student Teaching Practicum (E)

#### **Human Services**

HSE\*281 Human Services Field Work I (E)

#### **Humanities**

HUM\*290 General Studies-Capstone Experience

#### **Philosophy**

PHL\*101 Introduction to Philosophy (E)

PHL\*111 Ethics (E)

PHL\*151 World Religions (E)

#### **Political Science**

POL\*120 Introduction to Law (E)

(E) = Embedded

## 4. HISTORICAL KNOWLEDGE

*Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.*

**Demonstrates:** Analyzes and describes with sufficient detail and specific examples the impact of past events on subsequent events.

**Does Not Demonstrate:** Inaccurately or insufficiently analyzes and describes the impact of past events on subsequent events.

### **Criminal Justice**

- CJS\*101 Introduction to Criminal Justice
- CJS\*106 Introduction to Homeland Security
- CJS\*290 Practicum in Criminal Justice
- CJS\*292 Practicum in Corrections

### **History**

- HIS\*101 Western Civilization I
- HIS\*102 Western Civilization II
- HIS\*105 History of Africa to 1900
- HIS\*106 History of Africa Since 1900
- HIS\*121 World Civilization I
- HIS\*122 World Civilization II
- HIS\*147 Hist. & Culture of Immigrant Groups in America
- HIS\*201 U.S. History I
- HIS\*202 U.S. History II
- HIS\*230 History of Russia I
- HIS\*231 History of Russia II
- HIS\*254 History of Religion in America

### **Humanities**

- HUM\*290 General Studies-Capstone Experience

### **Philosophy**

- PHL\*151 World Religions



## 5. INFORMATION LITERACY/CONTINUED LEARNING

*Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.*

**Demonstrates:** Collects and synthesizes relevant and authoritative information resources appropriate to need and audience and utilizes current technologies to solve problems, complete projects, and make informed decisions.

**Does Not Demonstrate:** Does not collect and synthesize relevant and authoritative information resources appropriate to need and audience nor satisfactorily utilize current technologies to solve problems, complete projects, and make informed decisions.

### **Accounting**

ACC\*123 Accounting Software Applications  
ACC\*292 Accounting Practicum

### **Business - General**

BBG\*115 Business Applications Software  
BBG\*214 e-Business  
BBG\*290 Business Program Capstone  
BBG\*292 Business Practicum

### **Business - Finance**

BFN\*292 Finance Practicum

### **Business - Marketing**

BMK\*201 Principles of Marketing  
BMK\*216 Internet Management  
BMK\*292 Practicum in Marketing  
BMK\*294 Retail Business Management Practicum

### **Business Office Technology**

BOT\*137 Word Processing Applications  
BOT\*210 Computerized Office Applications  
BOT\*215 Word Processing Applications II  
BOT\*251 Administrative Procedures  
BOT\*287 Foundations/Management Medical Insurance  
BOT\*288 Medical Practice Management Software Apps  
BOT\*295 Administrative Practicum

### **Communication**

COM\*121 Journalism I

### **Computers - Applications**

CSA\*105 Introduction to Software Applications  
CSA\*140 Database Applications  
CSA\*160 Introduction to the Internet

### **Computers - Computer Science**

CSC\*101 Introduction to Computers  
CSC\*292 Practicum in Computer Science

### **Computers - Technology**

CST\*201 Introduction to Management Information Systems

### **Criminal Justice**

CJS\*211 Criminal Law I  
CJS\*290 Practicum in Criminal Justice  
CJS\*292 Practicum in Corrections

### **Dental Assisting**

DAS\*142 DA Research Seminar

### **Dental Hygiene**

DHY\*209 Fundamentals of Dental Hygiene Theory  
DHY\*269 Dental Hygiene Research Seminar I  
DHY\*289 Dental Hygiene Research Seminar II

### **Early Childhood Education**

ECE\*109 Science & Math for Children  
ECE\*141 Infant/Toddler Growth & Development  
ECE\*224 Advanced Early Childhood Curriculum  
ECE\*241 Methods & Techniques for Infant/Toddler Care

### **Human Services**

HSE\*101 Introduction to Human Services

### **Humanities**

HUM\*290 General Studies-Capstone Experience

## 6. ORAL COMMUNICATION

Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**Demonstrates:** Delivers oral presentations with information and/or analysis appropriate for the rhetorical situation. Content is reinforced by appropriate verbal and nonverbal communication.

**Does Not Demonstrate:** Oral presentations lack information and/or analysis appropriate for the rhetorical situation. Content may not be reinforced by appropriate verbal and nonverbal communication.

### Accounting

ACC\*292 Accounting Practicum (E)

### Business - General

BBG\*290 Business Program Capstone (E)

BBG\*292 Business Practicum (E)

### Business - Finance

BFN\*292 Finance Practicum (E)

### Business - Marketing

BMK\*292 Practicum in Marketing (E)

BMK\*294 Retail Business Management Practicum (E)

### Business Office Technology

BOT\*210 Computerized Office Applications (E)

BOT\*251 Administrative Procedures (E)

BOT\*295 Administrative Practicum (E)

### Chinese

CHI\*101 Elementary Chinese I (E)

CHI\*111 Elementary Chinese I (E)

CHI\*102 Elementary Chinese II (E)

CHI\*112 Elementary Chinese II (E)

### Communication

COM\*100 Introduction to Communication (E)

COM\*173 Public Speaking (E)

COM\*211 Screenwriting (E)

### Computers - Computer Science

CSC\*101 Introduction to Computers (E)

### Criminal Justice

CJS\*105 Introduction to Law Enforcement

CJS\*290 Practicum in Criminal Justice

CJS\*292 Practicum in Corrections

### Dental Hygiene

DHY\*210 Fundamentals of Dental Hygiene Clinic

DHY\*295 Dental Hygiene Capstone Portfolio Experience

### Early Childhood Education

ECE\*103 Creative Experiences/Children (E)

### English

ENG\*106 Writing for Business

### English as a Second Language (ESL)

ESL\*135 ESL: Grammar III (E)

ESL\*145 ESL: Grammar IV (E)

ESL\*149 ESL: Pronunciation Workshop (E)

ESL\*155 ESL: Grammar V (E)

ESL\*157 Oral Communications V (E)

ESL\*162 ESL: Writing & Reading VI (E)

### French

FRE\*111 Elementary French I (E)

FRE\*112 Elementary French II (E)

### Health

HLT\*201 Nutrition for the Allied Health Professionals

### Human Services

HSE\*101 Introduction to Human Services (E)

HSE\*281 Human Services Field Work I (E)

### Humanities

HUM\*290 General Studies-Capstone Experience

### Italian

ITA\*101 Elementary Italian I (E)

ITA\*111 Elementary Italian I (E)

ITA\*102 Elementary Italian II (E)

ITA\*112 Elementary Italian II (E)

### Latin

LAT\*101 Elementary Latin I (E)

LAT\*102 Elementary Latin II (E)

### Polish

PLH\*101 Elementary Polish I (E)

PLH\*111 Elementary Polish I (E)

PLH\*102 Elementary Polish II (E)

### Russian

RUS\*101 Elementary Russian I (E)

### Spanish

SPA\*102 Elementary Spanish II (E)

SPA\*111 Elementary Spanish I (E)

SPA\*112 Elementary Spanish II (E)

SPA\*121 Spanish for Health Personnel I (E)

SPA\*122 Spanish for Health Personnel II (E)

SPA\*135 Hispanic Culture and Conversation (E)

SPA\*201 Intermediate Spanish I (E)

SPA\*211 Intermediate Spanish I (E)

SPA\*202 Intermediate Spanish II (E)

SPA\*212 Intermediate Spanish II (E)

SPA\*251 Advanced Spanish I (E)

SPA\*252 Advanced Spanish II (E)

### Theater

THR\*111 Acting I (E)

(E) = Embedded

## 7. QUANTITATIVE REASONING

Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

**Demonstrates:** Interprets numerical information and applies sufficient laws of logic and mathematics to solve problems using numbers, symbols, graphs and/or descriptions.

**Does Not Demonstrate:** Misinterprets numerical information or insufficiently applies laws of logic and mathematics to solve problems using numbers, symbols, graphs and/or descriptions.

### Accounting

ACC\*113 Principles of Financial Accounting  
ACC\*117 Principles of Managerial Accounting  
ACC\*271 Intermediate Accounting I

### Business - Finance

BFN\*110 Personal Finance  
BFN\*203 Investment Principles

### Business Office Technology

BOT\*219 Integrated Office

### Computers - Applications

CSA\*135 Spreadsheet Applications

### Criminal Justice

CJS\*290 Practicum in Criminal Justice  
CJS\*292 Practicum in Corrections

### Dental Hygiene

DHY\*267 Community Oral Health I

### Engineering

EET\*103 Fundamentals of Electricity  
EET\*132 Electronics  
EET\*142 Electric & Power System Fundamentals  
EET\*252 Digital Electronics  
EGR\*105 Robotics - Construction and Design  
EGR\*111 Introduction to Engineering  
EGR\*115 Programming for Engineers  
EGR\*211 Engineering Statics  
EGR\*212 Engineering Dynamics  
EGR\*214 Engineering Thermodynamics  
EGR\*221 Introduction to Circuit Analysis

### Humanities

HUM\*290 General Studies-Capstone Experience

### Mathematics

MAT\*070 Algebra Review  
MAT\*075 Prealgebra - Number Sense/Geometry  
MAT\*095 Elementary Algebra Foundations  
MAT\*135 Topics in Contemporary Math  
MAT\*137 Intermediate Algebra  
MAT\*139 Elementary & Intermediate Algebra Combined  
MAT\*141 Number Systems  
MAT\*146 Math for the Liberal Arts  
MAT\*152 Finite Mathematics  
MAT\*165 Elementary Statistics with Computer Application  
MAT\*172 College Algebra  
MAT\*185 Trigonometry  
MAT\*186 Precalculus  
MAT\*190 Calculus for Business & Social Science I  
MAT\*191 Calculus for Business & Social Science II  
MAT\*222 Statistics II with Technology Applications  
MAT\*254 Calculus I  
MAT\*256 Calculus II  
MAT\*268 Calculus III: Multivariable  
MAT\*285 Differential Equations

## 8. SCIENTIFIC KNOWLEDGE

Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.

**Demonstrates:** Consistently recalls and correctly applies discipline-specific terms, relevant theories, laws, and concepts to analyze and explain scientific information.

**Does Not Demonstrate:** Inconsistently recalls or incorrectly applies discipline-specific terms, relevant theories, laws, and concepts to analyze or explain scientific information.

### **Astronomy**

AST\*111 Introduction to Astronomy

### **Biology**

BIO\*111 Introduction to Nutrition

BIO\*115 Human Biology

BIO\*121 General Biology I

BIO\*122 General Biology II

BIO\*145 General Zoology

BIO\*155 General Botany

BIO\*211 Anatomy & Physiology I

BIO\*212 Anatomy & Physiology II

BIO\*235 Microbiology

### **Chemistry**

CHE\*111 Concepts of Chemistry

CHE\*121 General Chemistry I

CHE\*122 General Chemistry II

CHE\*210 Introduction to Organic Chemistry

CHE\*211 Organic Chemistry I

CHE\*212 Organic Chemistry II

### **Criminal Justice**

CJS\*290 Practicum in Criminal Justice

CJS\*292 Practicum in Corrections

### **Dental Assisting**

DAS\*146 Oral Anatomy for the DA

### **Dental Hygiene**

DHY\*228 Histology and Oral Anatomy for the DH

DHY\*264 Pharmacology

### **Earth Science**

EAS\*102 Earth Science

EAS\*106 Natural Disasters

### **Environmental Science**

EVS\*112 Environmental Science with lab

### **Humanities**

HUM\*290 General Studies-Capstone Experience

### **Manufacturing**

MFG\*105 Manufacturing Math II

### **Meteorology**

MET\*101 Meteorology

### **Oceanography**

OCE\*102 Introduction to Oceanography with lab

### **Physics**

PHY\*110 Introductory Physics

PHY\*121 General Physics I

PHY\*122 General Physics II

PHY\*221 Calculus-Based Physics I

PHY\*222 Calculus-Based Physics II

### **Quality Control**

QUA\*114 Principles of Quality Control

## 9. SCIENTIFIC REASONING

*Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.*

**Demonstrates:** Identifies and successfully executes components of the scientific method (hypothesis, procedure, observations, data analysis, and conclusions) to investigate real-world phenomena.

**Does Not Demonstrate:** Misidentifies or poorly executes components of the scientific method (hypothesis, procedure, observations, data analysis, or conclusions) to investigate real-world phenomena.

### **Astronomy**

AST\*111 Introduction to Astronomy

### **Biology**

BIO\*115 Human Biology

BIO\*121 General Biology I

BIO\*122 General Biology II

BIO\*212 Anatomy & Physiology II

BIO\*235 Microbiology

### **Chemistry**

CHE\*111 Concepts of Chemistry

CHE\*121 General Chemistry I

CHE\*122 General Chemistry II

CHE\*211 Organic Chemistry I

CHE\*212 Organic Chemistry I

### **Criminal Justice**

CJS\*290 Practicum in Criminal Justice

CJS\*292 Practicum in Corrections

### **Engineering**

EGR\*105 Robotics: Construction and Design

### **Humanities**

HUM\*290 General Studies-Capstone Experience

### **Linguistics**

LIN\*101 Introduction to Linguistics

### **Physics**

PHY\*110 Introductory Physics

PHY\*121 General Physics I

PHY\*122 General Physics II

PHY\*221 Calculus-Based Physics I

PHY\*222 Calculus-Based Physics II

## 10. SOCIAL PHENOMENA

Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

**Demonstrates:** Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.

**Does Not Demonstrate:** Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.

### Anthropology

ANT\*101 Introduction to Anthropology  
ANT\*142 The Navajo Indians  
ANT\*143 The Mojave Indians  
ANT\*144 Native Peoples of the Southwest  
ANT\*145 The Pueblo Indians  
ANT\*205 Cultural Anthropology

### Business - Management

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

### Business - Marketing

BMK\*207 Consumer Behavior

### Communication

COM\*100 Introduction to Communication  
COM\*101 Introduction to Mass Communication  
COM\*172 Interpersonal Communication

### Criminal Justice

CJS\*102 Introduction to Corrections  
CJS\*155 Probation Practices & Policies  
CJS\*243 Institutional Treatment of the Offender  
CJS\*244 Community Based Corrections  
CJS\*290 Practicum in Criminal Justice  
CJS\*292 Practicum in Corrections

### Dental Hygiene

DHY\*279 Dental Hygiene IV Theory

### Early Childhood Education

ECE\*101 Introduction to Early Childhood Education  
ECE\*176 Health, Safety & Nutrition  
ECE\*180 Child Development Assoc. Credential Prep.  
ECE\*206 Admin. & Supervision of EC Programs  
ECE\*275 Child, Family & School Relations

### Economics

ECN\*101 Principles of Macroeconomics  
ECN\*102 Principles of Microeconomics  
ECN\*250 Money and Banking

### Human Services

HSE\*185 Family Violence Intervention  
HSE\*186 Legal Issues in Family Violence Intervention

### Humanities

HUM\*290 General Studies-Capstone Experience

### Psychology

PSY\*201 Life Span Development  
PSY\*203 Child Development  
PSY\*207 Adolescent Psychology  
PSY\*208 Psychology of Adult Development & Aging  
PSY\*209 Psychology of Aging  
PSY\*211 Psychology of Women  
PSY\*220 Educational Psychology  
PSY\*238 Cross-Cultural Psychology  
PSY\*240 Social Psychology  
PSY\*245 Abnormal Psychology  
PSY\*246 Psychology & Religion

### Sociology

SOC\*101 Principles of Sociology  
SOC\*103 Social Problems  
SOC\*114 Sociology of Aging  
SOC\*210 Sociology of the Family  
SOC\*220 Racial & Ethnic Diversity  
SOC\*242 Sociology of Deviance  
SOC\*257 Sociology of Mental Health Issues



## II. WRITTEN COMMUNICATION

Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**Demonstrates:** Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.

**Does Not Demonstrate:** Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.

### **Business - Entrepreneurship**

BES\*218 Entrepreneurship (E)

### **Business - Management**

BMG\*202 Principles of Management (E)

BMG\*210 Organizational Behavior (E)

### **Business - Marketing**

BMK\*245 Integrated Marketing Communications (E)

BMK\*283 Marketing Management (E)

### **Computers - Computer Science**

CSC\*231 Database Design I (E)

### **Criminal Justice**

CJS\*290 Practicum in Criminal Justice

CJS\*292 Practicum in Corrections

CJS\*294 Contemporary Issues in Criminal Justice

### **Dental Assisting**

DAS\*130 Dental Materials for the DA

### **Dental Hygiene**

DHY\*225 Dental Materials for the DH (E)

DHY\*295 Dental Hygiene Capstone Portfolio Experience

### **Early Childhood Education**

ECE\*231 Early Language & Literacy Development

### **English - Literature**

ENG\*101 Composition

ENG\*103 Composition II

ENG\*106 Writing for Business (E)

ENG\*114 Children's Literature (E)

ENG\*202 Technical Writing (E)

ENG\*213 Poetry (E)

ENG\*216 Contemporary Fiction (E)

ENG\*221 American Literature I (E)

ENG\*222 American Literature II (E)

ENG\*231 British Literature I (E)

ENG\*232 British Literature II (E)

ENG\*233 Shakespeare (E)

ENG\*241 World Literature I (E)

ENG\*242 World Literature II (E)

ENG\*247 Latin American Literature (E)

ENG\*250 Studies in Ethnic Literature (E)

ENG\*251 African American Literature (E)

ENG\*260 Studies in Women's Literature (E)

ENG\*293 Survey of Literary Genres (E)

### **English as a Second Language (ESL)**

ESL\*133 ESL: Writing & Reading III (E)

ESL\*143 ESL: Writing & Reading IV (E)

ESL\*153 ESL: Writing/Reading V (E)

ESL\*162 ESL: Writing & Reading VI

ESL\*175 ESL: Grammar VI (E)

ESL\*250 TESOL Methodology (E)

### **History**

HIS\*106 History of Africa Since 1900 (E)

HIS\*213 The U.S. Since World War II (E)

HIS\*215 History of Women in American (E)

HIS\*218 African-American History (E)

HIS\*225 Constitution & American Society (E)

HIS\*227 The Vietnam War (E)

HIS\*243 The Holocaust (E)

HIS\*259 The American Military (E)

### **Humanities**

HUM\*290 General Studies-Capstone Experience

### **Philosophy**

PHL\*131 Logic (E)

PHL\*150 Philosophy of Religion (E)

### **Political Science**

POL\*225 The Constitution and American Society (E)

(E) = Embedded

# PROGRAMS



**Tunxis Community College**  
*Education That Works For a Lifetime*

# Understanding Elective Courses at Tunxis Community College

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

## **FINE ART ELECTIVES (FA):**

consist of college-level courses in Art/Photography (ART\*), Film Study & Appreciation (COM\*154), Digital Arts (DGA\*), Graphic Design (GRA\*), Music (MUS\*), New Media Communication (NMC\*), and Theater (THR\*).

## **GENERAL ELECTIVES (G):**

consist of college-level courses (100-level and above) in all of the disciplines.

## **HUMANITIES ELECTIVES (HU):**

consist of college-level courses in Art History (ART\*), Chinese (CHI\*), Communication (COM\*), English (ENG\*), English As A Second Language (ESL\*), French (FRE\*), History (HIS\*), Italian (ITA\*), Latin (LAT\*), Music (MUS\*), New Media Communication (NMC\*), Philosophy (PHL\*), Polish (PLH\*), Russian (RUS\*), and Spanish (SPA\*).

## **LIBERAL ARTS ELECTIVE (LA):**

consist of college-level courses in Anthropology (ANT\*), Art (ART\*), Astronomy (AST\*), Biology (BIO\*), Chemistry (CHE\*), Communication (COM\*), Computer Science (CSC\*), Earth Science (EAS\*), Economics (ECN\*), English (ENG\*101 and above), English As A Second Language (ESL\*143-270), Environmental Science (EVS\*), French (FRE\*), Geography (GEO), History (HIS\*), Italian (ITA\*), Latin (LAT\*), Linguistics (LIN\*), Mathematics (MAT\*135 and above), Meteorology (MET\*), Music (MUS\*), New Media Communication (NMC\*), Oceanography (OCE\*), Philosophy (PHL\*), Polish (PLH\*), Political Science (POL\*), Psychology (PSY\*), Russian (RUS\*), Sociology (SOC\*), Spanish (SPA\*), and Theater (THR\*).

## **LITERATURE ELECTIVES (E):**

consist of college-level courses in Literature (ENG\*213 through ENG\*260, and ENG\*293).

## **MATHEMATICS ELECTIVES (M):**

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

## **SCIENCE ELECTIVES (S):**

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

## **SOCIAL SCIENCE ELECTIVES (SS):**

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

# Visual Fine Arts

## Associate in Science Degree (Career & Transfer Program)

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 (from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	3

### Second Semester

ART*112	Drawing II (a)	3
ART*122	Three-Dimensional Design	3
	Directed Elective (b)	3
	Fine Arts Elective (from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	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 (from ART*100/101/102/103/201/205)	3
	Mathematics Elective (a) (from MAT*135 or above)	3-4

### Fourth Semester

ART*215	Illustration (a)	3
	Directed Elective (b)	3
	Directed Elective (b)	3
	Humanities Elective (d)	3
	Science Elective (c) (from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	3-4

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Total..... 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) 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.
- (c) Students intending to transfer to a four-year program should take a 4-credit lab science.
- (d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any 200-level Literature Course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, POL\*295, RUS\*, SPA\*, THR\*.

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

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

### Program Abilities:

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

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



# Visual Fine Arts: Photography Option

## Associate in Science Degree (Career & Transfer Program)

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.....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

### Second Semester

ART*122 .....	Three-Dimensional Design.....	3
ART*142 .....	Photography II (a).....	3
ART*243 .....	Studio Photography I (a) .....	3
	Directed Elective (b).....	3
	Fine Arts Elective.....	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	

### Third Semester

ART*112 .....	Drawing II (a) .....	3
ART*250 .....	Digital Photography (a) .....	3
	General Elective.....	3
	Art History Elective.....	3
	(from ART*100/101/102/103/201/205)	
	Mathematics Elective (a)(e) .....	3-4
	(from MAT*135 or above)	

### Fourth Semester

ART*246 .....	Photographic Image Development (a).....	3
	Directed Elective (b).....	3
	Directed Elective (b).....	3
	Humanities Elective (d) .....	3
	Science Elective (c).....	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	

Total.....60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation of faculty advisor based on student's program of study. Should be selected from Nature Photography (ART\*240), Object & Portrait Photography (ART\*248) or Digital Photography (ART\*250).
- (c) Students intending to transfer to a four-year program should take a 4-credit lab science.
- (d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any 200-level Literature Course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, POL\*295, RUS\*, SPA\*, THR\*.
- (e) Math for the Liberal Arts (MAT\*146) is recommended.

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

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

### Program Abilities:

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

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

## Certificate Program in Photography (Career Certificate)

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

Course #	Title	Credits
ART*141	Photography I	3
ART *142	Photography II (a)	3
ART *243	Studio Photography I (a)	3
ART *246	Photographic Image Development (a)	3
ART *250	Digital Photography (a)	3
GRA*101	Design Principles	3
	Fine Arts Elective (f)	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	Directed Elective (b)	3
	Directed Elective (b)	3
	Directed Elective (b)	3

Total.....30

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

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

# Business Administration

## Associate in Science Degree (Career & Transfer Program)

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



### First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting (a)	3
BMK*201	Principles of Marketing (a)	3
ENG*101	Composition (a)	3
	Fine Arts Elective	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	

Select **one** of the following courses:

BBG*115	Business Software Applications <b>or</b>	
CST*150	Web Design & Development (a)	3

### Second Semester

ACC*117	Principles of Managerial Accounting (a)	3
ECN*101	Principles of Macroeconomics (a)	3
ECN*102	Principles of Microeconomics (a)	3

Select **two** of the following courses:

COM*173	Public Speaking (a) <b>or</b>	
ENG*103	Composition II (a) ‡ <b>or</b>	
ENG*106	Writing for Business (a)	6

### Third Semester

BBG*231	Business Law I (a)	3
BBG*240	Business Ethics (a)	3
	Directed Elective (b)	3
	Directed Elective (b)	3
	Science Elective (c)	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	

### Fourth Semester

BFN*201	Principles of Finance (a)	3
MAT*165	Elementary Statistics with Computer Applications (a)	4
	Directed Elective	3

Select **one** of the following courses:

BMG*202	Principles of Management (a) <b>or</b>	
BMG*210	Organizational Behavior (a)	3

Select **one** of the following options

BMG*292	Business Practicum (a) <b>or</b>	
BBG*290	Business Programs Capstone (a) <b>and</b>	
	Directed Elective (b)	3-4

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Total..... 61-63

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

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

(c) Students intending to transfer to a four-year program should take a 4-credit lab science.

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

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

‡ **NOTE:** Students planning on transferring to a bachelor's degree program should take Composition II as one of their selections.



## Business Administration (A.S. Degree)

### Program Abilities:

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

1. demonstrate both accounting and finance concepts as applied to the sound fiscal management of a business enterprise
2. demonstrate various micro- and macroeconomic principles and their influence on the organizational decision-making process
3. demonstrate marketing's role in the development of a successful business strategy
4. demonstrate the impact of leadership, employee behavior and organizational culture in attaining organizational goals and objectives
5. demonstrate both the ethical and legal implications of managerial decisions and the effect of those decisions on organizational stakeholders
6. demonstrate group dynamics and the benefits of a team-based approach in business
7. demonstrate the impact and uses of technology in the 21st century business environment
8. demonstrate the integration of knowledge and apply learned skills for real-world business decision making
9. demonstrate Tunxis' General Education Abilities as they apply to the business professions

## Certificate Program in Accounting (Career & Transfer Certificate)

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

### First Semester

Course #	Title	Credits
ACC*113 .....	Principles of Financial Accounting (a) .....	3
ACC*241 .....	Federal Taxes I .....	3

### Second Semester

ACC*117 .....	Principles of Managerial Accounting (a) .....	3
ACC*271 .....	Intermediate Accounting I (a) .....	3

### Third Semester

ACC*123 .....	Accounting Software Applications (a) .....	3
ACC*272 .....	Intermediate Accounting II (a) .....	3

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Total..... 18

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

# Certificate Program in Business Administration (Career & Transfer Certificate)

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.

## First Semester

Course #	Title	Credits
ACC*113	Principles of Financial Accounting (a)	3
BBG*231	Business Law I (a)	3
BMK*201	Principles of Marketing (a)	3

## Second Semester

BBG*115	Business Software Applications	3
BBG*240	Business Ethics (a)	3
ECN*101	Principles of Macroeconomics (a)	3

Select **one** of the following courses:

BMG*202	Principles of Management (a) <b>or</b>	
BMG*210	Organizational Behavior (a)	3

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Total.....21

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

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

# Certificate Program in e-Commerce (Career & Transfer Certificate)

Provides the essential elements for entry into sales and promotional occupations in the online environment. All credits earned may be applied toward an Associate in Science degree in Business Administration at the College.

## First Semester

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

## Second Semester

BBG*237	e-Commerce Law & Ethics	3
BMK*216	Internet Marketing (a)	3
CST*150	Web Design and Development I (a)	3

Select **one** of the following courses:

BMG*202	Principles of Management (a) <b>or</b>	
BMG*210	Organizational Behavior (a)	3

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Total.....21

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

# Certificate Program in Entrepreneurship (Career & Transfer Certificate)

Provides students with an entrepreneurial foundation in order to operate their own business. All credits earned may be applied toward an Associate in Science degree Business Administration at the College.

## First Semester

Course #	Title	Credits
ACC*113 .....	Principles of Financial Accounting (a) .....	3
BMK*201 .....	Principles of Marketing (a) .....	3
<i>Select <b>one</b> of the following courses:</i>		
BBG*214 .....	e-Business <b>or</b>	
BMK*103 .....	Principles of Retailing (a) .....	3

## Second Semester

BBG*231 .....	Business Law I (a) .....	3
BES*218 .....	Entrepreneurship (a) .....	3
<i>Select <b>one</b> of the following courses:</i>		
BMG*202 .....	Principles of Management <b>or</b>	
BMG*210 .....	Organizational Behavior (a) .....	3

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Total..... 18

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

# Certificate Program in Finance (Career & Transfer Certificate)

Provides students with a foundation in the principles of finance leading to entry-level positions in the finance field. All credits earned may be applied toward an Associate in Science degree Business Administration at the College.

## First Semester

Course #	Title	Credits
ACC*113 .....	Principles of Financial Accounting (a) .....	3
BFN*110 .....	Personal Finance (a) .....	3
ECN*101 .....	Principles of Macroeconomics (a) .....	3

## Second Semester

BBG*231 .....	Business Law I (a) .....	3
BFN*201 .....	Principles of Finance (a) .....	3
ECN*102 .....	Principles of Microeconomics (a) .....	3

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Total..... 18

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

# Certificate Program in Marketing Management (Career & Transfer Certificate)

Provides the essential elements for entry into sales and promotional occupations. All credits earned may be applied toward an Associate in Science degree in Business Administration at the College.

## First Semester

Course #	Title	Credits
BMK*201 .....	Principles of Marketing (a).....	3
<i>Select <b>one</b> of the following courses:</i>		
ART*141 .....	Photography <b>or</b>	
GRA*110 .....	Introduction to Computer Graphics.....	3

## Second Semester

BMK*245.....	Integrated Marketing Communications (a).....	3
	Directed Marketing or Communication Elective (c).....	3
	Directed Marketing or Communication Elective (c).....	3

## Third Semester

BMK*207 .....	Consumer Behavior (a).....	3
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Total..... 18

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with Business Administration faculty advisor.
- (c) To be selected from ART\*141, ART\*142, CST\*210, BBG\*, BES\*, BMG, BMK, COM\*, GRA\*, NMC\*, ENG\*106, ENG\*202



# Business Office Technology

## Associate in Science Degree (Career Program)

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) (from MAT*135 or above)	3-4

### Third Semester

BOT*210	Computerized Office Applications (a)	3
BOT*251	Administrative Procedures (a)	3
	Science Elective (c) (from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	3-4
	Social Science Elective (from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	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
BMG*220	Human Resources Management (a)	3
BOT*295	Administrative Practicum (a)	3
	Fine Arts Elective (ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	3
	General Elective	3

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Total.....60-62

- (a) Prerequisite and/or co-requisite required.  
 (c) Students intending to transfer to a four-year program should take a 4-credit lab science.

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

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

### **Program Abilities:**

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

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



# Business Office Technology: Medical Option

## Associate in Science Degree (Career & Transfer Program)

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*115	Human Biology (a)	4
BOT*137	Word Processing Applications (a) ‡	3
BOT*180	Medical Terminology (a)	3
ENG*101	Composition (a)	3
	Fine Arts Elective	3
	(ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	

### Second Semester

BOT*181	Medical Coding I (a)	3
BOT*215	Word Processing Applications II (a)	3
BOT*251	Administrative Procedure (a)	3
BOT*287	Foundations/Management Medical Insurance (a)	3
	Mathematics Elective (a)	3-4
	(from any college-level mathematics course)	

### Third Semester

BOT*182	Medical Coding II (a)	3
BOT*210	Computerized Office Applications (a)	3
BOT*288	Medical Practice Management Software Applications (a)	3
ENG*106	Writing for Business (a)	3
	Social Science Elective	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

### Fourth Semester

BMG*220	Human Resources Management (a)	3
BOT*219	Integrated Office (a)	3
BOT*291	Electronic Health Records (a)	3
BOT*295	Administrative Practicum (a)	3

#### Select one of the following courses:

COM*173	Public Speaking (a) <b>or</b>	
ENG*103	Composition II (a)	3

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Total.....61-62

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

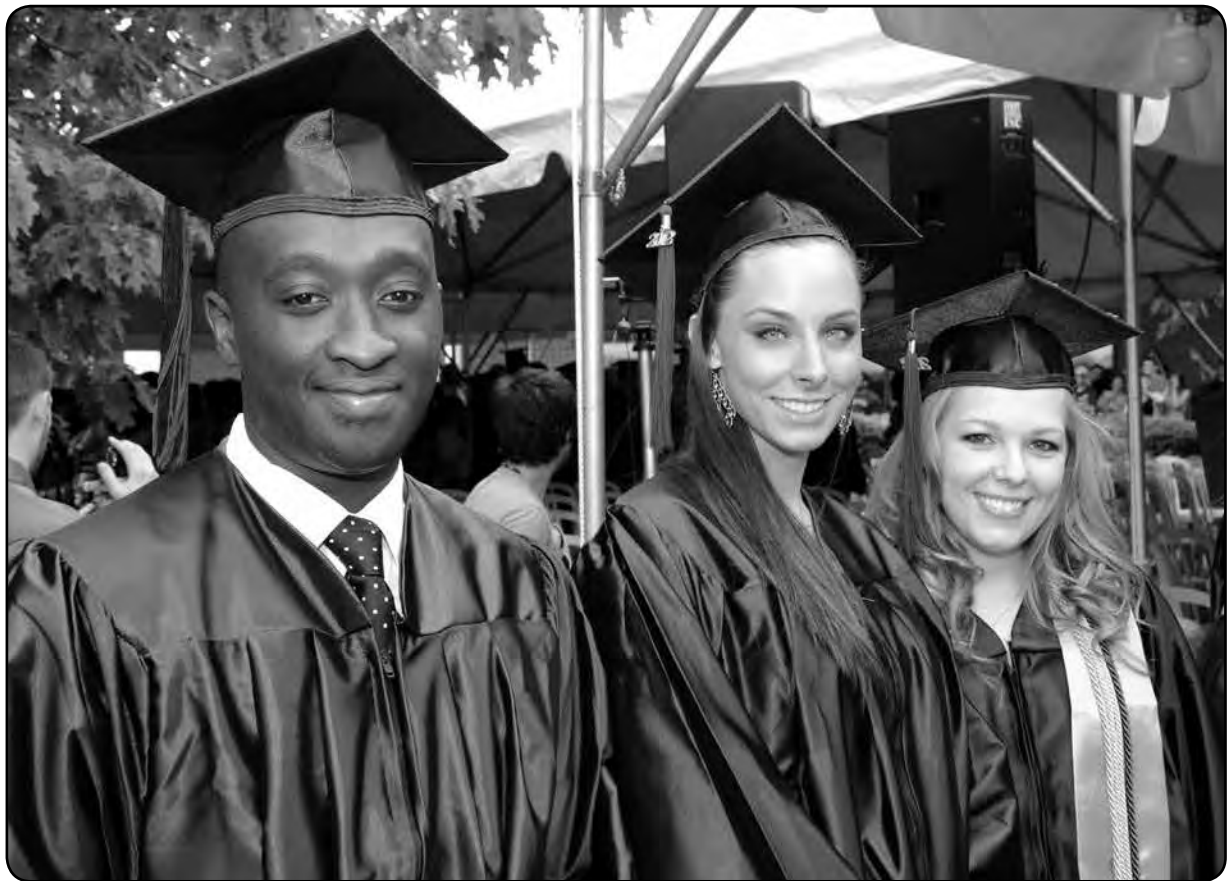
‡ **NOTE:** If a student presents evidence of satisfactory completion of two years of high school study or its equivalent, or achieves a passing grade on the college administered Course Credit Exam, the student may choose to substitute an elective. This requires faculty consent.

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

### **Program Abilities:**

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

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





# Certificate Program in Business Office Technology: Health Information Technology (Career Certificate)

## Formerly Certificate Program in Health Claims Processing

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

Course #	Title	Credits
BOT*115	Human Biology (a)	4
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*287	Foundations/Management Medical Insurance (a)	3
BOT*288	Medical Practice Management Software Applications (a)	3
BOT*291	Electronic Health Records (a)	3
ENG*101	Composition (a)	3
ENG*106	Writing for Business (a)	3

Total.....31

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

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

# Certificate Program in Business Office Technology: Office Applications (Career Certificate)

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

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

Total.....27

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

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

# Computer Information Systems

## Associate in Science Degree (Career Program)

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

### First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
CST*130	Network Essentials (a)	3
ENG*101	Composition (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4

### Second Semester

CSC*231	Database Design I (a)	3
CST*210	Operating Systems I (a)	3
	Directed CIS Elective (b)	3
	Computer Programming Elective (from CSC*208/210/214/215/220/221/226)	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

CSC*250	Systems Analysis and Design (a)	3
	Directed CIS Elective (b)	3
	Directed CIS Elective (b)	3
	Humanities Elective (d)	3
	Social Science Elective (from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	3

### Fourth Semester

CSC*292	Practicum in Computer Science (a)	3
	Directed CIS Elective (b)	3
	Computer Programming Elective (from CSC*208/210/214/215/220/221/226)	3-4
	Fine Arts Elective (ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	3
	Science Elective (c) (from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	3-4

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Total.....61-64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with faculty advisor based on student's program of study.
- (c) Students intending to transfer to a four-year program should take a 4-credit lab science.
- (d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any 200-level Literature Course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, POL\*295, RUS\*, SPA\*, THR\*.

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

### Program Abilities:

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

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

## Computer Information Systems: Computer Programming Option

### Associate in Science Degree (Career Program)

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

#### First Semester

Course #	Title	Credits
CSC*101 .....	Introduction to Computers (a).....	3
CSC*126 .....	Programming Logic & Design with Visual Basic .....	3
CST*130.....	Network Essentials I (a).....	3
ENG*101 .....	Composition (a) .....	3
MAT*165.....	Elementary Statistics with Computer Application (a).....	4

#### Second Semester

CSC*208.....	Advanced Visual Basic (a).....	4
CSC*231 .....	Database Design I (a).....	3
CST*210.....	Operating Systems (a).....	3
CSC*215.....	Programming with Object-Oriented C++ (a).....	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

CSC*226.....	Object-Oriented Programming in Java (a).....	3
CSC*250.....	Systems Analysis and Design (a) .....	3
	Directed CIS Elective (a)(b) .....	3
	Humanities Elective (d) .....	3
	Social Science Elective.....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

## Fourth Semester

CSC*292 .....	Practicum in Computer Science(a) .....	3
	Computer Programming Elective (a)(b).....	3-4
	(from CSC*214/221)	
	Directed CIS Elective (b).....	3
	Fine Arts Elective.....	3
	(ART*, COM*154, DGA*, GRA*, NMC*, MUS*,THR*)	
	Science Elective (c) .....	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	

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Total..... 63-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with faculty advisor based on student's program of study.
- (c) Students intending to transfer to a four-year program should take a 4-credit lab science.
- (d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any 200-level Literature Course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, RUS\*, SPA\*, THR\*.

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

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

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

# Certificate Program in Computer Programming (Career Certificate)

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

## First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
CSC*250	Systems Analysis and Design (a)	3

## Second Semester

CSC*208	Advanced Visual Basic (a)	4
CSC*215	Programming with Object-Oriented C++ (a)	4
CSC*226	Object-Oriented Programming in JAVA (a)	4
CST*150	Web Design and Development I (a)	3
	Directed CIS Elective (a)(b)	3

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Total.....27

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

(b) 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 (Career Program)

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

## First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
CST*130	Network Essentials I (a)	3
ENG*101	Composition (a)	3
MAT*165	Elementary Statistics with Computer Application (a)	4

## Second Semester

CSC*231	Database Design I (a)	3
CST*193	Introduction to TCP/IP (a)	3
CST*210	Operating Systems (a)	3
CST*230	Network Essentials II (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

## Third Semester

CSC*250	Systems Analysis and Design (a)	3
CST*163	Windows Server Administration (a)	3

CST*264.....	Unix/Linux System Administration (a).....	3
	Humanities Elective (d) .....	3
	Social Science Elective.....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

**Fourth Semester**

CST*270 .....	Network Security Fundamentals (a).....	3
CST*292.....	Practicum in Computer Science (a).....	3
	Directed CIS Elective (a)(b) .....	3
	Fine Arts Elective.....	3
	(ART*, COM*154, DGA*, GRA*, NMC*, MUS*,THR*)	
	Science Elective (c) .....	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	

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Total..... 61-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with faculty advisor based on student's program of study.
- (c) Students intending to transfer to a four-year program should take a 4-credit lab science.
- (d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any 200-level Literature Course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, RUS\*, SPA\*, THR\*.

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

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

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

# Certificate Program in Network Administration (Career Certificate)

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

## First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
CST*130	Network Essentials I (a)	3
CST*210	Operating Systems (a)	3

## Second Semester

CST*163	Windows Server Administration (a)	3
CST*193	Introduction to TCP/IP (a)	3
CST*230	Network Essentials II (a)	3
CST*264	Unix/Linux System 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 Abilities:

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

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

# Certificate Program in Microcomputer Processing (Career Certificate)

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

## First Semester

Course #	Title	Credits
CSC*101	Introduction to Computers (a)	3
CSC*126	Programming Logic & Design with Visual Basic	3
CSC*231	Database Design I (a)	3

## Second Semester

BOT*111	Keyboarding for Information Processing I	3
BOT*137	Word Processing Applications (a)	3
CSA*135	Spreadsheet Applications	3
CSA*150	Web Design & Development I (a)	3

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Total.....21

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

# Computer Science/Mathematics (Honors)

## Associate in Science Degree (Transfer Program)

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
ENG*101	Composition (a)	3
MAT*186	Precalculus (a)	4
	Directed Elective (b)	3
	Humanities Elective (d)	3

Select **one** of the following courses

CSC*210	C Programming (a) <b>or</b>	
CSC*213	Object Oriented Programming Using C++ (a) <b>or</b>	
CSC*215	Programming with Object-Oriented C++ I (a)	3-4

## 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 (b)	3
	Social Science Elective	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	



### Third Semester

MAT*256.....	Calculus II (a).....	4
	Directed Elective (b).....	3
	Humanities Elective (d).....	3

Select **one** of the following courses:

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

Select **one** of the following courses

CSC*220 .....	Object Oriented Programming Using JAVA (a) <b>or</b>	
CSC*226 .....	Object Oriented Programming in JAVA (a) (a).....	3-4

### Fourth Semester

CSC*221 .....	Advanced Java Programming I (a).....	3
MAT*268.....	Calculus III: Multivariable (a).....	4
	Fine Arts Elective.....	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	

Select **one** of the following courses:

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

Total..... 63-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any 200-level Literature Course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, RUS\*, SPA\*, THR\*.

## Computer Science/Mathematics (Honors - A.S. Degree)

### Program Abilities:

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

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

# Criminal Justice

## Associate in Science Degree (Career & Transfer Program)

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 (b)	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	3
	(ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	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*103	Composition II (a)	3

### Third Semester

CJS*213	Evidence and Criminal Procedures (a)	3
SOC*241	Juvenile Delinquency (a)	3
	Directed Elective (b)	3
	Mathematics Elective (a)	3-4
	(from MAT*135 or above)	
	Social Science Elective	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

### Fourth Semester

CJS*211	Criminal Law I (a)	3
CJS*290	Practicum in Criminal Justice (a)	3
CJS*294	Contemporary Issues in Criminal Justice (a)	3
SOC*240	Criminology (a)	3
	Directed Elective (b)	3
	Science Elective (c)	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	

Total..... 63-65

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with faculty advisor based on student's program of study.
- (c) Students intending to transfer to a four-year program should take a 4-credit lab science.

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

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

## Criminal Justice (A.S. Degree)

### Program Abilities:

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

1. demonstrate an understanding of the roles of police, courts and corrections and explain the functions they serve within the criminal justice system and the community
2. apply principles of constitutional and criminal laws that protect the rights of and regulate the conduct of individuals in a culturally diverse society
3. demonstrate knowledge of theories, principles, and processes of the criminal justice system
4. prepare written documents and deliver oral presentations related to the criminal justice field

## Criminal Justice: Corrections Option

### Associate in Science Degree (Career & Transfer Program)

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 (b)	3

#### Second Semester

CJS*244	Community Based Corrections (a)	3
PSY*111	General Psychology I (a)	3
	Directed Elective (b)	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)	3-4
	(from MAT*135 or above)	
	History Elective (a)	3

## Fourth Semester

CJS*243.....	Institutional Treatment of the Offender (a).....	3
SOC*240.....	Criminology (a).....	3
	Fine Arts Elective.....	3
	(ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	Science Elective (c).....	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	
	Social Science Elective.....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

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Total.....63-65

- (a) Prerequisite and/or co-requisite required.  
 (b) To be selected in consultation with faculty advisor based on student's program of study.  
 (c) Students intending to transfer to a four-year program should take a 4-credit lab science.

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

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

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

1. demonstrate an understanding of the roles of police, courts and corrections and explain the functions they serve within the criminal justice system and the community
2. apply principles of constitutional and criminal laws that protect the rights of and regulate the conduct of individuals in a culturally diverse society
3. demonstrate knowledge of theories, principles, and processes of the criminal justice system
4. prepare written documents and deliver oral presentations related to the criminal justice field

## Certificate Program in Homeland Security (Career Certificate)

This certificate offers students an in-depth understanding of the interrelated duties, relationships and issues of the agencies associated with Homeland Security. Upon completion of the certificate, students will be able to identify, describe and analyze security threats as individuals and in coordinated team settings. It is based on a model developed by Global Corporate College and the Transportation Security Administration (TSA). Tunxis is currently partnering with both agencies to offer these three courses to TSA employees. Within two years, this certificate will be offered to the general public with the benefit of having these courses approved by the TSA, making students with this certificate more desirable for TSA employment.

Course #	Title	Credits
CJS*106.....	Introduction to Homeland Security.....	3
CJS*158.....	Intelligence Analysis & Security Management (a).....	3
CJS*159.....	Transportation & Border Security (a).....	3

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Total.....9

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

# Dental Hygiene

## Associate in Science Degree (Career & Transfer Program)

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

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

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

### Admission Requirements

BIO*211	Anatomy and Physiology I (a)	4
CHE*111	Concepts of Chemistry (a)	4
ENG*101	Composition (a)	3
MAT*137	Intermediate Algebra (a)	3

### Prerequisites to starting program

BIO*212	Anatomy and Physiology II (a)	4
BIO*235	Microbiology (a) <b>or</b>	
HLT*201	Nutrition for Allied Health Professionals (a)	3-4

*NOTE: Both courses (BIO\*235 and HLT\*201) MAY be taken prior to the start of the program, but at least one MUST be completed prior to the start of the program; whichever course the student takes prior to the start of the program, they must take the other course within the program.*

### First Semester (fall)

Course #	Title	Credits
BIO*235	Microbiology (a) <b>or</b>	
HLT*201	Nutrition for Allied Health Professionals (a)	3-4
DHY*209	Fundamentals of Dental Hygiene Theory (a)	3
DHY*210	Clinic–Fundamentals of Dental Hygiene Theory (a)	1
DHY*212	Diagnostic Radiography for the Dental Hygienist (a)	3
DHY*228	Histology & Oral Anatomy for the Dental Hygienist (a)	4

### Second Semester (spring)

DHY*207	Standards, Ethics & Jurisprudence for the Dental Hygienist (a)	2
DHY*225	Dental Materials for the Dental Hygienist (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

### Summer Semester

DHY*264	Pharmacology (a)	3
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### Third Semester (fall)

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*267	Community Oral Health I (a)	3
DHY*269	Dental Hygiene Research Seminar I (a)	1

### Winter Semester

DHY*275	Pain Control & Local Anesthesia for the DH (a)	3
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### Fourth Semester (spring)

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.....	3
	(ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	

Total.....64-65

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

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

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

## Dental Hygiene (A.S. Degree)

### Program Abilities:

The Dental Hygiene Program will utilize the Tunxis Community College General Education Abilities for assessment in the curriculum. In addition, the dental hygiene students will also be evaluated utilizing the dental hygiene program abilities. Tunxis students strive for achievement of these abilities as well as traditional grades.

1. Teamwork and Interpersonal Skills - effectively engages in interpersonal activities and teamwork
2. Dental Hygiene Process of Care - provides care to all clients without regard to economic, social, cultural, religious or health status; based upon an individualized human need, evidenced based system which includes assessment, diagnosis, planning, implementation, education and evaluation
3. Health Promotion - develops, implements and evaluates health promotion strategies directed toward helping individuals as well as diverse populations achieve oral wellness as well as overall health and awareness.
4. Technology Literacy-appropriately and effectively uses technology to accomplish assigned tasks

**Dental Hygiene Mission Statement:** The mission of the dental hygiene program reflects the College's mission by providing affordable opportunities to meet the educational needs of its students while serving the wider community. The program aims to foster life-long learning and citizenship while preparing oral health care professionals to provide ethical, comprehensive and evidence-based dental hygiene care to diverse groups and individuals in a variety of settings.

**Dental Hygiene Program Goal:** The development of a qualified and competent entry-level oral health practitioner with proficiency in the College's general education and dental hygiene program abilities.

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

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

## Special Admission Requirements:

### Dental Hygiene Associate's Degree Program

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

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

Students must have the following abilities:

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

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

- Applicant must complete Concepts of Chemistry (CHE\*111), Composition (ENG\*101), college level mathematics, and a 200-level Anatomy and Physiology I (BIO\*211) – **NOTE: Anatomy and Physiology I at Tunxis has General Biology I (BIO\*121) as a prerequisite** – with a minimum combined GPA in prerequisite courses of 2.7.
- Applicant must take science courses within 5 years of applying to the program and all science courses must be 4 credits with on-ground laboratory components. Any science course repeated within this time frame, the grades will be averaged.
- 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 1st** Deadline.*

- All college transcripts
- Two letters of recommendation – Letters must be professional or academic in nature. Original letters should be in a sealed envelope addressed to Tunxis Community College Admission's Office. They should be dated within the year of the application being submitted.
- 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 a 200-level Anatomy and Physiology II (BIO\*212) with a grade of C or better.\*
- Applicant must complete either a 200-level Microbiology (BIO\*235) or Nutrition for the Allied Health Professional (HLT\*201) with a grade of C or better. **If these courses are in progress at the time of interview, applicant must provide mid-term 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 (Career Certificate)

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 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.**

## Summer Semester

Course #	Title	Credits
HLT*112	Basic Medical Support (a)	2

## Fall Semester

DAS*140	Essential Chairside Functions for the DA (a)	4
DAS*142	Dental Assisting Research Seminar (a)	1
DAS*144	Preventive Dentistry (a)	3
DAS*146	Oral Anatomy for the Dental Assistant (a)	3
DAS*130	Dental Materials for the Dental Assistant (a)	2

## Winter Semester

DAS*165	Dental Radiography for the Dental Assistant (a)	3
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## Spring Semester

DAS*172	Dental Assisting Clinical Externship Experience (a)	7
DHY*170	Practice Management, Law and Ethics for the DA (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.....30

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

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

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

## Dental Assisting (Certificate) Program Abilities:

Upon successful completion of all courses in the program, students will show proficiency in:

1. **Dental Assisting Process of Care** - provides care to all clients without regard to economic, social, cultural religious or health status. This is based upon an individualized human need, evidenced based system which includes assessment, anticipation of operator's needs, implementation, education and evaluation
2. **Health Promotion** - develops, implements and evaluates health promotion strategies directed toward helping individuals as well as diverse populations achieve oral wellness as well as overall health and awareness.
3. **Teamwork** - effectively engages in interpersonal activities and teamwork
4. **Professionalism** - demonstrates professional etiquette in healthcare by establishing respectable relationships with patients, colleagues, and supervisors
5. **Technology Literacy** - effectively uses technology to accomplish assigned tasks

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



# Early Childhood Education

## Associate in Science Degree (Career & Transfer Program)

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) (from AST*, BIO*, CHE*, EVS*, OCE*, PHY*)	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) (from ECE*106, ECE*109, ECE*141)	3
	Directed Elective (b) (from HIS*201, HIS*202, PSY*104, PSY*243)	3
	Fine Arts Elective (from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	3

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Total.....64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with faculty advisor based on student's program of study.
- (e) Thirty hours of approved course work that includes Introduction to Early Childhood Education (ECE\*101), Creative Experiences/Children (ECE\*103); Health, Safety & Nutrition (ECE\*176); Observation, Participation and Seminar (ECE\*210); The Exceptional Learner (ECE\*215); Early Language and Literacy Development (ECE\*231); Child Development (PSY\*203) and Educational Psychology (PSY\*220). Additionally, a physical examination by a doctor is required prior to starting Student Teaching (ECE\*295). Signature of Program Coordinator is required.

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

### **Program Abilities:**

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

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

## Certificate Program in Early Childhood Administration (Career Certificate)

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) (from ACC*113, BMK*201)	3
	Directed Elective (b)	3

### Second Semester

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

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Total..... 15

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

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

## Certificate Program in Early Childhood Education (Career Certificate)

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

Course #	Title	Credits
ECE*101	Introduction to Early Childhood Education (a)	3
ECE*103	Creative Experiences/Children (a)	3
ECE*176	Health, Safety and Nutrition (a)	3
ECE*210	Observation, Participation and Seminar (a)	3
ECE*231	Early Language and Literacy Development (a)	3
ENG*101	Composition (a)	3
ENG*114	Children's Literature (a)	3
PSY*111	General Psychology I (a)	3
PSY*203	Child Development (a)	3
	Directed ECE Elective (b) (from ECE*106/109/141)	3

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Total..... 30

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

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

# Engineering Science

## Associate in Science Degree (Career & Transfer Program)

The Engineering Science associate degree program prepares students for transfer to baccalaureate college and university programs in mechanical engineering, electrical engineering, civil engineering, chemical engineering, industrial engineering and engineering physics, as well as for immediate employment in engineering sciences and high technology fields. The program also offers students currently employed in technical positions in high technology industries the opportunity to retrain and upgrade their technical skills.

## College of Technology - Engineering Pathway Program

The Engineering Science program, through the Connecticut College of Technology Pathways program, provides for direct entry into baccalaureate engineering programs at the University of Connecticut and Central Connecticut State University. Students may enter UConn and CCSU engineering programs through the Engineering Science A.S. degree program at Tunxis Community College and, upon successful completion of the program, continue on to UConn and CCSU as third-year engineering students with a full two years of credit towards a bachelor's degree in engineering

### First Semester

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

### Second Semester

MAT*256	Calculus II (a)	4
	Humanities Elective (d)	3
	Social Sciences Elective	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

Select **one** of the following courses:

CHE*122	General Chemistry II (a) <b>or</b>	
EGR*214	Thermodynamics (a)	3-4

Select **one** of the following courses:

ENG*293	Survey of Literary Genres (a) <b>or</b>	
ENG*102	Composition II (a)	3

### Third Semester

EGR*211	Engineering Statics (a)	3
EGR*221	Introduction to Electric Circuit Analysis (a)	4
MAT*268	Calculus III: Multivariable (a)	4
PHY*221	Calculus-Based Physics I (a)	4

### Fourth Semester

MAT*285	Differential Equations (a)	3
PHY*222	Calculus-Based Physics II (a)	4
	Fine Arts Elective	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	Humanities Elective (d)	3

Select **one** of the following courses:

EET*252	Digital Electronics (a) <b>or</b>	
EGR*105	Robotics Construction and Design <b>or</b>	
EGR*212	Engineering Dynamics (a)	3-4

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Total..... 64-66

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

(d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any 200-level Literature Course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, RUS\*, SPA\*, THR\*.

## Engineering Science (A.S. Degree)

### Program Abilities:

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

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

## Certificate Program in English as a Second Language

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

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

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

# General Studies

## Associate in Science Degree (Transfer Program)

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	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	History Elective (a)	3
	Humanities Elective (a)(d)	3
	Mathematics Elective (a)	3-4
	(from MAT*135 and above)	
	Science Elective (c)	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	
	Social Science Elective (b)	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	
	General Electives (b)	36
HUM*290	General Studies Capstone Experience ‡ (recommended/optional)	3
Total		60-62

- (a) Prerequisite and/or co-requisite required.
- (b) Open electives will be chosen in consultation with an advisor with no more than fifteen (15) hours selected from any one subject area (Board Policy 3.6.6).
- (c) Students intending to transfer to a four-year program should take a 4-credit lab science.
- (d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any 200-level Literature Course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, RUS\*, SPA\*, THR\*.

‡ **NOTE:** It is recommended that students planning to graduate from Tunxis take the one-credit General Studies Capstone Experience course. In addition, students that take this course should also take First Year Experience (CSS-101) as one of their General Elective courses.

## General Studies (A.S. Degree) Program Abilities:

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

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

- 13. effectively engage in interpersonal activities and teamwork
- 14. use discipline-specific terms, recall relevant theories, laws, and concepts, and identify components of the scientific method: hypothesis, procedure, observations and conclusions.

# Graphic Design

## Associate in Science Degree (Career & Transfer Program)

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, typography, layout, publication, design, and graphic arts production.

### 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 (e) .....	3
	(from ART*101/102/103/201/205)	

### Second Semester

ART*112 .....	Drawing II (a) .....	3
GRA*200 .....	Visual Communications (a) .....	3
GRA*231 .....	Digital Imaging (a) .....	3
	Humanities Elective (d) .....	3
	Mathematics Elective (a) .....	3-4
	(from MAT*135 or above)	

### Third Semester

GRA*201 .....	Typography and Design I (a) .....	3
GRA*236 .....	Digital Illustration (a) .....	3
	Directed Studio Elective (b) .....	3
	Science Elective (c) .....	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	
	Social Science Elective .....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

### Fourth Semester

ART*122 .....	Three-Dimensional Design .....	3
GRA*203 .....	Design and Production (a) .....	3
GRA*205 .....	Typography and Design II (a) .....	3
	Directed Studio Elective (b) .....	3
	Social Science Elective .....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

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Total..... 60-62

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with faculty advisor based on student's program of study.  
To be selected from ART\*109-ART\*156, ART\*211-ART\*284, GRA\*.
- (c) Students intending to transfer to a four-year program should take a 4-credit lab science.
- (d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any credit-level English course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, POL\*295, RUS\*, SPA\*, THR\*.
- (e) Students planning to transfer to a baccalaureate program should take an Art History course.

## **Graphic Design (A.S. Degree)**

### **Program Abilities:**

Depending upon level of successful completion of coursework within the program, students will:

#### **Visual Literacy and Creative Expression –**

1. acquire skills in drawing and three-dimensional design using traditional materials and techniques
2. identify and apply the design principles to control aesthetic and compositional elements in the creation of visual solutions to art and design problems
3. demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects
4. understand the function and impact of design, and the roll of the design profession in our society

#### **Visual Communication, Conceptual and Critical Thinking –**

5. analyze a visual communication problem, develop visual concepts, and create design solutions that respond to client and audience needs through symbol and image creation, graphic illustration, paper selection, color, typography, and page composition
6. communicate an understanding of design concepts, processes, and techniques using the “language” of design and the design and creation of original typographically-based visual communications process

#### **Media and Technical Skills –**

7. gain competence in the Macintosh OS, file storage and retrieval, network navigation, and the output of digital images and designs
8. acquire skills in the use of image scanning, page layout, and vector and raster image software programs so as to be able to design and execute graphic symbols and illustrations, raster images, and page compositions incorporating typography and image
9. understand the basic concepts of printing and print production processes so as be able to successfully create electronic mechanical art for spot and process color graphic design projects

#### **Professional Practice –**

10. understand project management, marketing, and business related responsibilities of a graphic designer (and interactive design in Interactive Media option) in the design and production of visual communication pieces, the necessity of participating in a collaborative work environment, and adhering to professional ethical standards
11. demonstrate knowledge of design project goals, be able to set priorities to meet milestones for project completion, and show the ability to revise and refine designs based on ongoing evaluation
12. present design solutions and portfolio, in a manner suited to professional presentation showing knowledge and application of the concepts, skills, and techniques presented in courses during the program

#### **General Education –**

13. meet established general education requirements.



# Certificate Program in Graphic Design (Career Certificate)

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.

## First Semester

Course #	Title	Credits
ART*111	Drawing I	3
GRA*101	Design Principles	3
GRA*110	Introduction to Computer Graphics	3
<i>Select <b>one</b> of the following courses:</i>		
ENG*101	Composition (a)‡ <b>or</b>	
ENG*106	Writing for Business (a)	3

## Second Semester

GRA*200	Visual Communications (a)	3
GRA*231	Digital Imaging (a)	3

## Third Semester

GRA*201	Typography and Design I (a)	3
GRA*236	Digital Illustration (a)	3

## Fourth Semester

GRA*203	Design and Production (a)	3
GRA*205	Typography and Design II (a)	3

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Total.....30

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

‡ **NOTE:** Students planning to transfer to an associate or baccalaureate program should take Composition (ENG\*101).

## Graphic Design (Certificate) Program Abilities:

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

### Visual Literacy and Creative Expression –

1. acquire skills in drawing using traditional materials and techniques
2. Identify and apply the design principles to control aesthetic and compositional elements in the creation of visual solutions to art and design problems
3. demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects

### Visual Communication, Conceptual and Critical Thinking –

4. understand the function and impact of design, and the roll of the design profession in our society
5. analyze a visual communication problem, develop visual concepts, and create design solutions that respond to client and audience needs through symbol and image creation, graphic illustration, paper selection, color, typography, and page composition
6. communicate an understanding of design concepts, processes, and techniques using the “language” of design

### Media and Technical Skills –

7. gain competence in the Macintosh OS, file storage and retrieval, network navigation, and the output of digital images and designs
8. acquire skills in the use of image scanning, page layout, and vector and raster image software programs so as to be able to design and execute graphic symbols and illustrations, raster images, and page compositions incorporating typography and image
9. understand the basic concepts of printing and print production processes so as be able to successfully create electronic mechanical art for spot and process color graphic design projects

**Professional Practice –**

10. understand project management, marketing, and business related responsibilities of a graphic designer in the design and production of visual communication pieces, the necessity of participating in a collaborative work environment, and adhering to professional ethical standards
11. demonstrate knowledge of design project goals, be able to set priorities to meet milestones for project completion, and show the ability to revise and refine designs based on ongoing evaluation
12. present design solutions and portfolio, in a manner suited to professional presentation showing knowledge and application of the concepts, skills, and techniques presented in courses during the program.

## Graphic Design: Interactive Media Option

### Associate in Science Degree (Career & Transfer Program)

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, typography, layout, publication, design, and web design.

#### 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 .....	3
	(from ART*101/102/103/201/205)	

#### Second Semester

ART*112 .....	Drawing II (a) .....	3
GRA*200 .....	Visual Communications (a) .....	3
GRA*231 .....	Digital Imaging (a) .....	3
	Humanities Elective (d) .....	3
	Mathematics Elective (a) .....	3-4
	(from MAT*135 or above)	

#### Third Semester

GRA*201 .....	Typography and Design I (a) .....	3
GRA*236 .....	Digital Illustration (a) .....	3
GRA*260 .....	Web Design (a) .....	3
	Science Elective (c) .....	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	
	Social Science Elective .....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

#### Fourth Semester

ART*122 .....	Three-Dimensional Design .....	3
GRA*205 .....	Typography and Design II (a) .....	3
GRA*262 .....	Web Design II (a) .....	3
	Directed Studio Elective (b) .....	3
	Social Science Elective (b) .....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

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Total..... 60-62

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

(b) To be selected in consultation with faculty advisor based on student's program of study.  
To be selected from ART\*109-ART\*156, ART\*211-ART\*284, GRA\*.

- (c) Students intending to transfer to a four-year program should take a 4-credit lab science.
- (d) To be selected from courses in ART\*101/102/103/201/205, CHI\*, COM\*, any credit-level English course, ESL\*, FRE\*, HIS\*, ITA\*, LAT\*, MUS\*, PHL\*, PLH\*, POL\*295, RUS\*, SPA\*, THR\*.

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

### **Program Abilities:**

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

#### **Visual Literacy and Creative Expression –**

1. acquire skills in drawing and three-dimensional design using traditional materials and techniques
2. identify and apply the design principles to control aesthetic and compositional elements in the creation of visual solutions to art and design problems
3. demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects

#### **Visual Communication, Conceptual and Critical Thinking –**

4. understand the function and impact of design, and the roll of the design profession in our society
5. analyze a visual communication problem, develop visual concepts, and create design solutions that respond to client and audience needs through symbol and image creation, graphic illustration, paper selection, color, typography, page composition, interface design, sound, motion, and interactivity
6. communicate an understanding of design concepts, processes, and techniques using the “language” of design.

#### **Media and Technical Skills –**

7. gain competence in the Macintosh OS, file storage and retrieval, network navigation, and the output of digital images and designs
8. acquire skills in the use of image scanning, page layout, and vector and raster image software programs so as to be able to design and execute graphic symbols and illustrations, raster images, and page compositions incorporating typography and image
9. acquire skills in the use of interactive media, and 2D animation software programs so as to be able to design and execute motion graphics, animation, and interactive designs

#### **Professional Practice –**

10. understand project management, marketing, and business related responsibilities of a graphic designer (and interactive design in Interactive Media option) in the design and production of visual communication pieces, the necessity of participating in a collaborative work environment, and adhering to professional ethical standards
11. demonstrate knowledge of design project goals, be able to set priorities to meet milestones for project completion, and show the ability to revise and refine designs based on ongoing evaluation
12. present design solutions and portfolio, in a manner suited to professional presentation showing knowledge and application of the concepts, skills, and techniques presented in courses during the program

#### **General Education –**

13. meet established general education requirements.

# Certificate Program in Health Career Pathways (Transfer Certificate)

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

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

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

‡ **NOTE:** General Biology I (BIO\*121) **AND** either Concepts of Chemistry (CHE\*111) or General Chemistry I are prerequisites for Anatomy and Physiology I (BIO\*211).



# Human Services

## Associate in Science Degree (Career & Transfer Program)

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
SOC*103	Social Problems (a)	3
SOC*210	Sociology of the Family (a)	3
	Directed Elective (b)	3

Select **one** of the following courses:

ENG*103	Composition II (a) <b>or</b> Literature Elective (a)‡	3
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### Third Semester

COM*172	Interpersonal Communication (a)	3
ECN*101	Principles of Macroeconomics (a)	3
HSE*243	Human Services Skills and Methods (a)	3
	Directed Human Services Elective (a)(b)	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)(b)	3
	(from PSY*201/203/208/209/211/240/243/245, SOC*114)	
	Fine Arts Elective	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	

Total..... 61-62

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

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

‡ **NOTE:** Students transferring to CCSU should take Composition II (ENG\*103).

## Human Services (A.S. Degree)

### Program Abilities:

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

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

## Certificate Program in Human Services (Career & Transfer Certificate)

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

Course #	Title	Credits
ECN*101	Principles of Macroeconomics (a)	3
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
HSE*243	Human Services Skills and Methods (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3
SOC*103	Social Problems (a)	3
	Directed Human Services Elective (a) (from PSY*201/203/208/209/211/240/243/245, SOC*114)	3
	Directed Elective (b)	3
Total		27

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

(b) Directed elective to be selected from courses in Foreign Languages, Psychology, or Sociology.

# Human Services: Family Violence Intervention Option

## Associate in Science Degree (Career & Transfer Program)

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)(b)	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

PSY*245	Abnormal Psychology (a)	3
SOC*103	Social Problems (a)	3
	Directed Human Services Elective (a)(b)	3

Select **one** of the following courses:

ENG*103	Composition II (a) <b>or</b> Literature Elective (a)‡	3
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Select **one** of the following courses:

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

### Fourth Semester

HSE*236	Legal Issues in Human Services (a)	3
HSE*243	Human Services Skills & Methods (a)	3
HSE*281	Human Services Field Work I (a)	3
SOC*220	Racial and Ethnic Diversity (a)	3
	Fine Arts Elective	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	Directed Elective (a)(b)	3
	(from PSY*201/203/208/209/211/240/243/245, SOC*114)	

Total.....64-65

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

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

‡ **NOTE:** Students transferring to CCSU should take Composition II (ENG\*103).

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

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

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

## Certificate Program in Family Violence Intervention (Career & Transfer Certificate)

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

Course #	Title	Credits
ENG*101	Composition (a)	3
HSE*101	Introduction to Human Services (a)	3
HSE*185	Family Violence Intervention (a)	3
HSE*236	Legal Issues in Human Services (a)	3
HSE*243	Human Services Skills and Methods (a)	3
PSY*111	General Psychology I (a)	3
SOC*101	Principles of Sociology (a)	3
SOC*103	Social Problems (a)	3
SOC*210	Sociology of the Family (a)	3
	Directed Human Services Elective (a)(b)	3
Total		30

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

(b) To be selected in consultation with faculty advisor based on student's program of study. May be taken from any Social Science, Foreign Language, or Human Services course.



# Liberal Arts and Sciences

## Associate in Arts Degree (Transfer Program)

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

### First Semester

Course #	Title	Credits
ENG*101	Composition (a)	3
	Fine Arts Elective	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	Foreign Language Elective (a)‡	3
	Mathematics Elective (a)	3-4
	(from MAT*141 or above)	
	Social Science Elective	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

### Second Semester

ENG*103	Composition II (a)	3
	Foreign Language Elective (a)‡	3
	General Elective	3
	History Elective (a)	3
	Mathematics Elective (a)(b)	3-4
	(from MAT*141 or above)	

### Third Semester

PHL*101	Introduction to Philosophy (a)	3
	Foreign Language Elective (a)‡	3
	General Elective	3
	Science Elective	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	
	Social Science Elective	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

### Fourth Semester

COM*173	Public Speaking (a)	3
	Directed 200-level Elective (b)	3
	Foreign Language Elective (a)‡	3
	Lab Science (a)	4
	(from AST*, BIO*, CHE*, EVS*, OCE*, PHY*)	
	Literature Elective (a)	3

Total..... 61-64

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

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

‡ 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.

## **Liberal Arts and Sciences (A.A. Degree)**

### **Program Abilities:**

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

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

# Liberal Arts and Sciences

## Associate in Science Degree (Transfer Program)

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

### First Semester

Course #	Title	Credits
ENG*101 .....	Composition (a) .....	3
	Fine Arts Elective.....	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	General Elective.....	3
	Mathematics Elective (a)(b) (from MAT*141 or above) .....	3-4
	Social Science Elective.....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

### Second Semester

ENG*103 .....	Composition II (a) .....	3
	General Elective.....	3
	History Elective (b).....	3
	Liberal Arts Elective (a).....	3
	Mathematics Elective (a)(b) (from MAT*141 or above) .....	3-4

### Third Semester

PHL*101 .....	Introduction to Philosophy (a) .....	3
	Liberal Arts Elective (d).....	3
	Liberal Arts Elective (d).....	3
	Science Elective.....	3-4
	(from AST*, BIO*, CHE*, EAS*, EVS*, MET*, OCE*, PHY*)	
	Social Science Elective.....	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

### Fourth Semester

COM*173.....	Public Speaking (a) .....	3
	Directed Elective (d) – 200 level course .....	3
	Directed Elective (d) – 200 level course .....	3
	Lab Science (b).....	3-4
	(from AST*, BIO*, CHE*, EVS*, OCE*, PHY*)	
	Literature Elective (a)(b).....	3

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Total..... 60-64

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with faculty advisor based on student's program of study.
- (d) To be selected from Anthropology (ANT\*), Art (ART\*), Astronomy (AST\*), Biology (BIO\*), Chemistry (CHE\*), Communication (COM\*), Computer Science (CSC\*), Earth Science (EAS\*), Economics (ECN\*), English (ENG\*101 and above), English As A Second Language (ESL\*143-270), Environmental Science (EVS\*), French (FRE\*), Geography (GEO), History (HIS\*), Italian (ITA\*), Latin (LAT\*), Linguistics (LIN\*), Mathematics (MAT\*135 and above), Meteorology (MET\*), Music (MUS\*), New Media Communication (NMC\*), Oceanography (OCE\*), Philosophy (PHL\*), Polish (PLH\*), Political Science (POL\*), Psychology (PSY\*), Russian (RUS\*), Sociology (SOC\*), Spanish (SPA\*), and Theater (THR\*).

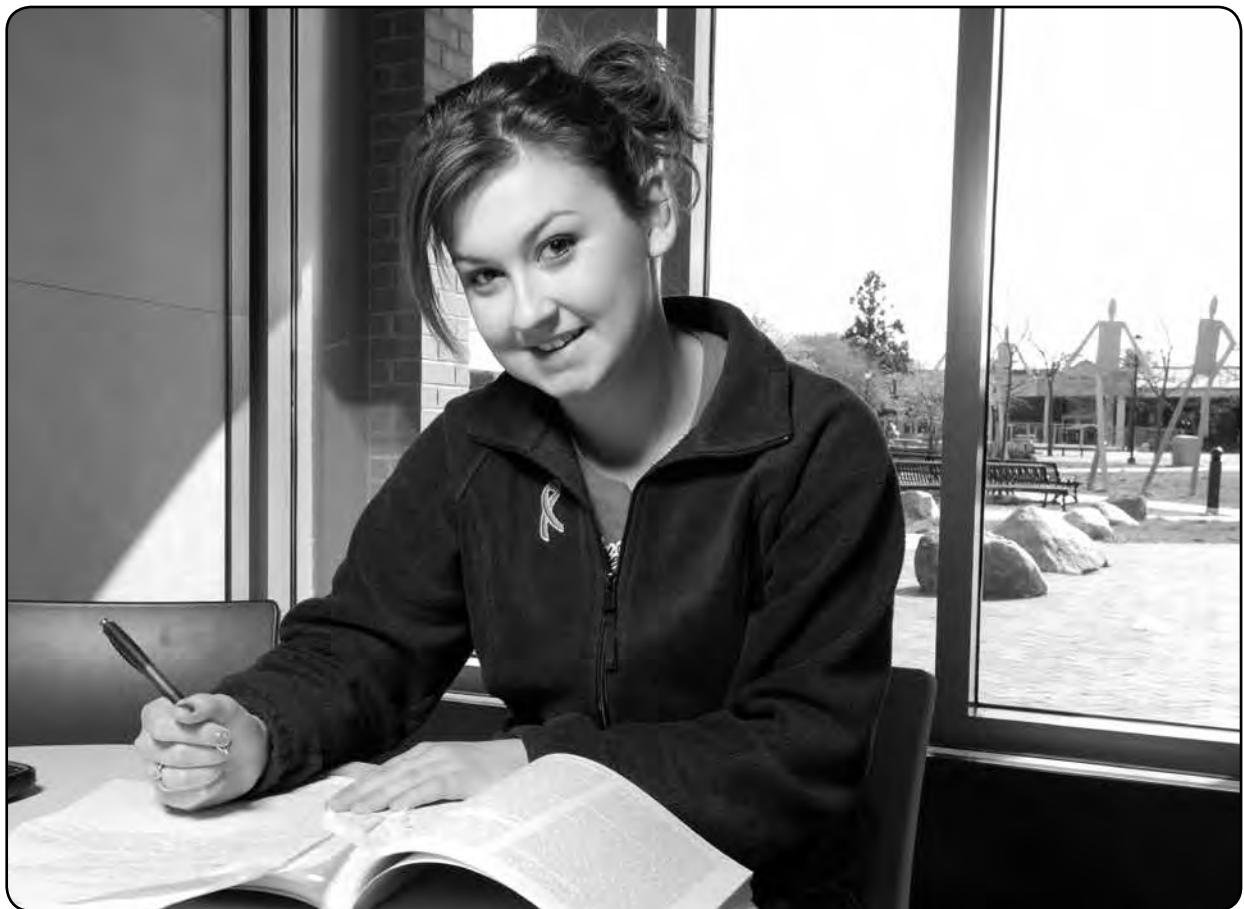
**NOTES:** 1.) Students planning to transfer to a college offering a four-year liberal arts degree should check with that college regarding foreign language and transfer requirements.

## **Liberal Arts and Sciences (A.S. Degree)**

### **Program Abilities:**

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

1. analyze, synthesize, and manipulate new information, ideas, and language in their historical and cultural contexts.
2. present ideas in oral, written, and visual form in a variety of contexts and formats appropriate to their audience and purpose.
3. use systematic, logical, and critical processes to identify and research problems and to propose/evaluate alternative solutions.
4. identify, locate, evaluate, and use electronic, print and/or media information services.
5. demonstrate awareness of a range of theoretical, cultural, and/or philosophical views related to an issue in the liberal arts and sciences.
6. identify aesthetic elements in literature and the arts, and draw appropriate inferences about the artistic product and the environment in which it was produced.
7. identify a range of intellectual and/or artistic contributions to human knowledge and life.
8. analyze and apply numerical concepts in varied contexts.
9. use cognitive skills and problem-solving techniques to analyze data and scientific information.



# Pathway to Teaching Careers

## Associate in Arts Degree (Transfer Program)

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)(b)	3
	Directed Elective (a)(b)	3
	Foreign Language Elective ‡	3

### Second Semester

ENG*103	Composition II (a)	3
PSY*201	Life Span Development (a)	3
	Directed Elective (a)(b)	3
	Foreign Language Elective (a) ‡	3-4
	Mathematics Elective (a) (from MAT*141 or above)	3-4

### Third Semester

	Directed Elective (b)	3
	English Literature Elective (b) – 200 level course	3
	Fine Arts Elective	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	Science Elective w/lab (a)(b)	4
	(from AST*, BIO*, CHE*, EVS*, OCE*, PHY*)	

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 (b)	3
	Directed Elective (b)	3
	Directed Elective (a)(b)(c)	3-4
	Social Science Elective	3
	(from ANT*, ECN*, GEO*, POL*, PSY*, SOC*)	

Select **one** of the following courses:

COM*100	Introduction to Communication (a) <b>or</b>	
COM*121	Journalism I (a) <b>or</b>	
COM*173	Public Speaking (a)	3

Total..... 61-63

- (a) Prerequisite and/or co-requisite required.
- (b) To be selected in consultation with faculty advisor based on student's program of study.
- (c) Secondary education concentration - science elective; Elementary education concentration - directed elective.

‡ 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 three years of high school foreign language has been successfully completed, students must take six additional credits of Liberal Arts electives to be chosen in consultation with faculty advisor.
2. completion of two years of study of a single foreign language at the high school level and six semester hours in the same language at the college intermediate level. (Students wishing to continue in a language not offered at Tunxis must consult with the Humanities Department Chair.)
3. completion of 12 semester hours on the college-level in a single foreign language. If the foreign language requirement

has been met, Liberal Arts Electives must be substituted to complete degree requirements.

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

# Technology Studies

## Associate in Science Degree (Career & Transfer Program)

The Connecticut College of Technology Pathways program allows students to complete an associate in science degree program in Technology Studies at Tunxis Community College, and continue on to complete a Bachelor of Science degree in Industrial Technology, Engineering Technology, Electronic Technology, Computer-Aided Design or Technology Education at Central Connecticut State University's (CCSU) School of Technology. The curriculum offers a broad range of studies and topics in: mathematics, physics, chemistry, engineering drawing and computer-aided design (CAD), electronics, computer technologies, advanced manufacturing technologies (robotics, automation, computer-aided manufacturing (CAM) and other courses in special areas of technology. The program also includes a solid core of courses in general education. Each of the courses is directly transferable to CCSU. Successful completion of the program allows students to enter their junior year at Central Connecticut State University.

### 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)(b) .....	3
	Geography <b>or</b> History <b>or</b> Political Science Elective (a)(b) .....	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 (b).....	3
	Technology Electives – two (b).....	6
	Economics <b>or</b> History Elective (a)(b) .....	3
	Psychology <b>or</b> Sociology Elective (a)(b) .....	3

### Fourth Semester

	Directed Elective (b).....	3
	Fine Arts Elective.....	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	Philosophy Elective (a)(b) .....	3
	Technology Electives – three (b).....	9

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Total.....67

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

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

## Technology Studies (A.S. Degree)

### Program Abilities:

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

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

## Technology Studies: Biomolecular Science Option

### Associate in Science Degree (Career & Transfer Program)

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 (b)	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 (b)	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 – three (b)	9
	Fine Arts Elective	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	

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Total.....66

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

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

# Certificate Program in Computer Aided Drafting (CAD) (Career Certificate)

Prepares an individual to apply in the workplace invaluable skills for this rapidly-growing field. Employment opportunities include, but are not limited to, the following careers: CAD Operator, Design Assistant, Mechanical Draftsperson, Architectural Draftsperson, CAD Technician, Layout Draftsperson, and Engineering Technician. Credits earned in this certificate program are applicable to the Associate in Science degree in Technology Studies.

Course #	Title	Credits
CAD*133	CAD Mechanical AutoCAD (a)	3
MFG*127	Engineering Graphics (a)	3
	Directed CAD Elective ‡ (a)(b)	3
	Directed CAD Elective ‡ (a)(b)	3

Total..... 12

- (a) Prerequisite and/or co-requisite required.
- (b) 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)(b)
- CAD\*268 Mechanical Design and Modeling (a)(b)

### Architectural specialization

- CAD\*204 CAD 3D Architectural AutoCAD (a)(b)
- CAD\*252 Architectural Design and Modeling (a)(b)





# Technology Studies: Engineering Technology Option

**Associate in Science Degree** (Career & Transfer Program)

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

## Third Semester

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

Select **one** of the following courses:

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

Select **one** of the following courses:

CHE*121	General Chemistry II (a) <b>or</b>	
PHY*122	General Physics II (a)	4

## Fourth Semester

EGR*212	Engineering Dynamics (a)	3
	Directed Elective (b)	3
	Fine Arts Elective	3
	(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
	Philosophy Elective (a)(b)	3

Select **one** of the following courses:

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

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Total.....67

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

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

# Technology Studies: Technology and Engineering Education Option

## Associate in Science Degree (Career & Transfer Program)

### 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
	Economics Elective (a)(b)	3

Select **one** of the following courses:

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

### Third Semester

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

Select **one** of the following courses:

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

Select **one** of the following courses:

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

### Fourth Semester

Directed Elective (b)	3
Fine Arts Elective	3
(from ART*, COM*154, DGA*, GRA*, NMC*, MUS*, THR*)	
Philosophy Elective (a)(b)	3
Technology Elective (b)	3
Technology Elective (b)	3

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Total.....70

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

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

# Certificate Program in Lean Manufacturing (Career Certificate)

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

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

(a) Prerequisite and/or co-requisite required



# Planning to Transfer from Tunxis?

Tunxis Community College works closely with four-year colleges and universities to arrange a seamless transition into bachelor's degree programs.

The associate's degrees in General Studies or Liberal Arts & Science at Tunxis are great options for students who plan to transfer into a four-year baccalaureate program.

The Tunxis Academic Advising Center is a valuable resource to assist you with exploring your transfer destinations. Contact them by calling 860.773.1510 or visit your Advisor for help with this important decision.

Students have successfully transferred their credits to the colleges and universities listed below:

American International College	Roger Williams University
American University	Rutgers University
Arizona State University	Sacred Heart University
Assumption College	Savannah College of Art & Design
Bay Path University	Simmons College
Becker College	Smith College
Berklee College of Music	Southern CT State University
Brown University	Southern Illinois University
Bryant University	Southern New Hampshire University
Central CT State University	Southern Vermont College
Charter Oak State College	Springfield College
Clemson University	Stonehill College
Connecticut College	Suffolk University
Cornell University	Syracuse University
Curry College	Temple University
Drexel University	Trinity College
Eastern CT State University	Tufts University
Emerson College	University of Bridgeport
Fairfield University	University of Chicago
Fordham University	University of Connecticut
Framingham State University	University of Florida
Georgetown University	University of Hartford
Green Mountain College	University of Hawaii
Hamilton College	University of Maine
Hampton University	University of Maryland
Harvard University	University of Massachusetts
Hofstra University	University of Miami
Ithaca College	University of New Hampshire
John Jay College of Criminal Justice	University of New Haven
Keene State College	University of North Carolina
Lesley University	University of Notre Dame
LIM College	University of Rhode Island
Massachusetts College of Art and Design	University of Saint Joseph
Mount Holyoke College	University of Texas at Austin
New York University	University of Vermont
Northeastern University	Virginia Commonwealth University
Northwestern University	Wakes Forest University
Ohio University	Wellesley College
Parsons The New School for Design	Wentworth Institute of Technology
Portland State University	Wesleyan University
Quinnipiac University	Western CT State University
Rochester Institute of Technology	Yale University

# COURSE DESCRIPTIONS



## **Tunxis Community College**

*Education That Works For a Lifetime*

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

# Accounting

## **ACC\*100 Basic Accounting**

3 credits

An introduction to basic accounting concepts and principles, with an emphasis on their practical application to recording, classifying, and summarizing financial information that flows within a business enterprise. The accounting cycle is examined; along with such areas as sales, purchases, cash, receivables, and payroll. This course is recommended for all students who wish to pursue a degree in accounting and have not taken accounting courses at the high school or college level. *Students who have had prior accounting courses and/or have worked in accounting positions should take ACC\*113- Principles of Financial Accounting.* (Elective Type: G)

## **ACC\*113 Principles of Financial Accounting**

3 credits (ACC-105)

Basic concepts and practice of accounting and its role in the economic decision-making process. Topics include the financial statement preparation process for balance sheets; income statements; accounting for cash; receivables; inventories; plant and intangible assets, liabilities and stockholders' equity. *Prerequisites: placement into Elementary Algebra Foundations (MAT\*095) or appropriate placement test score, AND C- or better in Integrated Reading and Writing I (ENG\*065) or placement into Introduction to College English (ENG\*096) or appropriate placement test score, OR C- or better in Basic Accounting (ACC\*100) OR permission of Department Chair.* (Elective Type: G) (Ability Assessed: 7)

## **ACC\*117 Principles of Managerial Accounting**

3 credits (ACC-205) (27-205)

The use of accounting data by managers for planning and controlling business activities is covered. Topics include cost accounting systems; cost behavior relationships; capital expenditure decision-making; budgeting; and variance analysis. *Prerequisite: C- or better in Principles of Financial Accounting (ACC\*113).* (Elective Type: G) (Ability Assessed: 7)

## **ACC\*123 Accounting Software Applications**

3 credits (ACC-111) (27-110)

Examination of general accounting applications as they apply to computerized financial records for each step of the accounting cycle to the completion of financial statements, as well as management accounting applications. *Prerequisite: C- or better in Principles of Financial Accounting (ACC\*113).* (Elective Type: G) (Ability Assessed: 5)

• *Effective Spring 2016 - Prerequisite: C- or better in Basic Accounting (ACC\*100) or Principles of Financial Accounting (ACC\*113) or permission of Program Coordinator.*

## **ACC\*241 Federal Taxes I**

3 credits (ACC-161) (27-161)

The federal tax structure is examined as it applies to reportable income and allowable deductions in the preparation of the individual income tax return. (Elective Type: G) (Ability Assessed: 2)

## **ACC\*271 Intermediate Accounting I**

3 credits (ACC-201) (27-201)

Introduction to financial statement analysis. Intensive study of classification and evaluation of current assets. *Prerequisite: C- or better in Principles of Financial Accounting (ACC\*113).* (Elective Type: G) (Ability Assessed: 7)

## **ACC\*272 Intermediate Accounting II**

3 credits (ACC-202) (27-202)

Study of non-current assets, analysis of total equity classification, and application of funds-flow reporting are examined. *Prerequisite: C- or better in Intermediate Accounting I (ACC\*271).* (Elective Type: G) (Ability Assessed: 2)

## **ACC\*292 Accounting Practicum**

3 credits

Provides students the opportunity to apply and integrate knowledge and skills gained in the program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Practicum should meet with the Program Coordinator to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. Students are responsible for attaining their own internship. With permission of the Program Coordinator, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. *Prerequisites: Permission of the Program Coordinator or Business Practicum Instructor. Prior to taking the Business Practicum, students must have completed twelve business core or program option credits with a grade of C- or better, AND have completed at least 40 credits towards their associate degree or 15 credits towards their BA Certificate.* (Elective Type: G) (Abilities Assessed: 3, 5, 6)

## Anthropology

### **ANT\*101 Introduction to Anthropology** 3 credits (ANTH-101) (57-121)

Exploration of the diversity of the human community including the search for human origins. Focus is on the cultural evolution of man, lost civilizations, archaeology, and the societies and cultures of nonwestern peoples. How the traditional ways of life of hunter-gatherers, pastoral nomads and tribal cultivators are being challenged by present-day technological advancements is also explored. The student's awareness of cross-cultural diversity in a global context, and understanding of how human societies came to be formed, will be broadened. **Prerequisites:** C- or better in *Integrated Reading and Writing I (ENG\*065)*; OR placement into *Integrated Reading and Writing II (ENG\*075)* OR *Introduction to College Reading and Writing (ENG\*093)* or *Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*. (Elective Type: G/LA/SS) (Ability Assessed: 10)

### **ANT\*121 Introduction to Archeology** 3 credits

An introduction to the methods, goals, and theoretical concepts of archeology. The objective is to familiarize students with the strategies that are employed in the investigation of archaeological remains and how these strategies further the aims of an anthropological archaeology. **Prerequisites:** C- or better in *Integrated Reading & Writing II (ENG\*075)* OR *Introduction to College Reading and Writing (ENG\*093)* OR *Introduction to College English (ENG\*096)* OR *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)* (Elective Type: G/LA/SS) (Ability Assessed: 2)

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

Surveys the past and present experiences of the Navajo Indians, featuring filmed interviews with tribal members on a variety of topics that are integral to their lives. There will be a multi-disciplinary examination of their religion and religious ceremonies, history, psychology, life styles, linguistic patterns, social structure, art forms, and health care. (Elective Type: G/LA/SS) (Ability Assessed: 10)

### **ANT\*143 The Mojave Indians** 3 credits (IDS-110)

An introduction to the past and present experiences of our Native American population through a many-faceted study of the Mojave Indians and their relations with neighboring tribes in the southwestern United States. Religion, myths, history, psychology, linguistic style, kinship patterns, art forms, and health care will be examined. Interviews with Mojave elders and other tribal members will be featured. (Elective Type: G/LA/SS) (Ability Assessed: 10)

### **ANT\*144 Native Peoples of the Southwest** 3 credits

An introduction to the past and present experiences of five Native American tribes of southwestern United States. These indigenous 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. (Elective Type: G/LA/SS) (Ability Assessed: 10)

### **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. (Elective Type: G/LA/SS) (Ability Assessed: 10)

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

An introduction to the cross-cultural study of human behavior and society. Focus will be on enculturation, marriage and family, kinship and descent, gender, community organization, economic institutions, political organization, religion, art, globalization, and change. **Prerequisites:** C- or better in either *Introduction to Anthropology (ANT\*101)* OR *Principles of Sociology (SOC\*101)*, OR permission of Department Chair. (Elective Type: G/LA/SS) (Ability Assessed: 10)

## 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.) (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)

### **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.** (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)

**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.* (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)

**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. (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)

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

Exploration and study of color relationships as they apply to diverse media. Investigation of the color wheel and other various applied color schemes. Study of the visual, psychological, and emotional effect color has in our world. Color is examined through fine art, interior design, graphic presentations, industrial applications, and commercial use. (Elective Type: FA/G/HU) (Ability Assessed: 1)

**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. (Elective Type: FA/G/LA) (Ability Assessed: 1)

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

An advanced-level drawing course, Drawing II emphasizes composition, materials, personal expression, and an understanding of drawing history in relation to contemporary issues of drawing. Projects are designed to enhance the quality of handling materials within a given format. Creative problem-solving techniques are discussed and applied. *Prerequisite: C- or better in Drawing I (ART\*111).* (Elective Type: FA/G/LA) (Ability Assessed: 1)

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

Introduction to human figure drawing concepts and techniques with emphasis on anatomy and personal style. Using the live model as a point of reference, students will explore anatomy, proportion, skeletal structure, musculature, and foreshortening. The figure will be used as a vehicle to express a multitude of

ideas concerning interpretive drawing. Mark making, material control, expressive techniques, visual interest, and image styling are major components of this course. *Prerequisite: C- or better in Drawing II (ART\*112) or consent of Program Coordinator, or Department Chair.* (Elective Type: FA/G/HU) (Ability Assessed: 1).

**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. (Elective Type: FA/G/LA) (Ability Assessed: 1)

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

An introduction to the basic concepts of sculptural forms. A project based curriculum focused on diverse materials, spatial concerns, methodologies, symbolism, craft and subject. Students will explore the use of various tools and construction techniques including fabrication and assemblage. Established sculptural artists will be examined in terms of perception and style. *Prerequisite: C- or better in Three-Dimensional Design (ART\*122).* (Elective Type: FA/G/LA) (Ability Assessed: 1)

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

A continuation of Sculpture I, advancing technical skills, sculptural theories, material investigation, and conceptual thinking within the three-dimensional framework. Personal style and creative problem solving with three-dimensional forms both contemporary and/or traditional methods will be the primary direction. The class will have serial content as its basis. Material selection will be chosen with the concepts of the pieces and the target presentation site in mind. *Prerequisite: C- or better in Sculpture I (ART\*131).* (Elective Type: FA/G/LA) (Ability Assessed: 1)

**ART\*139      Digital Photography for  
Non-Photo Majors**  
3 credits  
2 lecture/2 studio

An introduction to the digital photography environment for non-photo majors. This course will include basic instruction in camera functions such as shutter speed and aperture as they relate to photographic image making. In addition to basic photographic skill building, the course will cover digital specific topics including image editing software and workflow. Strategies for image processing will be taught with an emphasis on utilizing a streamlined workflow from image capture to output. (Elective Type: FA/G/HU) (Ability Assessed: 1)

**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. *(Elective Type: FA/G/HU) (Ability Assessed: I)*

**ART\*142      Photography II**  
3 credits      (PHTG-112) (77-103)

2 lecture/2 studio

In this extension of Photography I, students can expand into more advanced, experimental and individual work in black & white photography. Exploring the creative potential of the medium, students will explore various speed black & white printing including hand-coloring, surfacing, toning and various darkroom alterations. Large-format cameras are introduced and used to photograph studio setups. *Prerequisite: C- or better in Photography I (ART\*141). (Elective Type: FA/G/HU) (Ability Assessed: 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 (ART\*112) AND Design Principles (GRA\*101), OR permission of Program Coordinator. (Elective Type: FA/G/LA) (Ability Assessed: I)*

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

2 lecture/2 studio

A continuation of Painting I with a strong emphasis on serial images, expressive paint handling, compositional structure and content. Personal development of ideas is encouraged through class assignments and critiques. *Prerequisite: C- or better in Painting I (ART\*151). (Elective Type: FA/G/LA) (Ability Assessed: 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\*111). (Elective Type: FA/G/LA) (Ability Assessed: I)*

**ART\*156      Watercolor II**  
3 credits

2 lecture/2 studio

This course is a continuation of Watercolor I involving further studio exploration of painting surfaces and techniques with emphasis upon color mixes, values, arrangements, and schemes. *Prerequisites: C- or better in Drawing I (ART\*111) and C- or better in Watercolor I (ART\*155). (Elective Type: FA/G/HU/LA) (Ability Assessed: 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. *(Elective Type: FA/G/HU/LA) (Ability Assessed: I)*

**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. *(Elective Type: FA/G/HU) (Ability Assessed: I)*

**ART\*211      Drawing III**  
3 credits      (ART-210)

2 lecture/2 studio

An extension of Drawing II, this course moves into evolved image-making with numerous materials, including pastels, watercolors, and collage. The subjective information will address narrative, serial, and large- and small- scale issues. Various drawing formats will be discussed and applied within the student's personal stylistic direction. *Prerequisite: C- or better in Drawing II (ART\*112). (Elective Type: FA/G/LA) (Ability Assessed: I)*

**ART\*212      Drawing IV**  
3 credits      (ART-223)

2 lecture/2 studio

A culminating drawing course in the visual fine art program emphasizing refinement and technical skill. Upon completion of Drawing III the student will explore technical refinement and study aspects of interpretive drawing that relate to the development of an individual's process. Building on the Drawing III, content the individual will continue to pursue a self-chosen style of drawing that becomes the focus for subjective and ideological concerns. *Prerequisite: C- or better in Drawing III (ART\*211) OR permission of Program Coordinator. (Elective Type: FA/G/LA) (Ability Assessed: I)*

**ART\*215      Illustration**  
3 credits      (ART-200) (75-211)

2 lecture/2 studio

Problems in illustration are presented to introduce the student to the many facets of the illustration field. Print illustration, book illustration, catalog illustration, and web illustration are a few of the topics covered in this class. Digital and 3-D computer illustration will be presented as alternatives to traditional illustration techniques. Processes involved during the course are as followed but not limited to: Scratchboard, watercolor, ink, fine acrylic, gouache, colored pencil, and pastel. *Prerequisite: C- or better in Drawing II (ART\*112). (Elective Type: FA/G/HU) (Ability Assessed: I)*

**ART\*220 Electronic Painting and Drawing**

3 credits (74-220)

2 lecture/2 studio

Designed for either Fine Art or Graphic Design majors focused on creative interpretation of art forms with the program Painter on the computer. Projects cover a broad range of subject matter from the representational to creative abstraction. Emphasis is on compositional arrangement, color, form, and creative use of Painter's tools and palettes. Completed projects are printed on high-end ink jet printers. *Prerequisite: C- or better in Drawing I (ART\*111). (Elective Type: FA/G/HU) (Ability Assessed: 1)*

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

3 credits (74-220)

2 lecture/2 studio

An advanced course in computer art imaging that increases the students' abilities in producing computer images that demonstrate greater technical skills, advanced form construction, narrative image making, personal style, and content. Professional artists are discussed through their respective works and analyzed for their specific content and technique. Projects are oriented towards large scale with thematic structures, and a framework of consistent ideas. Electronic collage is a featured aspect of this course. *Prerequisite: C- or better in Electronic Painting and Drawing (ART\*220). (Elective Type: G/LA) (Ability Assessed: 1)*

**ART\*240 Nature Photography**

3 credits (PHTG-215)

2 lecture/2 studio

An advanced photography course focusing on nature, the elements of nature and the various approaches to nature from a photographic standpoint. Landscape imagery, close range subjects, atmospheric conditions, and natural and artificial lighting techniques will be presented and applied. All shooting will occur in natural settings and in various locations. Both black and white and color photography will be employed. *(It is recommended that Studio Photography I (ART\*243) be taken prior to this course, but it is not required. Prerequisite: C- or better in Photography I (ART\*141). (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)*

**ART\*243 Studio Photography I**

3 credits (PHTG-213)

2 lecture/2 studio

In this study of the diverse variations and applications of lighting, studio strobes, flash, reflectors, tungsten, and natural-lighting situations will be examined. Combinations of various techniques and environments will also be explored. Exercises range from portraiture to experimental work. *Prerequisite: C- or better in Photography I (ART\*141). (Elective Type: FA/G/HU) (Ability Assessed: 1)*

**ART\*245 Photographic Computer**3 credits **Manipulation**

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 (ART\*141), AND C- or better in Introduction to Computer Graphics (GRA\*110) OR Electronic Painting and Drawing (ART\*220); OR permission of the Program Coordinator. (Elective Type: FA/G/HU) (Ability Assessed: 1)*

**ART\*246 Photographic Image Development**

3 credits (PHTG-212) (77-106)

2 lecture/2 studio

This culminating course in the photography program emphasizes stylistic and content development. The final result of the course will be a portfolio of work presented in a professional manner. Focus will be on individual concepts and ideations. *Prerequisites: C- or better in Studio Photography I (ART\*243) AND C- or better in Photography II (ART\*142). (Elective Type: FA/G/HU) (Ability Assessed: 1)*

**ART\*248 Object and Portrait Photography**

3 credits (PHTG-220)

2 lecture/2 studio

An advanced photographic lighting course specializing in photographing objects and portraits in the professional studio environment. The course is based on creating quality photographic images in the studio through controlled lighting conditions and visual styling techniques. Technical understanding and personal style are primary concerns in creating visual images in the photographic medium. *Prerequisites: C- or better in Photography I (ART\*141) AND C- or better in Studio Photography I (ART\*243). (Elective Type: FA/G/HU) (Ability Assessed: 1)*

**ART\*250 Digital Photography**

3 credits (PHTG-230)

2 lecture/2 studio

A course completely devoted to the photographic digital environment. The digital camera will be used as the primary tool to photograph all subject matter. Digital output, scanning, and file management are concerns that are addressed and detailed within the course content. Students will learn to control the digital camera and peripherals to attain the best results with the digital photograph. All normal circumstances of photography (lighting, etc.) are applied to the digital environment. *Prerequisite: C- or better in Photography I (ART\*141) OR permission of Program Coordinator. (Elective Type: FA/G/HU) (Ability Assessed: 1)*

**ART\*284 Pastels**

3 credits

2 lecture/2 studio

A course devoted exclusively to the medium of chalk pastel. Exploration of drawing, blending, and shaping of forms in color with soft pastels on various pastel papers using diverse techniques. Subject matter will be extracted from observation, nature, the human figure, imagination, abstraction, semi-

abstraction, and the photographic image. **Prerequisites:** C- or better in *Drawing II* (ART\*112) or consent of Department Chair. (Elective Type: FA/G/LA) (Ability Assessed: 1)

## Astronomy

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

Descriptive overview of the origin and evolution of the universe; historical evolution of our earth and moon and other planets and satellites in our solar system. Understanding our sun and basic concepts of nuclear processes fueling the sun and other stars in the Milky Way as well as distant galaxies; and study of cosmology. Descriptive and historical principles are emphasized. Lecture and laboratory. **Prerequisite:** C- or better in *Pre-Algebra & Elementary Algebra* (MAT\*085) or *Introductory Algebra* (MAT\*094) or *Elementary Algebra Foundations* (MAT\*095) or placement into *Intermediate Algebra* (MAT\*137). (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

## Biology

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

Investigates the principles of nutrition with respect to basic body needs, the scope of nutrients and foods satisfying those needs, and the results that can be expected in terms of human health when nutrient intake is adequate, deficient, or excessive. **Prerequisite:** C- or better in *Integrated Reading & Writing II* (ENG\*075) or *Introduction to College Reading & Writing* (ENG\*093) or *Introduction to College English* (ENG\*096) or *Reading & Writing VI* (ESL\*162); or placement into *Composition* (ENG\*101). (Elective Type: G/LA/S) (Ability Assessed: 8)

**BIO\*115 Human Biology**  
4 credits (BIO-117) (57-173)  
3 lecture/2 lab

Emphasizes basic human physiology and provides students with an understanding of the human body in health and disease. Aids students in coping with particular health concerns. Attention is drawn to such environmental problems as the relationship between sunlight and skin cancer and the ecological effects of biotechnology. No dissection is required. This one semester course cannot be used to fulfill prerequisites for advanced biology courses. **Prerequisite:** C- or better in *Integrated Reading & Writing II* (ENG\*075) or *Introduction to College Reading & Writing* (ENG\*093) or *Introduction to College English* (ENG\*096) or *Reading & Writing VI* (ESL\*162); or placement into *Composition* (ENG\*101). (Elective Type: G/LA/S) (Ability Assessed: 8)

**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 *Composition* (ENG\*101) AND C- or better in *Concepts of Chemistry* (CHE\*111) or *General Chemistry I* (CHE\*121). (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

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

A comparative study of systems, covering specific organisms in the five major Kingdoms: Monera, Fungi, Protists, Plants, and Animals. Emphasis on taxonomy, diversity of life, and the evolution of systems as manifested by the influences of genetics and the environment. Dissection is required. **Prerequisite:** C- or better in *General Biology I* (BIO\*121). (Elective Type: G/LA/S) (Ability Assessed: 8, 9)

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

Introduces basic principles of plant structure, function, and reproduction including the diversity of plants and environmental influences on plant growth and survival. Applied topics include human uses of plants in agriculture, commerce, medicine and ecology. Lecture and laboratory. **Prerequisite:** C- or better in *Integrated Reading & Writing II* (ENG\*075) OR *Introduction to College Reading & Writing* (ENG\*093) or *Introduction to College English* (ENG\*096) or *Reading & Writing VI* (ESL\*162), or placement into *Composition* (ENG\*101). (Elective Type: G/LA/S) (Ability Assessed: 8)

**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:** **Prerequisite:** C- or better in *General Biology I* (BIO\*121). (Elective Type: G/LA/S) (Ability Assessed: 8)

**BIO\*212 Anatomy and Physiology II**  
4 credits (BIO-226) (61-112)  
3 lecture/3 lab

Continuation of Anatomy and Physiology I. Lecture and Laboratory. Dissection is required. **Prerequisite:** C- or better in *Anatomy & Physiology I* (BIO\*211). (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

**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. **Prerequisites:** **Prerequisite:** C- or better in *Anatomy & Physiology I* (BIO\*211) or

permission of Department Chair. (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

## **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. (Elective Type: G)

### **BBG\*115 Business Software Applications**

3 credits

This hands-on course is designed for Business Administration/ Marketing majors to utilize the microcomputer as a tool as they relate to the business environment. These software packages include an emphasis on Excel to build flexible spreadsheets used in business decision-making, supplemented with Word to produce professional-looking documents, Access to select and analyze data to produce valid results, and Powerpoint to effectively present and communicate. Social networking sites and their impact upon business will be explored. Individual and group projects will require students to utilize the MS Suite to prepare business documents, produce in-house publications and create business presentations using themes, tables and graphs. *Prerequisite: C- or better in Integrated Reading and Writing I (ENG\*065) or placement into Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093) OR Introduction to College English (ENG\*096) OR Reading & Writing VI (ESL\*162), OR Composition (ENG\*101).* (Elective Type: G) (Ability Assessed: 5)

### **BBG\*214 e-Business**

3 credits

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. (Elective Type: G) (Ability Assessed: 5)

### **BBG\*215 Global Business**

3 credits

An examination of international trade and multinational business and the expanding global economic integration. Topics discussed include the economic, political, legal, social, and cultural environment for global business, international trade theory and praxis, international financial markets and system, international economic and financial institutions, and an analysis of global business management issues such as global marketing, distribution, production, financial control, and managing a multicultural

workforce, as well as questions of ethics and social responsibility. *Prerequisites: C- or better in Principles of Macroeconomics (ECN\*101).* (Elective Type: G) (Ability Assessed: 2)

### **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 Composition (ENG\*101).* (Elective Type: G) (Ability Assessed: 2)

### **BBG\*232 Business Law II** 3 credits (BUS-202) (29-142)

A study of business law as defined by the Uniform Commercial Code (UCC). Specific topics include contracts involving the sale of goods, warranties and product liability, negotiable instruments, secured transactions, property law, and creditors' rights and bankruptcy. *Prerequisite: C- or better in Business Law I (BBG\*231).* (Elective Type: G) (Ability Assessed: 2)

### **BBG\*237 e-Commerce Law & Ethics** 3 credits

The legal environment and ethical issues of e-commerce are examined. The scope of the global legal context is applied to internet-based businesses that, through necessity, operate across borders and legal systems. This course establishes a foundation for students to understand the legal and ethical implications of this new business environment. (Elective Type: G) (Abilities Assessed: 2, 3)

### **BBG\*240 Business Ethics** 3 credits (BUS-204) (25-127)

A critical examination (both practical and theoretical) of contemporary moral problems in business, such as employee rights and responsibilities, pay equity and comparable worth, whistle-blowing, trade secrets and confidentiality, conflict of interest, discrimination and sexual harassment, pollution, consumer protection, professional ethics, truth-telling in business dealings, social responsibility of business, and fiduciary responsibility to stockholders and stakeholders. It is recommended that students take at least six (6) credits in Business, Economics, or Philosophy, or English prior to taking this course. *Prerequisite: C- or better in Composition (ENG\*101) or permission of Department Chair.* (Elective Type: G) (Abilities Assessed: 2, 3)

### **BBG\*290 Business Programs Capstone** 1 credits

For students who are in their final semester of study in the Business Administration Degree and Option programs, but will not be taking a Practicum course, the Business Programs Capstone is designed to help students demonstrate competency in General Education Abilities and Program Learning Outcomes. Throughout their program at Tunxis, students will have been compiling a portfolio of best work that demonstrates mastery of General Education Abilities, as well as Program Learning Outcomes. In this course, students will complete the development

of their portfolio and, depending on the program, possibly sit for an exit exam or project. Students will also reflect on their learning experience at Tunxis and in their program. **Prerequisites:** *C- or better in Composition (ENG\*101), and 12 credits in Business courses. Note: Students should be enrolled in their final semester of classes. (Elective Type: G) (Abilities Assessed: 5, 6)*

**BBG\*292 Business Practicum**  
3 credits

Provides students the opportunity to apply and integrate knowledge and skills gained in the program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Practicum should meet with the Program Coordinator or Practicum Instructor to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. Students are responsible for attaining their own internship. With permission of the Program Coordinator or Practicum instructor, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. **Prerequisites:** *Permission of the Program Coordinator or Business Practicum Instructor. Prior to taking the Business Practicum, students must have completed twelve business core or program option credits with a grade of C- or better, AND have completed at least 40 credits towards their associate degree or 15 credits towards their BA Certificate. (Elective Type: G) (Abilities Assessed: 3, 5, 6)*

## **Business—Entrepreneurship**

**BES\*218 Entrepreneurship**  
3 credits (BUS-225)

Introduces students to the art of entrepreneurship and the skills needed for starting and managing small businesses. It begins with a self-assessment of entrepreneurial skills and continues through a survey of all the major issues in new and small business management. Students are expected to develop a complete business plan. The teaching methodology relies heavily on experimental exercises, student team projects and case studies. **Prerequisites:** *C- or better in Principles of Marketing*

*(BMK\*201), Principles of Financial Accounting (ACC\*113) AND Composition (ENG\*101), OR permission of Department Chair. (Elective Type: G) (Abilities Assessed: 2, 11)*

## **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. **(Elective Type: G) (Ability Assessed: 7)**

**BFN\*201 Principles of Finance**  
3 credits (BUS-209)

An introduction to the principles of financial management and the impact of the financial markets and institutions on that managerial function. Major topics include the environment of financial management, evaluation of a firm's financial performance, financial forecasting, working capital management, corporate securities and financing the short- and long-term requirements of the firm, time value of money, capital and cash budgeting, the relationship of risk to return, cost of capital, leverage, and evaluation of alternative methods of financing. An analytical emphasis will be placed on the tools and techniques of the investment, financing, and dividend decision. **Prerequisites:** *C- or better in Principles of Financial Accounting (ACC\*113), C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading and Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101), OR permission of Department Chair. Prerequisite or co-requisite: Intermediate Algebra (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139), or placement into higher mathematics, OR permission of Department Chair. (Elective Type: G) (Ability Assessed: 2)*

**BFN\*203 Investment Principles**  
3 credits (BUS-207) (23-111)

An introduction to the principles and concepts of investment analysis and the valuation of various financial instruments. Topics include the functioning of financial markets; valuation of various investment vehicles, such as common stocks, preferred securities, bonds, mutual funds, warrants, options, and other derivatives; and modern portfolio theory. Students will participate in an investment simulation to provide realistic experience in portfolio management. **Prerequisite:** *C- or better in Principles of Finance (BFN\*201). (Elective Type: G) (Ability Assessed: 7)*

## **BFN\*292 Finance Practicum**

**3 credits**

Provides students the opportunity to apply and integrate knowledge and skills gained in the program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Practicum should meet with the Program Coordinator or Practicum Instructor to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. Students are responsible for attaining their own internship. With permission of the Program Coordinator or Practicum instructor, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. **Prerequisites: Permission of the Program Coordinator or Business Practicum Instructor. Prior to taking the Business Practicum, students must have completed twelve business core or program option credits with a grade of C- or better, AND have completed at least 40 credits towards their associate degree or 15 credits towards their BA Certificate. (Elective Type: G) (Abilities Assessed: 3, 5, 6)**

## **Business—Management**

### **BMG\*202 Principles of Management**

**3 credits**

**(BUS-101) (28-111)**

Integrates the study of management principles with the development of leadership, teamwork, and interpersonal skills. Topics include the planning, organizing, leading, and controlling functions of management; as well as group dynamics, team building, leadership, conflict and change, diversity, and organizational culture. Through experiential and group exercises and case studies, students will gain experience in teamwork, leadership, problem solving, and decision-making. **Prerequisite: C- or better in Composition (ENG\*101). (Elective Type: G) (Abilities Assessed: 2, 11)**

### **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 Composition (ENG\*101). (Elective Type: G) (Abilities Assessed: 10, 11)**

### **BMG\*220 Human Resources Management**

**3 credits**

**(BUS-203) (28-261)**

Introduction to the functions of Human Resource Management in today's dynamic business environment. Topics include but are not limited to personnel, planning, recruitment, testing, training, compensation, motivation, appraisals, discipline, and career management. In addition, the welfare and safety of employees, harmonious working relations, equal employment, and international and diversity issues will be discussed. **Prerequisites: C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G) (Ability Assessed: 10)**

### **BMG\*280 Management of the Virtual Organization**

**3 credits**

The science and application of management principles are constantly changing as organizations change to be more flexible and cost effective. The virtual organization, team based organizations, and networked organizations are just a few of the new configurations that are encountered in today's business world. This course exposes students to these new organizations, to help them apply management principles to these structures and equip them to work in the present-day global workplace. **Prerequisite: C- or better in eBusiness (BBG\*214) OR permission of Department Chair. (Elective Type: G) (Ability Assessed: 2)**

## **Business—Marketing**

### **BMK\*103 Principles of Retailing**

**3 credits**

**(MKT-103) (25-101)**

Introduction to the technical and theoretical aspects of retailing. Areas of emphasis include merchandise management, buying, pricing, site selection, operations, and human resources management. **Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075), OR C- or better in Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G)**

### **BMK\*201 Principles of Marketing**

**3 credits**

**(MKT-101) (25-111)**

Introduction to the fundamental concepts of marketing. Examination of effective practices of product development, distribution, price structure, and promotion throughout the marketing process, including research, execution and evaluation. **Prerequisites: C- or better in Integrated Reading & Writing II**

(ENG\*075), or C- or better in *Introduction to College Reading & Writing (ENG\*093)* or *Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*; Co-requisite: *Composition (ENG\*101)*. (Elective Type: G) (Ability Assessed: 5)

**BMK\*207 Consumer Behavior**  
3 credits (MKT-201) (25-121)

A study of consumer behavior with an emphasis on the complexity of consumer decision-making and how consumers influence current marketing practices. Topics include consumer decision-making, advertising, consumer-trend analysis, marketing strategy, and consumer buying behavior. *Prerequisite: C- or better in Principles of Marketing (BMK\*201)*. (Elective Type: G) (Ability Assessed: 10)

**BMK\*214 International Marketing**  
3 credits

An analysis of the techniques, procedures, and strategies used by multinational firms. Emphasis on the economic, cultural, political/legal and technological factors that influence the marketing of consumer and business goods. Methods and sources of data for determining products to sell and countries in which to sell them are studied. *Prerequisites: C- or better in Principles of Marketing (BMK\*201)*. (Elective Type: G) (Ability Assessed: 2)

**BMK\*216 Internet Marketing**  
3 credits

This course examines how the Internet has brought new capabilities to the marketing function. Students revisit the basic tenets of marketing and assess the impact of the Internet on these basic principles, addressing benefits as well as the limitations of Internet Marketing. Emphasis is on the practical application of electronic commerce technology solutions to the elements of the marketing mix and the implementation of marketing plans. *Prerequisite: C- or better in Principles of Marketing (BMK\*201)*. (Elective Type: G) (Ability Assessed: 5)

**BMK\*245 Integrated Marketing Communications**  
3 credits

The planning, design, integration, and management of contemporary marketing communications. The course focuses on the unification of advertising, direct marketing, Internet and interactive marketing, sales promotion, publicity and public relations, and personal selling with an emphasis on the competitive and strategic value of communications in the marketplace. *Prerequisite: C- or better in Principles of Marketing (BMK\*201)*. (Elective Type: G) (Ability Assessed: 11)

**BMK\*283 Marketing Management**  
3 credits

The management application of marketing to the decision-making process in profit and nonprofit enterprises. Primary emphasis is on the development, implementation, management and evaluation of total marketing programs through case-study analysis. *Prerequisites: C- or better in Integrated Marketing*

*Communications (BMK\*245) OR Consumer Behavior (BMK\*207), AND C- or better in Composition (ENG\*101)*. (Elective Type: G) (Abilities Assessed: 2, 11)

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

Provides students the opportunity to apply and integrate knowledge and skills gained in the program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Practicum should meet with the Program Coordinator or Practicum Instructor to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. Students are responsible for attaining their own internship. With permission of the Program Coordinator or Practicum instructor, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. *Prerequisites: Permission of the Program Coordinator or Business Practicum Instructor. Prior to taking the Business Practicum, students must have completed twelve business core or program option credits with a grade of C- or better, AND have completed at least 40 credits towards their associate degree or 15 credits towards their BA Certificate.* (Elective Type: G) (Abilities Assessed: 3, 5, 6)

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

Provides students the opportunity to apply and integrate knowledge and skills gained in the program through an individualized capstone experience, which includes an internship or project component and a classroom component. Internship involves employment or volunteer engagement in a company, public agency, or non-profit organization. Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students'

mastery of the program learning objectives, and to further develop their professional skills. Students planning to enroll in the Practicum should meet with the Program Coordinator or Practicum Instructor to learn of existing Internship opportunities, or to define the elements of a meaningful internship experience either at their current employer or a new internship position. Students are responsible for attaining their own internship. With permission of the Program Coordinator or Practicum instructor, the internship work hours may occur prior to the students registering for the Practicum. The classroom component involves several seminars or workshops, meeting in the classroom and/or online during the semester to discuss the students' internship experience, as well as their academic, professional, and career development. In addition, student mastery of general education abilities and program learning outcomes will be assessed. The assessment of these outcomes may include completing a directed project and/or developing an ePortfolio. *Prerequisites: Permission of the Program Coordinator or Business Practicum Instructor. Prior to taking the Business Practicum, students must have completed twelve business core or program option credits with a grade of C- or better, AND have completed at least 40 credits towards their associate degree or 15 credits towards their BA Certificate. (Elective Type: G) (Abilities Assessed: 3, 5, 6)*

## **Business Office Technology**

### **BOT\*111      Keyboarding for Information Processing I** *(BOT-101) (22-101)*

*3 credits*  
An introduction to the keyboard. The student will learn to keyboard by the touch method covering the entire letter, figure, and symbol reaches. The course will also provide students with applications of keyboarding skill. This will be in the form of both accuracy and speed development and in the following basic word processing skills: create, format, save, print and open a document. Other basic formatting applications such as centering copy horizontally and vertically, proper word division and personal and business correspondence will also be emphasized. All course work is to be completed on an IBM compatible pc. This is a touch-typing course at the beginning level of skill designed to familiarize the student with the keyboard and correct keyboarding techniques. *(Elective Type: G)*

### **BOT\*137      Word Processing Applications** *(BOT-102) (22-102)*

*3 credits*  
An intermediate course with tabulation problems, special forms, various models of business letters, reports, and rough drafts with special attention paid to good judgment and problem-solving activities. There will also be the continuation of speed and accuracy building. All course work is to be completed on a window-based computer using Microsoft Word 2010. The student must be able to follow oral and written instructions with minimum supervision. *Prerequisite: C- or better in Keyboarding for*

*Information Processing I (BOT\*111) OR permission of Program Coordinator OR waiver. (Elective Type: G) (Ability Assessed: 5)*

### **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 Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101), or permission of Program Coordinator. Co-requisite: Keyboarding for Information Processing I (BOT\*111) or permission of Program Coordinator. (Elective Type: G) (Abilities Assessed: 2, 3)*

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

The study of basic ICD-10-CM and CPT coding. Diagnoses, procedures, signs and symptoms will be studied and coded using the necessary textbooks and professional publications. *Prerequisite: C- or better in Medical Terminology (BOT\*180) OR permission of Program Coordinator. (Elective Type: G) (Abilities Assessed: 2, 3)*

### **BOT\*182      Medical Coding II** *3 credits*

A continuation of concepts introduced in Medical Coding I. Students will utilize medical records and case histories to code the diagnoses and procedures according to the level of care received in the appropriate medical facilities. *Prerequisites: C- or better in Medical Coding I (BOT\*181) OR permission of Program Coordinator. (Elective Type: G) (Abilities Assessed: 2, 3)*

### **BOT\*210      Computerized Office Applications** *3 credits      (BOT-216)*

Provides students with hands-on experience in spreadsheet applications and presentation graphics. Students will utilize an integrated software package to complete business projects. *Prerequisite: C- or better in Word Processing Applications II (BOT\*215) OR permission of Program Coordinator. (Elective Type: G) (Abilities Assessed: 5, 6)*

### **BOT\*215      Word Processing Applications II** *3 credits      (BOT-201) (22-107)*

Equips students with the problem-solving and decision-making skills necessary to operate a word processing system. The course covers more complex operations performed on a word processor as well as continued speed and accuracy development. Concepts will be stressed. Familiarity with the technical and functional operations of the word processor and several specialized types of operations such as merge, graphics, and pagination, will be utilized. Proofreading and communications as they relate to the efficient operation of a word-processing



system will be essential. Individualized self-instructional programs will be used for hands-on learning. *Prerequisite: C- or better in Word Processing Applications (BOT\*137) OR permission of Program Coordinator. (Elective Type: G) (Ability Assessed: 5)*

**BOT\*219            Integrated Office**  
3 credits            (BOT-204) (22-239)

Provides students with hands-on experience in database management. Topics include the role of administrative support services, use of various computer software skills, electronic communication, and the internet. Students will utilize an integrated software package (word processing, spreadsheet, database, and presentation graphics) to complete business projects. *Prerequisite: C- or better in Computerized Office Applications (BOT\*210) OR permission of Program Coordinator. (Elective Type: G) (Ability Assessed: 7)*

**BOT\*251            Administrative Procedures**  
3 credits            (BOT-203) (22-238)

Introduces students to up-to-date methods of information management in the office. Topics include records management, setting priorities, and machine transcription. Students are introduced to effective self-marketing techniques and business research methods. *Pre- or co-requisite: C- or better in Word Processing Applications (BOT\*137) OR permission of Program Coordinator. (Elective Type: G) (Abilities Assessed: 5, 6)*

**BOT\*287            Foundations/Management**  
3 credits            **Medical Insurance**

This course is designed to develop the abilities and skills that will enable students to define and explain the role of the health insurance specialist, major types of health insurance policies, contracts, guidelines, laws, and the reimbursement cycle. Comparisons of private insurances, State, and Federal programs are covered as well as analysis and completion of appropriate insurance forms and application information. Emphasis will be placed on pertinent legal and ethical issues as well as protected health information and confidentiality. *Prerequisite: C- or better in Medical Terminology (BOT\*180). (Elective Type: G) (Abilities Assessed: 3, 5)*

**BOT\*288            Medical Practice Management**  
3 credits            **Software Applications**

This hands-on computer applications course prepares medical administrative professionals to efficiently use practice management software in managing the operational, patient, and financial data in medical offices and hospital environments. Software skills covered will include appointment scheduling, patient registration, procedure posting, primary and secondary insurance billing, electronic payment posting, patient billing and collections, report generation and file maintenance. *Prerequisite: C- or better in both Word Processing Applications (BOT\*137), and Medical Coding I (BOT\*181); and placement into Composition (ENG\*101). (Elective Type: G) (Ability Assessed: 5)*

**BOT\*291            Electronic Health Records**  
3 credits

Introduces the health information technology (HIT) utilized in electronic health records (EHR) systems and fiscal management. Students will obtain hands-on experience through integrated practice management software to obtain a comprehensive picture with an emphasis on quality assurance, legal, and ethical practices of documenting the clinical and administrative tasks that take place for a total patient encounter. *Prerequisite: C- or better in Medical Practice Management Software Applications (BOT\*288). (Elective Type: G) (Abilities Assessed: 2, 3)*

**BOT\*295            Administrative Practicum**  
3 credits            (BOT-207)(22-227)

Provides an integration of knowledge gained in previous program courses through review and practical application with special emphasis on decision-making responsibilities. On-the-job experience in a business or professional office previously approved by the Program Coordinator will be required. Parameters of the work experience will be established under the direction of the faculty member. Students will participate in the work experience under the supervision of personnel in the assigned position who will coordinate and evaluate a student's performance with the college instructor. Hours will be arranged by mutual consent of the student and employer. *Prerequisites: Program Enrollment, completion of 12 credits in the BOT discipline, and permission of Program Coordinator. (Elective Type: G) (Abilities Assessed: 3, 5, 6)*

## Chemistry

**CHE\*111            Concepts of Chemistry**  
4 credits            (CHE-110) (54-128)  
3 lecture/2 lab

Fundamental principles and methods of chemistry are studied, including atomic theory, bonding, stoichiometry, and thermodynamics. Provides an introduction to physical, nuclear, organic, and biological chemistry. Suitable for students needing a brief survey course or science elective; not intended for science or engineering majors. Lecture and laboratory. *Prerequisite: C- or better in Pre-Algebra & Elementary Algebra (MAT\*085), or Introductory Algebra (MAT\*094), or Elementary Algebra Foundations (MAT\*095), or placement into Intermediate Algebra (MAT\*137). (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)*

**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 (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139), or appropriate placement test score. (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)*

**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\*121). (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

**CHE\*210      Introduction to Organic Chemistry**

4 credits

3 lecture/4 lab

A one-semester survey of organic chemistry. Includes nomenclature, aliphatic, aromatic and heterocyclic compounds, functional groups, reaction mechanisms, biochemistry, organic syntheses and modern techniques of instrumental analyses. Lecture and laboratory. **Prerequisite:** C- or better in General Chemistry I (CHE\*121) or permission of Department Chair. (Elective Type: G/LA/S) (Ability Assessed: 8)

**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 (CHE\*122) or permission of Department Chair or 1 year general college Chemistry. (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

**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 (CHE\*211). (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

**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. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

**CHI\*111      Elementary Chinese I**

4 credits

Presents the essentials of Modern Standard Mandarin Chinese. Course includes essential grammar 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. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

**CHI\*102      Elementary Chinese II**

3 credits

Builds and expands skills from Elementary Chinese I with further study of Chinese grammar; sentence patterns, vocabulary and the diverse cultures of Chinese-speaking peoples. Students begin to negotiate simple transactions and address the challenges of daily life in the Chinese culture. Context for learning is based on activities from daily life. **Note:** Course is not appropriate for Native Speakers of Chinese. **Prerequisite:** C- or better in Elementary Chinese I (CHE\*101) or permission of Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

**CHI\*112      Elementary Chinese II**

4 credits

Builds and expands skills from Elementary Chinese I with further study of Chinese grammar; sentence patterns, vocabulary and the diverse cultures of Chinese-speaking peoples. Students begin to negotiate simple transactions and address the challenges of daily life in the Chinese culture. Context for learning is based on activities from daily life. **Note:** Course is not appropriate for Native Speakers of Chinese. **Prerequisite:** C- or better in Elementary Chinese I (CHI\*101 or CHI\*111) or permission of Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

**College Preparation****CSS-013      College Study Skills**

3 credits

Provides students with the academic skills necessary for success in college and begins to prepare them for the rigors of college level work. Students learn and practice specific study skills and strategies through reading, writing, class discussions, lectures, group presentations and workshops. Students discover their own learning styles and develop

learning and study plans based on their educational goals and current lifestyles. *This three-credit course is strongly recommended for all students who have placed in Integrated Reading and Writing I (ENG\*065). This course does not satisfy an elective in any degree program; neither do its credits count toward graduation.*

**CSS-099 Portfolio Workshop for Introduction to College English**  
1 credit

Provides support for students who have submitted complete portfolios for Introduction to College English (ENG\*096) that have not quite met the course abilities. This is a workshop for students who need additional time and practice to demonstrate the course abilities. Provides instruction in a lab setting to address Introduction to College English skill areas. **Prerequisite:** *Recommendation of Introduction to College English (ENG\*096) faculty. (Elective Type: G)*

**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. (Elective Type: G)*

**CSS-101 First Year Experience**  
3 credits

First Year Experience prepares students to develop their own plan for academic, personal and professional success through self-evaluation, application of specific strategies, discussions, guided journaling and classroom exercises. These activities help students acquire effective study strategies, stimulate critical thinking, practice oral and written expression, establish goals, identify and participate in the co-curricular life of the college, encourage meaningful relationships with professors and classmates, and choose behaviors leading to a more successful academic experience. *This three credit college-level course is strongly recommended for all students who are new to college.*

## Communication

**COM\*100 Introduction to Communication**  
3 credits

Introduces students to fundamental theories of effective communication in intrapersonal, interpersonal, and small group settings. In a workshop environment, students will practice effective oral communication strategies and offer a narrative and a group presentation. *(Elective Type: G/HU/LA) (Abilities Assessed: 6, 10)*

**COM\*101 Introduction to Mass Communication**  
3 credits

Surveys mass communication and media literacy in today's

society by investigating forms of media (print, radio, music, movies, television, and the Internet), the messages of media (news, public relations, advertising, and entertainment), and the ethical, legal, and cultural issues surrounding media. **Prerequisite:** *C- or better in Integrated Reading and Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Abilities Assessed: 3, 10)*

**COM\*121 Journalism I**  
3 credits (ENG-107) (80-141)

Students receive an introduction to news-writing, reporting, and information-gathering through completion of writing assignments and study of work done by journalists in print, television, Internet, and radio news. Attention is given to the tasks and responsibilities of persons who write for today's varied media. Students also explore ethical questions that confront news media and those who work in news media. *May be used as an English elective. Prerequisite: C or better in Composition (ENG\*101). (Elective Type: E/G/HU/LA) (Abilities Assessed: 3, 5)*

**COM\*154 Film Study & Appreciation**  
3 credits (COMM-100) (71-142)

In this introduction to American film, students learn its history, individual styles of directors, the language of the art of the moving image and film genres. Selected films will be viewed and analyzed. **Prerequisite:** *C- or better in Composition (ENG\*101). (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)*

**COM\*167 Film & Video Techniques**  
3 credits

Introduces the basic principles of video production by providing practical experience in how to conceive, shoot, and edit a short film, a public service announcement, and a news interview piece. In a collaborative environment, students will learn how to create audio/visual messages in the contexts of entertainment, journalism, and advertising/public relations to effectively communicate a narrative. **Prerequisite:** *C- or better in Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 1)*

**COM\*172 Interpersonal Communication**  
3 credits (SPE-101)

Students are introduced to fundamental theories of communication, perception and listening, verbal and non-verbal communication, the role of conflict in relationships, and the impact of media and other technologies. In a workshop environment, students will apply these theories and principles to enhance their interpersonal communication. **Prerequisite:** *C- or better in Integrated Reading and Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 10)*

• *Effective Spring 2016 -*: Introduces the fundamental theories,

principles and practices of interpersonal communication. Topics include self-concept, perception, emotions, language, non-verbal communication, listening, relational dynamics, conflict management and the impact of media and other technologies in a dynamic workshop environment. **Prerequisites:** *C- or better in Integrated Reading and Writing II (ENG\*075) OR Introduction to College Reading & Writing (ENG\*093) OR Introduction to College English (ENG\*096) OR Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).*

**COM\*173 Public Speaking**  
3 credits (SPE-103)

Introduces students to the principles of oral communication with an emphasis on the public speaking skills needed for academic and professional presentations. Students will apply their knowledge of the theories of effective oral communication and present a variety of speeches that appropriately use audio visual aids and outside research. In a workshop environment, students will enhance their skills in critical thinking and listening by assessing their own public speaking and providing feedback on the public speaking of others. **Prerequisite:** *C- or better in Integrated Reading and Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: G/HU/LA, 4) (Ability Assessed: 6)

**COM\*201 Introduction to Public Relations**  
3 credits

Examines public relations as a management function in corporate, government, and nonprofit organizations. Focus is given to research, development, implementation, and evaluation of a planned communication program for internal and external publics, including promotion, media relations and special events. Using both theoretical foundations and case studies, students explore the past, present, and future roles of public relations in an organization's branding, ethics and social responsibility, and crisis management strategies. **Prerequisite:** *C- or better in Composition.* (Elective Type: G/HU/LA) (Abilities Assessed 2, 3)

**COM\*211 Screenwriting**  
3 credits

An introduction to the standard practices of screenwriting. Students will analyze cinematic techniques along with character and plot development in films and screenplays. Students will practice writing in an accepted screenwriting format and share their work in a workshop environment. Students will write treatments, "pitch" project proposals, and analyze storyboards that visually communicate ideas to others. This course will serve as an English elective. The Humanities Department may require submission of relevant writing sample or portfolio material. **Prerequisite:** *C- or better in Composition (ENG\*101).* (Elective Type: E/G/HU/LA) (Ability Assessed 1)

## Computers-Aided Drafting

**CAD\*110 Introduction to Computer-Aided Drafting**  
3 credits

An introduction to the techniques of generating graphic images with computers, using AutoCAD. Topics include: overview of CAD technology, computer technology, hardware descriptions and requirements, file manipulation and management, two-dimensional geometric construction, symbol library creation, dimensioning, scaling, sectioning, plotting, detail and assembly drawing including tolerance studies. (Elective Type: G)

**CAD\*133 CAD Mechanical AutoCAD**  
3 credits (21-121) (CAD-121)

Introduces students to the technical drawing field. Students will use Computer-Aided Drafting (CAD) for geometric construction; 3D modeling; orthographic projection; sectional views and auxiliary views; and dimensioning and tolerancing. Traditional equipment is used to reinforce pictorial sketching and drawing techniques. **Prerequisite:** *C- or better in Pre-Algebra & Elementary Algebra (MAT\*085) or Introductory Algebra (MAT\*094) or Elementary Algebra Foundations (MAT\*095) or placement into Intermediate Algebra (MAT\*137).* (Elective Type: G)

**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. This course is offered concurrently with CAD\*218 at the same time in the same classroom. It is **not** possible to take both courses at the same time. **Prerequisite:** *C- or better in CAD Mechanical AutoCAD (CAD\*133).* (Elective Type: G)

**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. This course is offered concurrently with CAD\*204 at the same time in the same classroom. It is **not** possible to take both courses at the same time. **Prerequisite:** *C- or better in CAD Mechanical AutoCAD (CAD\*133).* (Elective Type: G)

**CAD\*252 Architectural Design & Modeling**  
3 credits (CAD-161)

Enables students to develop advanced skills and understanding of the conceptual design process. Students will design mass models, building shells and cores, rendered images, landscapes, and architectural drawings. Modeling techniques are explored

primarily using AutoCAD's Architectural Desktop. *Prerequisite: C- or better in CAD 3D Architectural (CAD\*204).* (Elective Type: G)

**CAD\*268 Mechanical Design & Modeling**  
3 credits (CAD-151)

Enables students to develop advanced skills and understanding of the conceptual design process. Solid and parametric modeling techniques are explored primarily using AutoCAD's Mechanical Desktop and CADKEY's parametrics. Topics include assembly modeling, rapid prototyping, parametric and constraint-based modeling, mass property analysis, designing for manufacturing/assembly, and data exchange standards. *Prerequisite: C- or better in CAD 3D Mechanical AutoCAD (CAD\*218).* (Elective Type: G)

## 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. (Elective Type: G) (Ability Assessed: 5)

**CSA\*135 Spreadsheet Applications**  
3 credits

Introduces students to the features and functionality of Microsoft Excel. This course is ideal for beginner students and takes students to an advanced level of proficiency. Students begin by creating basic worksheets and using built in functions and formulas. Students will learn to create a chart and use advanced charting options, work with lists and tables and learn to use web queries. Students will be introduced to analytical features of Excel, macros and VBA. (Elective Type: G) (Ability Assessed: 7)

**CSA\*140 Database Applications**  
3 credits

Covers the basic functions and features of Access and takes users to an advanced level of proficiency. Initially students will learn how to design and create databases; work with tables, understand data structure, create basic queries, reports and forms. Students build on the skills to develop advanced complex queries, reporting and creating subforms. Students will create charts, use pivot tables and pivot charts. (Elective Type: G) (Ability Assessed: 5)

**CSA\*157 Programming for New Media**  
3 credits

Introduces students to programming technologies, with focus on Web-based interactions, database technologies, and emergent coding environments. This course emphasizes problem solving, project building, and new media literacy. The

subject for this course changes by semester. *Prerequisites: C- or better in Programming Logic and Design with Visual Basic (CSC\*126) and Intermediate Algebra (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139).* (Elective Type: FA/G/H/U/LA) (Ability Assessed: 2)

**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.* (Elective Type: G) (Ability Assessed: 5)

**CSA\*260 SQL Server Administration**  
3 credits

Introduces students to Microsoft SQL Server. Students will gain practical experience performing database administration tasks using SQL Server. Topics such as installation, maintenance and administration, object security, query analyzer, backup and recovery will be covered. *Prerequisite: C- or better in Database Design I (CSC\*231).* (Elective Type: G) (Abilities Assessed: 2)

## Computers—Computer Science

**CSC\*101 Introduction to Computers**  
3 credits (CIS-101) (65-101)

Provides the necessary background for and provides hands-on practice using popular microcomputer office applications including word processing, spreadsheets, database and presentation management. The course also covers computer concepts including hardware, software, multimedia, privacy and security, and current computing trends. Students spend approximately three hours per week on hands-on computer assignments mastering Microsoft Office. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: G) (Abilities Assessed: 3, 5, 6)

**CSC\*126 Programming Logic & Design with Visual Basic**  
3 credits  
1.5 lecture/1.5 lab

Acquaints students with the design, development, testing and documentation of Visual BASIC programs. Visual BASIC's object oriented event driven interface is used to program sequential, conditional, and repetition structures. Students will develop multiple forms with menu and sub menu. Multiple objects and control arrays are used to gather input. Sequential data files are created and accessed in Visual BASIC programs. (Elective Type: G) (Ability Assessed: 2)

**CSC\*208      Advanced Visual Basic**

4 credits  
2 lecture/2 lab

Examines how to utilize advanced features of VB.NET and the .NET Framework in order to build sophisticated, scalable, high-performing applications. Students will apply inheritance, interfaces and polymorphism in designing Visual Basic project. Students will create well-designed ASP.NET web and windows user interface. Students will learn integrating SQL, ACCESS or other database into Visual Basic with LINQ. Students also explore how to create and consume WCF services to build distributed systems. Finally, students will learn how to deploy windows and ASP.NET applications. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126). (Elective Type: G) (Ability Assessed: 2)*

**CSC\*210      C Programming**

3 credits      (CIS-209) (65-280)

The C/C++ language combines the efficiency and speed of assembly language with the structure of PASCAL. C/C++ language fundamentals will be covered. Basic construction of C/C++ language will be the primary emphasis of this course. *Prerequisite: C- or better Programming Logic & Design with Visual Basic (CSC\*126) or permission of Program Coordinator. (Elective Type: G) (Ability Assessed: 2)*

**CSC\*213      Object-Oriented Programming  
Using C++**

3 credits  
1.5 lecture/1.5 lab

Introduces students to object oriented programming in Microsoft's .net environment. Topics covered include basic principles of programming using C++, algorithmic and procedural problem solving, program design and development, basic data types, control structures, functions, arrays, pointers, and introduction to classes for programmer-defined data types. *Prerequisites: C- or better in Programming Logic and Design with Visual Basic (CSC\*126), or permission of Program Coordinator. (Elective Type: G) (Ability Assessed: 2)*

**CSC\*214      Advanced C++ Programming**

3 credits      (CIS-210) (65-290)  
1.5 lecture/1.5 lab

Introduction to object-oriented programming in C++, focusing on advanced programming and data structures. C++ syntax and style are taught in the context of using object-oriented methods to achieve reusability, adaptability and reliability. Importance is placed on the features of C++ that support abstract data types, inheritance, and polymorphism. Students will learn to apply the process of data abstraction and class design. Also covered are aggregate data types, advanced pointer usage, linked lists, stacks, and queues. *Prerequisite: C- or better in C Programming (CSC\*210) or Programming with Object-Oriented C++ (CSC\*215). (Elective Type: G) (Ability Assessed: 2)*

**CSC\*215      Programming with  
Object-Oriented C++**

4 credits

Introduces students to the C++ programming language. Techniques for solving problems with both numerical and non-numerical applications will be explored, incorporating rules of syntax, expressions and operators. Sequential and direct-access file processing are discussed. Concepts and examples of data types, recursive & virtual functions, arrays, pointers, vectors, strings, namespaces, data abstraction with classes, objects, overloading, inheritance, and data structures are presented. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126). (Elective Type: G) (Ability Assessed: 2)*

**CSC\*220      Object-Oriented Programming  
Using JAVA**

3 credits      (CIS-214)  
1.5 lecture/1.5 lab

The design of high-quality, object-oriented software. 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 for JAVA will be demonstrated. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126), or permission of Program Coordinator. (Elective Type: G) (Ability Assessed: 2)*

**CSC\*221      Advanced JAVA Programming I**

3 credits

(CIS-215)

Introduces advanced features of JAVA. Topics include collection classes, searching and sorting, multithreading, parallel processing and database programming. Also delves deeper into data structure and file input and output. Students will learn a powerful language for cross-platform, object oriented programming. *Prerequisite: C- or better in Object Oriented Programming using JAVA (CSC\*220) or Object-Oriented Programming in JAVA (CSC\*226). (Elective Type: G) (Ability Assessed: 2)*

**CSC\*226      Object-Oriented Programming  
in JAVA**

4 credits

This course will introduce students to the JAVA programming language. Object-oriented topics covered will include encapsulation, inheritance, interfaces, polymorphism and multithreading. Students will gain experience designing interactive programs that involve systems of cooperating objects. The design of high-quality, object-oriented software is the focal point of this course. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126). (Elective Type: G) (Ability Assessed: 2)*

**CSC\*231      Database Design I**

3 credits

(CIS-252)

Introduces students to the design, implementation, and management of database systems. A variety of database models will be presented including relational, entity-relationship and object-oriented. Topics such as normalization, Structured

Query Language (SQL), distributed databases, client server systems and data warehouses will be covered. Students will have the opportunity to design and implement a small database system. *Prerequisite: C- or better in Introduction to Computers (CSC\*101) OR Database Applications (CSA\*140). (Elective Type: G) (Abilities Assessed: 2, 11)*

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

The principles of systems analysis and design, and a basic framework for an analytical method, are presented. The student is given practical business problems and is guided in the analysis and design of automated solutions. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126); Co-requisite: Database Design I (CSC\*231). (Elective Type: G) (Ability Assessed: 2)*

**CSC\*292            Practicum in Computer Science**  
3 credits

Students will complete an 8-10 hour per week industry work experience in a computer-related position. Students will be supervised by assigned personnel at the field site and by the college instructor. Hours are arranged by mutual consent of the student and employer. Students also participate in on-campus seminars that focus on timely employment-related topics, maintain a weekly log of on-the-job activities, and critique the practicum experience in a final project. Students will complete both an assessment ePortfolio and a showcase ePortfolio as a major component of the course. *Prerequisites: C- or better in Database Design I (CSC\*231), Systems Analysis & Design (CSC\*250), Operating Systems (CST\*210), Network Essentials I (CST\*130), and permission of Program Coordinator (Ability Assessed: 5)*

**CSC\*298            Special Topics in Computer Science**  
3 credits            (CIS-260) (CIS-199) (65-560)

Topics of current interest in the field of computer science are covered. It is recommended that this course be taken during the latter portion of the student's matriculation and may be repeated (under different topics) for no more than six semester hours. *Prerequisites: C- or better in Programming Logic and Design with Visual Basic (CSC\*126), OR permission of Program Coordinator.*

## Computers—Technology

**CST\*130            Network Essentials I**  
3 credits            (CIS-225)

Introduces students to the underlying concepts of data communications, telecommunications, and networking. Provides a general overview of computer networks, and focuses on terminology and current networking environment technologies. Topics to be covered include network topologies, protocols, architectures, components, and operating systems. *Prerequisite: C- or better in Integrated Reading and Writing*

*II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G) (Abilities Assessed: 2, 3)*

**CST\*150            Web Design and Development I**  
3 credits            (CIS-105)

Designed primarily for the CIS student, this course will introduce the student to the rudimentary concepts and applications of the HTML, XHTML, Cascading Style Sheets, XML and JavaScript to produce and publish both static and interactive Web sites. Students will produce a Web site that will integrate these techniques in both client- and server-side applications. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126). (Elective Type: G) (Ability Assessed: 2)*

**CST\*156            Computer Forensics & Investigations**  
3 credits

This course introduces students to the field of computer forensics. Topics to be covered include data acquisition, analyzing evidence, and investigations. Students will complete hands-on computer-based exercises and lab simulations. Students will learn how to work with different operating systems so that forensic extraction is relevant for legal review or to be used as testimonial evidence. *(Elective Type: G) (Ability Assessed: 2)*

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

Introduces the student to Microsoft Windows Server. Students will learn the basics of installing, administering and maintaining a Windows Server implementation. Administration of user and group accounts, Active Directory, network protocols and services such as virtual private networking, Routing and Remote Access Service, DHCP, DNS, backup, recovery and disaster planning will be covered. *Prerequisites: Network Essentials I (CST\*130) and Operating Systems (CST\*210). (Elective Type: G) (Ability Assessed: 2)*

**CST\*193            Introduction to TCP/IP**  
3 credits            (CIS-245)

Students learn the underlying applications, components, and protocols of TCP/IP and its necessary link to the Internet, and how to identify TCP/IP layers, components, and functions. Navigation tools, TCP/IP services, and troubleshooting methodologies are also discussed. *Prerequisite: C- or better in Network Essentials I (CST\*130). (Elective Type: G) (Ability Assessed: 2)*

**CST\*201            Introduction to Management Information Systems**  
3 credits

Provides the background necessary for understanding the role of information systems in organizations and for using computer tools and technology in solving business problems. Topics include organizational and technical foundations of information systems, theory of information systems design, fundamental database principles, network systems,

e-commerce and supply chain systems, information network security management, and meeting global challenges. Microsoft Excel, Access, PowerPoint and Project are used to demonstrate selected topical concepts. *Prerequisite: C- or better in Integrated Reading/Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), placement into Composition (ENG\*101).* (Elective Type: G) (Ability Assessed: 5)

**CST\*210      Operating Systems**  
3 credits      (CIS-231) (65-451)

Provides a theoretical and practical study of today's operating systems. This course will analyze what operating systems are, what they do, how they do it, and how they compare with each other. Topics such as memory management, process management, device management, and user interfaces will be explored. *Prerequisite: C- or better in Programming Logic and Design with Visual Basic (CSC\*126).* (Elective Type: G) (Ability Assessed: 2)

**CST\*230      Network Essentials II**  
3 credits

This course builds on the knowledge gained in Network Essentials I. Topics covered will include network security, wireless and optical networking, voice over IP, and designing and maintaining campus and industrial networks. Hands-on network simulation software will be used throughout the course. *Prerequisite: C- or better in Network Essentials I (CST\*130).* (Elective Type: G) (Ability Assessed: 2)

**CST\*264      Unix/Linux System Administration**  
3 credits      (CIS-240)

Introduces the Unix/Linux environment and its history. Students will learn the basics of installing, administering, and maintaining a Linux implementation. Topics such as the shell, fault tolerance, managing system resources, backup and recovery will be presented. *Prerequisite: C- or better in Network Essentials I (CST\*130).* (Elective Type: G) (Ability Assessed: 2)

**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. *Prerequisite: C- or better in Windows Server Administration (CST\*163) or permission of Program Coordinator.* (Elective Type: G) (Ability Assessed: 2, 3)

**CST\*298      Special Topics in Computer Technology**  
3 credits

Topics of current interest in the field of computer technology are covered. It is recommended that this course be taken during the latter portion of the student's matriculation and

may be repeated (under different topics) for no more than six semester hours. *Prerequisites: C- or better in Programming Logic and Design with Visual Basic (CSC\*126); OR permission of Program Coordinator.*

## Criminal Justice

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

A survey of the evolution, principles, concepts, and practices of law enforcement. The structure and organization of our courts is examined with regard to the administration of criminal justice. Topics include the American model of criminal justice, police and the community, police and the Constitution, and the American legal system. (Elective Type: G) (Ability Assessed: 4)

**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. (Elective Type: G) (Ability Assessed: 10)

**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. (Elective Type: G) (Ability Assessed: 6)

**CJS\*106      Introduction to Homeland Security**  
3 credits

Introduces students to the vocabulary and important components of Homeland Security. The importance of the agencies associated with Homeland Security and their interrelated duties and relationships will be discussed. Historical events that impact Homeland Security will be explored as well as state, national and international laws impacting Homeland Security. The most critical threats confronting Homeland Security will be examined. (Elective Type: G) (Ability Assessed: 4)

**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. *Prerequisite: C- or better in Introduction to Criminal Justice (CJS\*101).* (Elective Type: G) (Ability Assessed: 3)



**CJS\*155 Probation Practices and Policies**  
3 credits (CJ-138)

A comprehensive examination of probation services, current practices, and policies for both juvenile and adult offenders. This course will consider local, state, and federal models for the delivery of probation services, as well as innovative and experimental approaches. Students will explore the functions and duties of probation officers, including pre-sentence investigations, risk assessments, strategies for supervision and counseling, community resource development, supervision of sexual offenders, addiction services, and Alternative to Incarceration Programs. **Prerequisite:** C- or better in *Introduction to Criminal Justice (CJS\*101)*. (Elective Type: G) (Ability Assessed: 10)

**CJS\*158 Intelligence Analysis and Security Management**  
3 credits

Examines intelligence analysis and its indispensable relationship to the security management of terrorist attacks, man-made disasters and natural disasters. It also explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists, man-made disasters, and natural disasters. Students will discuss substantive issues regarding intelligence support of homeland security measures implemented by the United States and explore how the intelligence community operates. **Prerequisite:** C- or better in *Introduction to Homeland Security (CJS\*106)*. (Elective Type: G) (Ability Assessed: 2)

• Effective Spring 2016 - Prerequisite: None.

**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 *Introduction to Criminal Justice (CJS\*101)* AND C- or better in *US History I (HIS\*201)* or *American Government (POL\*111)*. (Elective Type: G) (Ability Assessed: 5)

**CJS\*213 Evidence and Criminal Procedure**  
3 credits (CJ-221) (35-232)

A study of criminal procedure as applied to arrest, force, search, and seizure, this course considers the evaluation of evidence and proof with regard to kind, degree, admissibility, competence, and weight. **Prerequisites:** C- or better in *Introduction to Criminal Justice (CJS\*101)* AND C- or better in *US History I (HIS\*201)* OR *American Government (POL\*111)*. (Elective Type: G) (Ability Assessed: 2)

**CJS\*220 Criminal Investigation**  
3 credits (CJ-122) (35-234)

A study of the theory and application of criminal investigation beyond the crime scene. The development of information sources, identification by witnesses, interviews and interrogation, admissions, and case preparation are considered. **Prerequisite:** C- or better in *Integrated Reading & Writing II (ENG\*075)* or *Introduction to College Reading & Writing (ENG\*093)* or

*Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*, AND C- or better in *Introduction to Criminal Justice (CJS\*101)* OR permission of Program Coordinator. (Elective Type: G/LA) (Ability Assessed: 3)

**CJS\*223 Fraud Investigation**  
3 credits (CJ-130) (35-235)

Introduction to techniques and methods used in fraud investigation. Includes a review of general laws pertaining to specific types of credit card fraud, corporate fraud, trick and device, theft by false pretenses, and evidence required for prosecution. **Prerequisite:** C- or better in *Integrated Reading & Writing II (ENG\*075)* or *Introduction to College Reading & Writing (ENG\*093)* or *Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*, AND C- or better in *Introduction to Criminal Justice (CJS\*101)* or permission of the Program Coordinator. (Elective Type: G/LA) (Ability Assessed: 3)

**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 *Integrated Reading & Writing II (ENG\*075)* OR *Introduction to College Reading & Writing (ENG\*093)* or *Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*, and C- or better in *Introduction to Criminal Justice (CJS\*101)* or *Introduction to Corrections (CJS\*102)*. (Elective Type: G) (Ability Assessed: 10)

**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 *Integrated Reading & Writing II (ENG\*075)* or *Introduction to College Reading & Writing (ENG\*093)* or *Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*, and C- or better in *Introduction to Criminal Justice (CJS\*101)* or *Introduction to Corrections (CJS\*102)*. (Elective Type: G) (Ability Assessed: 10)

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

Provides students with an understanding of the necessity of high standards of ethical and moral behavior in our justice process. Areas of focus include ethical and moral issues in personal, social, and criminal justice contexts. Comprehensive coverage is achieved through focus on law enforcement, legal

practice, sentencing, corrections, research, crime control policy and philosophical issues. *Prerequisite: C or better in Introduction to Criminal Justice (CJS\*101) AND Introduction to Corrections (CJS\*102), and C- or better in Integrated Reading & Writing II (ENG\*075) OR Introduction to College Reading and Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: G) (Ability Assessed: 3)

**CJS\*281                      Transportation & Border Security**  
3 credits

Provides an overview of modern border and transportation security challenges, as well as different methods employed to address these challenges. The course covers a time period from post September 11, 2001 to the present. The course explores topics associated with border security and security for transportation infrastructure, to include: seaports, ships, aircraft, airports, trains, train stations, trucks, highways, bridges, rail lines, pipelines, and buses. The course will include an exploration of technological solutions employed to enhance security of borders and transportation systems. Students will be required to discuss the legal, economic, political, and cultural concerns and impacts associated with transportation and border security. The course provides students with a knowledge level understanding of the variety of challenges inherent in transportation and border security. *Prerequisite: C- or better in Intelligence Analysis and Security Management (CJS\*158).* (Elective Type: G) (Ability Assessed: 2)

**CJS\*290                      Practicum in Criminal Justice**  
3 credits

Open to students in Criminal Justice programs, this practicum offers participants the opportunity to put learned theory to practical application. Assignments are individualized and may vary. Those who are not currently employed in a field directly related to their program may be assigned either a research project/paper or a supervised internship experience. Those currently employed in a field directly related to their study will be required to relate their experiences through appropriate assignments. This course, but not the assignment, may be repeated once. *Prerequisites: Enrollment in Criminal Justice program AND permission of the Program Coordinator.* (Elective Type: G) (Abilities Assessed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

**CJS\*294                      Contemporary Issues  
in Criminal Justice**  
3 credits

The effects of contemporary trends upon the police, the courts, and the correctional processes are studied. Emphasis is on research and methodology as useful tools in criminal justice planning. Topics include secrecy and the police, court plea bargaining, and prisoners' rights. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101), and C- or better*

*in Introduction to Criminal Justice (CJS\*101) or Introduction to Corrections (CJS\*102).* (Elective Type: G) (Ability Assessed: 11)

## 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\*130                      Dental Materials for  
the Dental Assistant**  
2 credits

1 lecture/2 lab

Provides the knowledge and skills required of the dental assistant in the preparation and application of dental materials. Laboratory exercises will compliment the didactic theory through manipulation of dental materials. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* Co-requisites: *Dental Assisting Concepts (DAS\*115), Oral Anatomy & Essentials of Radiography (DAS\*125), and First Year Experience (CSS-101).* (Elective Type: G) (Ability Assessed: 11)

**DAS\*140                      Essential Chairside Functions  
for the Dental Assistant**  
4 credits

3 lecture/4 lab

Provides basic knowledge and skill application for chairside dental assisting procedures including professionalism, infection control, recording of patient medical and dental history, and data collection in all aspects of dentistry. Student didactic and laboratory activities are coordinated to become proficient and efficient in general dentistry chairside performance and be familiar with the different dental specialties. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162) or placement into Composition (ENG\*101), AND C or better in Basic Medical Support (HLT\*112); Co-requisite: Matriculation in the Dental Assisting Certificate Program; Other Requirements: Current certification in CPR/First Aid.* (Elective Type: G) (Ability Assessed: 2)

**DAS\*142                      Dental Assisting Research Seminar**  
1 credit

Dental Assisting Research Seminar provides students with the tools necessary for success in the dental assisting program and college environment. 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 the dental assisting program. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162) or placement into Composition*

(ENG\*101); Co-requisite: *Matriculation in the Dental Assisting Certificate Program*; Other Requirements: *Current certification in CPR/First Aid. (Elective Type: G) (Ability Assessed: 5)*

**DAS\*144 Preventive Dentistry**

3 credits

An introduction to the prevention and management of oral diseases including nutrition and pharmacology as they relate to dental assisting procedures. *Prerequisite: Placement into Composition (ENG\*101)*; Co-requisite: *Matriculation in the Dental Assisting Certificate Program*; Other Requirements: *Current certification in CPR/First Aid. (Elective Type: G) (Ability Assessed: 2)*

**DAS\*146 Oral Anatomy for the Dental Assistant**

3 credits

2 lecture/2 lab

Provides an in-depth investigation of the development of the orofacial complex through the study of oral histology and embryology. The exploration of facial/cranial osteological structures and landmarks gives a foundation to the study of the gross anatomy of the hard and soft structures of the head and neck region including muscular, circulatory, nervous, lymphatic, glandular systems, and tooth morphology. *Prerequisite: C or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162) or placement into Composition (ENG\*101)*; Co-requisite: *Matriculation in the Dental Assisting Certificate Program*; Other Requirements: *Current certification in CPR/First Aid. (Elective Type: G) (Ability Assessed: 8)*

**DAS\*165 Dental Radiography for the Dental Assistant**

3 credits

2 lecture/3 lab

Provides an in-depth study of principles of the X-ray production and radiation physics, biology, and safety. The learned concepts in quality assurance; radiographic image identification and mounting; and patient management are applied in the study of intraoral and extraoral techniques. *Prerequisites: C or better in Oral Anatomy for the Dental Assistant (DAS\*146); Dental Materials for the Dental Assistant (DAS\*130); and Essential Chairside Functions for the Dental Assistant (DAS\*140). (Elective Type: G) (Ability Assessed: 2)*

**DAS\*170 Practice Management, Law and Ethics for the Dental Assistant**

2 credits

Examination of current biomedical issues related to ethical decision making, employee rights and responsibilities, and standards related to dental practice management. The Connecticut State Dental Practice Act is compared with other practice acts in various states. *Prerequisite: Matriculation in the Dental Assisting Program. (Elective Type: G) (Ability Assessed: 3)*

**DAS\*172 Dental Assisting Clinical Externship Experience**

7 credits

1 lecture/21 clinic/1 other

Students gain clinical experience assisting a dentist as an integral

part of the educational program designed to perfect students' competence in performing chairside assisting functions. Students must have a minimum of 300 hours of clinical experience. A daily record of professional activities will be kept by the student and provided to the course instructor for review. Lecture and seminars will be conducted weekly with a focus and discussion on the clinical experience and preparation for Dental Assisting National Board General Chairside Exam. *Prerequisite: C or better in all previous coursework in the Dental Assisting program*; Co-requisite: *Practice, Management, Law and Ethics (DAS\*170)*; Other Requirements: *Current certification DANB RHS & CPR/First Aid. (Ability Assessed: 2)*

## Dental Hygiene

These courses are open to admitted dental hygiene students only. A minimum grade of C or better (75 or above) is required in all courses for progression in the program.

**DHY\*207 Standards, Ethics and Jurisprudence for the DH**

2 credits

(DE-107/DED\*107/DHY\*107)(61-042)

Examination of current biomedical issues related to ethical decision making, employee rights and responsibilities, and standards related to dental hygiene practice management. The Connecticut State Dental Practice Act is compared with other practice acts in various states. *Prerequisite: Matriculation into the Dental Hygiene Program. (Elective Type: G) (Ability Assessed: 3)*

**DHY\*209 Fundamentals of Dental Hygiene Theory**

3 credits

3 lecture hours/1 seminar hour

Presents a comprehensive theoretical introduction to dental hygiene and is designed to familiarize the student with the concept of total client/patient care. *Prerequisite: Matriculation in the Dental Hygiene program. (Elective Type: G) (Abilities Assessed: 2, 5)*

**DHY\*210 Fundamentals of Dental Hygiene Clinic**

1 credit

6 clinic hours

Presents a comprehensive clinical introduction to dental hygiene care designed to familiarize students with the concept of total patient care via practical application and self assessment. *Prerequisite: Matriculation in the Dental Hygiene program. Co-requisites: Fundamentals of Dental Hygiene Theory (DHY\*209), Diagnostic Radiography for the Dental Hygienist (DHY\*212), Dental Materials for the Dental Hygienist (DHY\*225), AND Histology and Oral Anatomy for the Dental Hygienist (DHY\*228). (Elective Type: G) (Ability Assessed: 6)*

**DHY\*212 Diagnostic Radiography for the Dental Hygienist**

3 credits

2 lecture hours/3 lab hours

Concentrates on production, evaluation and interpretation

of intraoral and panoramic radiographs, radiation safety and biology. 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 into the Dental Hygiene Program. (Elective Type: G) (Ability Assessed: 2).*

**DHY\*225      Dental Materials for  
the Dental Hygienist**  
2 credits  
1 lecture/2 lab      (DH-/DHY\*106)

Provides a comprehensive study of dental materials, including the properties and manipulation, biomechanical function, physical and chemical properties, and biocompatibility of dental materials. An emphasis will be placed on those materials and skills utilized by the dental hygiene practitioner for dental hygiene diagnosis and treatment planning. Critical analysis of current evidence based literature will be an integral part of this course. *Prerequisite: C or better in Anatomy & Physiology I (BIO\*211) AND Concepts of Chemistry (CHE\*111).* (Elective Type: G) (Ability Assessed: 11)

**DHY\*228      Histology & Oral Anatomy  
for the Dental Hygienist**  
4 credits  
3 lecture/2 lab

Provides a comprehensive study of microscopic morphology of the head, neck and oral tissues, anatomy of the head and neck, including embryology and structures and functions of the human dentition. This study is specific and relevant to the practice of dental hygiene for utilization in skill development, radiographic interpretation, and client education. *Prerequisites: Admission to dental hygiene program and C or better in Anatomy & Physiology I (BIO\*211).* (Elective Type: G) (Ability Assessed: 8)

**DHY\*233      Oral Medicine and Pathology**  
2 credits  
2 lecture  
(DH-/DHY\*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 Fundamentals of Dental Hygiene Theory (DHY\*209), Fundamentals of Dental Hygiene Clinic (DHY\*210), AND Histology and Oral Anatomy for the Dental Hygienist (DHY\*228).* (Elective Type: G)

**DHY\*239      Dental Hygiene II Theory**  
2 credits  
2 lecture/1 seminar

Presents the principles and assessment of oral health, dental hygiene care planning, treatment methods, and the preventive measures employed against dental disease. The course establishes the scientific principles of disease prevention and focus is on instrumentation techniques. An overview of dental specialties is also included. *Prerequisites: C or better in Fundamentals of Dental Hygiene Theory (DHY\*209), Fundamentals of Dental Hygiene Clinic (DHY\*210), Diagnostic Radiography for the Dental Hygienist (DHY\*212), AND Histology and Oral Anatomy for the Dental Hygienist (DHY\*228).* (Note:

*This course must be taken concurrently with Dental Hygiene II Clinic (DHY\*240).* (Elective Type: G) (Ability Assessed: 2)

**DHY\*240      Dental Hygiene II Clinic**  
2 credits/12 clinic

Clinical application of principles and assessment of oral health, dental hygiene care planning, treatment methods, and preventive measures employed against dental disease. Student self-assessment of clinical skills is required. *Prerequisites: C or better in Fundamentals of Dental Hygiene Theory (DHY\*209), Fundamentals of Dental Hygiene Clinic (DHY\*210), Diagnostic Radiography for the Dental Hygienist (DHY\*212), and Histology and Oral Anatomy for the Dental Hygienist (DHY\*228).* (Note: *This course must be taken concurrently with Dental Hygiene II Theory (DHY\*239).*) (Elective Type: G) (Ability Assessed: 3)

**DHY\*259      Dental Hygiene III Theory**  
3 credits  
2 lecture/1 seminar

A comprehensive approach to client assessment, education, care planning and evaluation of delivery of care is provided. The focus is on dental health science with an emphasis on the care of clients who are medically compromised. Utilizing case studies, the student will be required to undertake an evidenced-based decision-making process regarding delivery of care. *Prerequisites: C or better in both Dental Hygiene II Theory (DHY\*239) AND Dental Hygiene II Clinic (DHY\*240).* (Note: *This course must be taken concurrently with Dental Hygiene III Clinic (DHY\*260).*) (Elective Type: G)

**DHY\*260      Dental Hygiene III Clinic**  
3 credits/14 clinic

A comprehensive approach to client care including assessment, education, care planning, treatment methods and evaluation of delivery of care is provided. Client care is provided in numerous clinical settings in Connecticut. *Prerequisites: C or better in both Dental Hygiene II Theory (DHY\*239) AND Dental Hygiene II Clinic (DHY\*240).* (Note: *This course must be taken concurrently with Dental Hygiene III Theory (DHY\*259).*) (Elective Type: G)

**DHY\*262      Periodontics**  
2 credits  
2 lecture  
(DH-/DHY\*202) (61-023)

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 Dental Hygiene II Theory (DHY\*239), Dental Hygiene II Clinic (DHY\*240), AND Histology and Oral Anatomy for the Dental Hygienist (DHY\*228).* (Elective Type: G)

**DHY\*264      Pharmacology**  
3 credits  
3 lecture  
(DH-/DHY\*204) (61-032)

Acquaints dental hygiene students with medications used in modern dental practice. Focus is on various drugs, their

modes of action, and their principal uses. *Prerequisites: C or better in both Anatomy & Physiology I (BIO\*211) and Anatomy Physiology II (BIO\*212), AND successful completion of all prior dental courses with a grade of 75 (C) or better. (Elective Type: G) (Abilities Assessed: 2, 8)*

**DHY\*267 Community Oral Health I**

3 credits 2 lecture/4 clinic

Provides an introduction to the basic concepts, methods, materials, technology, principles and practices in oral public health promotion and disease prevention. This course provides students with a broad understanding of the health care system and the social, political, cultural, behavioral and economic forces influencing that system. Students will be introduced to their role as a community health promoter through a variety of didactic and service-learning experiences. *Prerequisites: C or better in both Dental Hygiene II Theory (DHY\*239) AND Dental Hygiene II Clinic (DHY\*240). (Elective Type: G) (Ability Assessed: 7)*

**DHY\*269 Dental Hygiene Research Seminar I**

1 credit  
1 seminar

Provides an introduction to research and its relationship to theory development of the dental hygiene knowledge base, furthering its translation into clinical and community practice. This course focuses on research concepts and methodologies needed to interpret and critically review research studies and articles. *Prerequisites: C or better in Dental Hygiene II Theory (DHY\*239) AND Dental Hygiene II Clinic (DHY\*240). Co-requisites: Dental Hygiene III Theory (DHY\*259), Dental Hygiene III Clinic (DHY\*260). (Elective Type: G) (Ability Assessed: 5)*

**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. (Elective Type: G) (Ability Assessed: 2)*

**DHY\*279 Dental Hygiene IV Theory**

2 credits/2 lecture

Presents a complete, comprehensive integration of the student's basic science and dental science education as it relates to the theory of assessment, education, treatment planning, delivery of care, and evaluation in the contemporary practice of dental hygiene. *Prerequisites: C or better in both Dental Hygiene III Theory (DHY\*259) and Dental Hygiene III Clinic (DHY\*260). (Note: This course must be taken concurrently with Dental Hygiene IV Clinic (DHY\*280).) (Elective Type: G) (Ability Assessed: 10)*

**DHY\*280 Dental Hygiene IV Clinic**

3 credits/14 clinic

Presents a complete, comprehensive integration of the student's basic science and dental science education as it relates to the clinical application of assessment, education, treatment planning, delivery of care, and evaluation in the contemporary practice of dental hygiene. Student self-assessment of clinical performance is required. *Prerequisites: C or better in Dental Hygiene III Theory (DHY\*259), Dental Hygiene III Clinic (DHY\*260), Periodontics (DHY\*262), Pharmacology (DHY\*264), Dental Hygiene Research Seminar I (DHY\*269). Note: This course must be taken concurrently with Dental Hygiene IV Theory (DHY\*279). (Elective Type: G)*

**DHY\*287 Community Oral Health II**

3 credits  
2 lecture/4 clinical

Provides a continuation of Community Oral Health I. Principles of public health practice will be emphasized using a community based process for health promotion and disease prevention activities and the application of research methodology. *Prerequisites: C or better in Dental Hygiene III Theory (DHY\*259), Dental Hygiene III Clinic (DHY\*260), Dental Hygiene Research Seminar I (DHY\*269), and Community Oral Health I (DHY\*267). (Elective Type: G)*

**DHY\*289 Dental Hygiene Research Seminar II**

1 credit  
1 seminar

Provides a continuation of Dental Hygiene Research Seminar I focusing on application of the evidence-based decision making-process utilizing current research findings and clinical practice guidelines to address the research question under consideration. *Prerequisites: C or better in Dental Hygiene III Theory (DHY\*259), Dental Hygiene III Clinic (DHY\*260), Dental Hygiene Research Seminar I (DHY\*269), Community Oral Health I (DHY\*267). (Elective Type: G) (Ability Assessed: 5)*

**DHY\*295 Dental Hygiene Capstone Portfolio Experience**

1 credit

A graduation requirement that assists students in developing a portfolio demonstrating competency of General Educational Abilities and Dental Hygiene Program outcomes. This experience is initiated at the beginning of the dental hygiene curriculum and expanded on each semester. The student will complete and present the capstone portfolio with evidence

and reflection of learning experiences. *Prerequisites: C or better in Dental Hygiene III Theory (DHY\*259), Dental Hygiene III Clinic (DHY\*260), Community Oral Health I (DHY\*267), and Dental Hygiene Research Seminar I (DHY\*269).* (Elective Type: G) (Abilities Assessed: 2, 6, 11)

## Digital Arts

**DGA\*160**      **3-D Digital Animation I**  
3 credits      (74-220)  
2 lecture/2 studio

An introductory course in three-dimensional computer animation. The student will learn key framing, motion paths, creating a preview animation, camera functions, lighting techniques, modifiers and deformers. A basic short animation will be executed from the ground up using a constructed scene based on a storyboard working with variable elements within a scene and creating a workflow. *Prerequisites: C- or better in 3-D Computer Modeling (GRA\*275) AND Drawing II (ART\*112).* (Elective Type: FA/G/HU) (Ability Assessed: 1)

**DGA\*161**      **3-D Computer Animation II**  
3 credits      (74-220)  
2 lecture/2 studio

Takes the student to a higher level of professional animation by introducing character animation, audio bytes, UV mapping, scripting, lighting and atmospheric effects, more detailed motion paths, and parenting set-ups. The students will produce a finished animated sequence that uses titles and credits along with a storyboard and script. Detailed texture mapping and rendering will be part of the course. There will be one collaborative project during the semester. *Prerequisites: C- or better in 3-D Digital Animation I (DGA\*160).* (Elective Type: FA/G/HU) (Ability Assessed: 1)

## Early Childhood Education

**ECE\*101**      **Introduction to Early Childhood Education**  
3 credits      (ED-104)

Designed to acquaint students with the field of early care and education. Foundations of early childhood education, an overview of curriculum content, and significant aspects of child growth and development will be presented. Twenty hours of observation and participation at the Early Childhood Center of Tunxis Community College, or another approved site, is a requirement. *Prerequisites: C- or better in Integrated Reading and Writing I (ENG\*065); or placement into Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162).* (Elective Type: G) (Ability Assessed: 10)

**ECE\*103**      **Creative Experiences/Children**  
3 credits      (ED-102)

Exploration of a wide variety of creative media suitable for

use with young children. Students will experiment with and utilize techniques and methods appropriate for working with young children. Emphasis is given to creative experiences as they impact on the development of young children. *Prerequisite: C- or better in Integrated Reading and Writing I (ENG\*065); or placement into Integrated Reading and Writing II (ENG\*075) or Introduction to College Reading and Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162).* (Elective Type: G) (Abilities Assessed: 1, 6)

**ECE\*106**      **Music and Movement for Children**  
3 credits      (ED-105)

Introduction to a variety of musical activities for young children, including rhythmic play, basic rhythmic instruments, songs, and circle games. Methods to encourage child participation in activities will be stressed. Music and movement as an important aspect in the development of the whole child—physically, socially, emotionally and mentally—will be explored. *Prerequisite: C- or better in Integrated Reading and Writing I (ENG\*065); or placement into Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162).* (Elective Type: G/LA) (Ability Assessed: 1)

**ECE\*109**      **Science & Math for Children**  
3 credits      (ED-109)

The focus is on mathematics and science for young children. Students will acquire knowledge of materials and methods for integrating math and science concept development into the curriculum. Emphasis will be on understanding these areas from a child-development perspective. Active participation working with children will be required. *Prerequisite: C- or better in Integrated Reading and Writing I (ENG\*065); or placement into Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), and C- or better in Pre-Algebra & Elementary Algebra (MAT\*085) or Introductory Algebra (MAT\*094) or Elementary Algebra Foundations (MAT\*095) or placement into Intermediate Algebra (MAT\*137).* (Elective Type: G) (Ability Assessed: 5)

**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 Integrated Reading and Writing I (ENG\*065) or placement into Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162).* (Elective Type: G) (Ability Assessed: 5)

**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 Integrated Reading and Writing I (ENG\*065), or placement into Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162).* (Elective Type: G) (Ability Assessed: 10)

**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 (ECE\*101) AND Health, Safety, and Nutrition (ECE\*176) or permission of the Program Coordinator.* (Elective Type: G) (Ability Assessed: 10)

**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. (Elective Type: G) (Ability Assessed: 10)

**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. *Prerequisites: Permission of the Program Coordinator AND C- or better in Introduction to Early Childhood Education (ECE\*101), Child Development (PSY\*203), and Composition (ENG\*101).*

(Elective Type: G) (Abilities Assessed: 2, 3)

**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. *Prerequisites: C- or better in Composition (ENG\*101) AND General Psychology I (PSY\*111), OR equivalent as determined by department chairperson.* (Elective Type: G) (Ability Assessed: 2)

**ECE\*231 Early Language and  
Literacy Development**  
**3 credits (ED-231)**

An introduction to language and literacy development in the young child. Students will explore the early childhood language arts curriculum including speaking, listening, writing, and reading skills. The teacher's role and methods of creating a literacy-rich environment that engages children in creative, developmentally-appropriate language arts experiences will be examined. Students will create plans and materials for use with children. *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: G) (Ability Assessed: 11)

**ECE\*241 Methods and Techniques for  
Infant/Toddler Care**  
**3 credits**

Introduces students to the concept of infant/toddler education. Presents theoretical knowledge and practical skills necessary to create an infant/toddler curriculum in an inclusive environment. Reviews the development of the child from birth to 36 months in areas of attachment, perception, motor skills, cognition, language, emotions, and social skills. Several curriculum models will be explored. Students will learn ways to interact with children under three through studies of learning games, language activities, music, movement, and dramatic play. Developmentally appropriate toys and books will be reviewed. In addition to classwork, there is a field observation/experience requirement. *Prerequisite: C- or better in Infant/Toddler Growth and Development (ECE\*141) OR permission of Program Coordinator.* (Elective Type: G) (Ability Assessed: 5)

**ECE\*275 Child, Family, and School Relations**  
**3 credits (ED-175)**

An in-depth look at the child, the family, and the relationship between the school and the family. An understanding of and the guidance of child behavior will be examined, as well as how to communicate with families. Students will identify today's families, and how schools can develop working relationships

with the family. *Prerequisites: C- or better in Child Development (PSY\*203) OR Principles of Sociology (SOC\*101).* (Elective Type: G) (Ability Assessed: 10)

**ECE\*295 Student Teaching Practicum**  
6 credits (ED-210)

Provides 220 hours of supervised student teaching in the Tunxis Early Childhood Center, on campus, or in an approved NAEYC-accredited cooperating early childhood program in the community. Student teachers will apply child development theory to a learning environment and work with children under close supervision. Student teachers will plan, organize, implement, and evaluate classroom learning experiences and attend a weekly seminar for discussions of issues in Early Childhood Education and their student teaching experience. Special projects are included. *Prerequisites: Program enrollment, permission of the Program Coordinator, and a grade of C- or better in all of the listed courses - Introduction to Early Childhood Education (ECE\*101), Creative Experiences/Children (ECE\*103), Health, Safety, Nutrition (ECE\*176), Observation, Participation & Seminar (ECE\*210), Exceptional Learner (ECE\*215), and Early Language & Literacy Development (ECE\*231).* (Elective Type: G) (Abilities Assessed: 2, 3)

## 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.* (Elective Type: G/LA/S) (Ability Assessed: 8)

**EAS\*106 Natural Disasters**  
3 credits

This course provides an introduction to the causes, occurrence and consequences of natural disasters. Students will analyze the physical causes as well as the distribution and frequency of disasters such as earthquakes, volcanoes, hurricanes, floods, mass wasting, severe weather, tsunamis, wildfires, and extraterrestrial impacts. Case studies will include local and regional examples of historical and recent disasters. The course will focus on naturally occurring disasters, but will also consider the role of human activities in both contributing to and mitigating natural disasters.

## Economics

**ECN\*101 Principles of Macroeconomics**  
3 credits (ECO-101) (33-101)

Introduction to aggregate economic phenomena and processes, and fundamental economic concepts of supply and demand,

exchange and specialization, and international trade. Topics include national income accounting, the circular flow of money, income and spending, the monetary system of the economy, unemployment and inflation, determination of national income and employment, monetary and fiscal policy, and economic growth and development. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101); and C- or better in Pre-Algebra and Elementary Algebra (MAT\*085) or Introductory Algebra (MAT\*094) or Elementary Algebra Foundations (MAT\*095) OR placement into credit level mathematics.* (Elective Type: G/SS) (Ability Assessed: 10)

**ECN\*102 Principles of Microeconomics**  
3 credits (ECO-102) (33-102)

Markets and determination of price and output in product, resource, and financial markets are studied. Topics include consumer and producer theory, demand and supply elasticities, international finance, competition and monopoly, functional and individual income distribution, poverty, and government intervention in markets. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101); and C- or better in Pre-Algebra and Elementary Algebra (MAT\*085) or Introductory Algebra (MAT\*094) or Elementary Algebra Foundations (MAT\*095) OR placement into credit level mathematics.* (Elective Type: G/SS) (Ability Assessed: 10)

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

Monetary theory and policy are explored, with special attention to the monetary system, commercial banking, the thrift industry, central banking, and capital markets. *Prerequisites: C- or better in Principles of Macroeconomics (ECN\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

## Electrical Engineering Technology

**EET\*103 Fundamentals of Electricity**  
4 credits

Basic electricity is surveyed including DC and AC circuits, Ohm's Law, analysis of series, parallel circuits and series-parallel circuits, theory and operations of transformers, capacitors, and inductors and their analysis and inclusion in electrical circuits. Three hour lecture, three hour lab. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139).* (Elective Type: G) (Ability Assessed: 7)

**EET\*132 Electronics**  
4 credits (TC-213)

Surveys solid state devices and analog circuits, including diodes, transistors, amplifiers, filters, rectifiers, regulated power supplies, and control devices. Three-hour lecture, three-hour



lab. *Prerequisite: C- or better in Fundamentals of Electricity (EET\*103). (Elective Type: G) (Ability Assessed: 7)*

**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. *(Elective Type: G) (Ability Assessed: 7)*

**EET\*252      Digital Electronics**  
**4 credits/3 lecture/3 lab**

Combinational and sequential logic circuits are covered. Topics include: number systems, Boolean algebra, logic families, MSI and LSI circuits, AC /DC converters, and other related topics. Upon completion of the course, students will be able to construct, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. The course includes a laboratory component. *Prerequisites: C- or better in Programming for Engineers (EGR\*115), and C- or better in College Algebra (MAT\*172) or Precalculus (MAT\*186). (Elective Type: G) (Abilities Assessed: 7)*

## Engineering Science

**EGR\*105      Robotics – Construction & Design**  
**4 credits/3 lecture/3lab**

Explore the multidisciplinary world of robotics, and its relevance to current humanitarian, social, and environmental concerns. Modeling fields of science and engineering, this class will be based on teamwork and cooperative problem solving in a supportive, hands on, laboratory environment. Solutions to a series of challenges will be designed, constructed, tested, and revised by students working together in groups. A standard, modular, mobile robotics system will be used to design and construct robots capable of carrying out a single task or multiple tasks related to a variety of applications. The role of science, engineering and technology in modern society will also be explored. *(Elective Type: G) (Ability Assessed: 7)*

**EGR\*111      Introduction to Engineering**  
**3 credits**      (14-150)(TC-150)

Introduces students to engineering and the engineering profession through the application of physical conservation principles in analysis and design. Topics include dimensions and units, conservation of mass, momentum, energy and electric charge, static force balances, material properties and selection, measurement errors, mean and standard deviation, elementary engineering economics, and design projects. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139). (Elective Type: G) (Ability Assessed: 7)*

**EGR\*115      Programming For Engineers**  
**3 credits**

Introduces engineering students to structured and object-oriented programming methods. Students will examine and solve a variety of engineering problems. Students will design, code and execute modular programs using an object-oriented language such as C++ or Java. The course will include the use of abstract data types in solving classical engineering problems. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139). (Elective Type: G) (Ability Assessed: 7)*

**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 (MAT\*256) may be taken concurrently. (Elective Type: G) (Ability Assessed: 7)*

**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 (EGR\*211). (Elective Type: G) (Ability Assessed: 7)*

**EGR\*214      Engineering Thermodynamics**  
**3 credits**

Energy concepts and balances are covered. Basic definitions include the first and second laws of thermodynamics, ideal and real gases, thermodynamic properties, and introductory cycle analysis. *Prerequisites: C- or better in Calculus-Based Physics I (PHY\*221), and C- or better in Calculus I (MAT\*254) or Precalculus (MAT\* 186). (Elective Type: G) (Ability Assessed: 7)*

**EGR\*221      Introduction to Electric Circuit Analysis**  
**4 credits**  
**3 lecture/3 lab**

An introduction to the techniques of analog circuit analysis. Topics include voltage, amperage, capacitance, inductance, node-voltage analysis, mesh-current analysis. Essential electrical components such as resistors, diodes, capacitors, inductors and operational amplifiers will be introduced and explored as well. The course will be supported by the use of the computer simulation programs and with lab work covering introductory circuit analysis. *Prerequisites: C- or better in Calculus-Based Physics II (PHY\* 222) and C- or better in Calculus II (MAT\* 256). (Elective Type: G) (Abilities Assessed: 7)*

## English — Developmental

### **ENG\*065**      **Integrated Reading and Writing I** 6 credits

Prepares students for basic critical reading, writing, and academic strategies necessary for success in college. Begins to prepare students for the rigors of college-level work required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as inspiration, models, and evidence for students' own writing. Students write exposition, interpretation/analysis, and argumentation essays. Students learn and practice specific study skills and strategies through reading, writing, class discussions, lectures, group presentations, and workshops. 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\*075**      **Integrated Reading and Writing II** 6 credits

Prepares students for the reading and writing demands in Composition and other college level courses. Students strengthen the critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation. *Prerequisite: C or better in Integrated Reading and Writing I (ENG\*065), or placement test score, or permission of Department Chair.*

### **ENG\*093**      **Introduction to College Reading & Writing** 3 credits      (ENG-003) (89-118)

A concentrated course that prepares students for the reading and writing demands in Composition and other college level courses. Students strengthen the critical reading and writing strategies required across the disciplines. Students focus on understanding of, reporting on, reacting to, and analyzing the ideas of others. Texts serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. This course does not satisfy an English requirement or an elective in any degree program; neither do its credits count toward graduation. *Prerequisite: Placement test score OR permission of Department Chair.*

### **ENG\*096**      **Introduction to College English** 6 credits

Prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through

critical reading and writing, class discussions, lectures, group presentations, or workshops. This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation. *Prerequisite: Placement Test Score.*

## English — Credit-Level

### **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. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/H/U/LA) (Ability Assessed: I I)*

### **ENG\*103**      **Composition II** 3 credits

Focuses on the process of research and research writing in the academic community. The course also strengthens competencies in exposition, persuasion, logic, textual evaluation, and critical analysis. Students will write a variety of research essays, one of which will be of substantial length. *Prerequisite: C- or better in Composition (ENG\*101). (Elective Type: G/H/U/LA) (Ability Assessed: I I)*

### **ENG\*106**      **Writing for Business** 3 credits      (ENG-103) (80-191)

Students develop effective written communication skills for contemporary business, industry and professional settings. The course also introduces students to essential oral presentation and interaction skills, and employment preparation. Focusing on workplace requirements for written documents and presentations, students learn to utilize various print and technological resources including the Internet. *Prerequisite: C- or better in Composition (ENG\*101), or permission of Department Chair. (Elective Type: G/H/U/LA) (Abilities Assessed: 2, 6, I I)*

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

Familiarizes students with the complex range of material available in the area of children's literature. It covers material from the traditional to the contemporary, for a variety of ages in a variety of genres, including picture books, folk tales, poetry, realistic and historical fiction, biographies and informational literature. Students learn to select and evaluate materials appropriate to individual and group needs and interests. Significant authors and illustrators, past and present, will be studied. *Prerequisite: C- or better in Composition (ENG\*101).*

(Elective Type: GI/HU/LA) (Ability Assessed: 1, 11)

**ENG\*173 Perspectives in the Humanities**  
3 credits (RDG-101) (89-122)

Students utilize a variety of thinking and reading strategies to explore literature, philosophy, history, social sciences, and fine arts. Through an integration of readings, discussions, and a writing component involving analysis, synthesis, and evaluation; students study the history of ideas and universal themes in the humanities. This course is an English elective. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement test into Perspectives in the Humanities (ENG\*173), OR permission of Department Chair.* (Elective Type: GI/HU/LA) (Ability Assessed: 2)

**ENG\*202 Technical Writing**  
3 credits (ENG-104) (80-104)

Provides directed practice in writing and oral skills needed in technical fields for specific audiences. Students create documentation for technical systems, including formal and informal reports, abstracts and reviews. Students learn strategies for producing such reports successfully, including planning, analyzing, purpose and audience, gathering data, and developing revising techniques, and oral presentations. Students are encouraged to choose topics based on their major or intended career. *Prerequisite: C- or better in Composition (ENG\*101) or permission of Department Chair.* (Elective Type: GI/HU/LA) (Abilities Assessed: 2, 11)

**ENG\*213 Poetry**  
3 credits

Explores the nature and variety of poetry. Poems from a wide range of periods, origins, and viewpoints provide material for a study of the concepts which are a part of reading, appreciating, and writing about poetry. Students study narrative, lyric, and dramatic poetry, as well as poetic elements such as diction, tone, images, figures of speech, symbols, rhythm, and meter. *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: E/GI/HU/LA) (Abilities Assessed: 1, 11)

**ENG\*216 Contemporary Fiction**  
3 credits (ENG-213) (81-253)

Focuses on fiction from the post WWII period to the present. Students will concentrate on how fiction of this period engages ideas such as history and authority, popular culture, warfare, science and technology, mythology, and aesthetics. In this course, a range of works will be read and discussed in order to define and examine shifts, sometimes radical, in the form and nature of fiction. *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: E/GI/HU/LA) (Abilities Assessed: 2, 11)

**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 (ENG\*101).* (Elective Type: E/GI/HU/LA) (Abilities Assessed: 1, 11)

**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 (ENG\*101).* (Elective Type: E/GI/HU/LA) (Abilities Assessed: 1, 11)

**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 (ENG\*101).* (Elective Type: E/GI/HU/LA) (Abilities Assessed: 1, 11)

**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 (ENG\*101).* (Elective Type: E/GI/HU/LA) (Abilities Assessed: 1, 11)

**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 (ENG\*101).* (Elective Type: E/GI/HU/LA) (Abilities Assessed: 1, 11)

**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 (ENG\*101).* (Elective Type: E/GI/HU/LA) (Abilities Assessed: 2, 11)

**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 (ENG\*101).* (Elective Type: E/G/HU/LA) (Abilities Assessed: 2, 11)

**ENG\*247 Latin American Literature**  
3 credits (ENG-226)

A study of Latin American fiction from the Colonial to the "boom" periods of Mexico, Puerto Rico, Argentina, Brazil, and others. Students will engage in textual analysis and will examine historical, cultural, and aesthetic trends, themes, and problems through discussion and writing. The instructor may concentrate on a major theme and/or follow the development of movements such as Realism, Modernism, Magic Realism, or the connections between indigenous and African narrative cycles and European models. *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: E/G/HU/LA) (Abilities Assessed: 1, 11)

**ENG\*250 Studies in Ethnic Literature**  
3 credits (ENG-223) (81-281)

Surveys writing by various ethnicities and races in American culture, including but not limited to Native Americans, European immigrants, and African, Hispanic- and Asian-Americans. This course examines how ethnic writing enables and resists assimilation, and how the literature of individual ethnicities underlies mainstream American literature and, at times, becomes part of the mainstream. The course also explores the history and sociology of immigration and multiculturalism. *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: E/G/HU/LA) (Abilities Assessed: 1, 11)

**ENG\*251 African American Literature**  
3 credits (ENG-227)

This course considers a wide range of literature, encompassing not only the written word, but also the oral tradition, including the African origins of storytelling. Examining slave narratives, novels, short stories, plays, poetry, and lyrics, students explore aspects of the African American experience from its origin in folklore through contemporary African American cultural expressions such as rap. *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: E/G/HU/LA) (Abilities Assessed: 1, 11)

**ENG\*260 Studies in Women's Literature**  
3 credits (ENG-225) (80-285)

A study of traditional and non-traditional images of women in literature and an introduction to feminist literary criticism. Readings will explore central themes of women in society and as literary figures from early history to the present, with a focus on works from the 19th century to the present. *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: E/G/HU/LA) (Abilities Assessed: 1, 11)

**ENG\*281 Creative Writing**  
3 credits (ENG-201) (80-291)

This course engages students in the study and composition of various types of creative writing, such as fiction (short stories, novels), poetry, plays and/or screenplays, and, optionally,

nonfiction articles, essays and other texts, with some focus on professional audiences and marketing one's work. Students will study published works to analyze issues key to professional writers, ranging from both the mechanics and aesthetics of craft to past and present standards of literary markets. *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: G/HU/LA) (Ability Assessed: 1)

**ENG\*283 Creative Writing: Fiction**  
3 credits

Focuses on the elements and techniques of fiction writing. Students will study examples of fiction of many kinds and discuss and practice elements of craft, such as character, conflict development, dialogue, and point of view. Students will write fiction and discuss their work in a workshop environment. *The Humanities Department may require submission of relevant writing sample or portfolio material.* *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: G/HU/LA) (Ability Assessed: 1)

**ENG\*285 Memoir Writing**  
3 credits

Provides students with practical experience in writing about the events, places, and people of their own lives in the form of memoir. Through writing assignments and class discussion of readings, students explore the range of memoirs available for use as models and elements such as voice and perspective, tone, plot, characterization, and symbolic and figurative language. *The Humanities Department may require submission of relevant writing sample or portfolio material.* *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: G/HU/LA) (Ability Assessed: 1)

**ENG\*293 Survey of Literary Genres**  
3 credits

An introduction to major literary types, including poetry, short story, drama, and the novel. Readings may be organized around a central theme. Students develop a critical sense of literature through oral and written analysis. *Prerequisite: C- or better in Composition (ENG\*101).* (Elective Type: E/G/HU/LA) (Abilities Assessed: 1, 11)

## English as a Second Language

**ESL\*001 English as a Second Language:  
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. (Elective Type: G)*

**ESL\*123 English as a Second Language:  
Writing & Reading II**  
**3 credits (ESL-111) (89-128)**

This is the second level of writing and reading in the ESL program. The reading component emphasizes recognition and use of high frequency vocabulary words. Additionally, students learn to differentiate between main ideas and details in readings of a beginning level of difficulty. The writing component focuses on developing basic writing skills. This includes writing simple, compound and complex sentences as well as basic paragraph development. Correct spelling, punctuation and capitalization are also included in this writing component. *Prerequisite: C- or better in Integrated Skills I (ESL\*001), OR appropriate placement test score, OR permission of Department Chair. (Elective Type: G)*

**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: C- or better in Integrated Skills I (ESL\*001), OR appropriate placement test score OR permission of the Department Chair. (Elective Type: G)*

**ESL\*133 English as a Second Language:  
Writing & Reading III**  
**3 credits (ESL-112) (89-129)**

This is the intermediate level of writing and reading in the ESL program or the third level in the sequence. The reading section emphasizes skills and knowledge that will help students develop their reading comprehension, including their ability to infer vocabulary meaning through various clues. The writing section focuses on practicing a variety of complex sentences, producing well organized paragraphs, and developing compositions. It also reinforces the use of intermediate-level grammatical structures through the writing activities and continues to exercise correct spelling, punctuation and capitalization. *Prerequisite: C- or better in ESL: Writing & Reading II (ESL\*123) OR appropriate placement test score. (Elective Type: G) (Ability Assessed: 11)*

**ESL\*135 English as a Second Language:  
Grammar III**  
**3 credits (ESL-102) (89-127)**

This is the third or low intermediate course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: past and future tenses, modals, gerunds, infinitives and phrasal verbs. Students will also study the comparative forms of adjectives and adverbs, reflexive pronouns, articles and nouns. Students will identify and practice producing these structures with the goals to improve clarity of expression in writing and comprehension in reading. A secondary focus is on using and understanding the new structures in speaking and for listening comprehension. *Prerequisites: C- or better in ESL Grammar II (ESL\*125) OR appropriate placement test score or permission of the Department Chair. (Elective Type: G) (Ability Assessed: 6)*

**ESL\*143 English as a Second Language:  
Writing & Reading IV**  
**3 credits (ESL-211) (89-130)**

Is the high-intermediate writing course in the ESL: Writing & Reading series. It complements ESL Grammar IV. The course integrates writing and reading. The writing focus introduces the stages of the writing process from pre-writing to composing to revising. The reading focus is on reading longer, more complex texts, improving comprehension, and building an academic vocabulary. Students write a variety of personal essays using common development modes such as narrative, descriptive, definition, classification and cause/effect. Students will begin to use thesis statements and topic sentences. Attention is given to grammatical problems commonly present in the writings of ESL students. This course prepares students for ESL: Writing & Reading V. *Prerequisite: C- or better in ESL: Writing & Reading III (ESL\*133), appropriate placement test score, OR permission of Department Chair. (Elective Type: G) (Ability Assessed: 11)*

**ESL\*145 English as a Second Language:  
Grammar IV**  
**3 credits (ESL-201) (89-131)**

This is the fourth or high intermediate course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: perfective tenses in the active voice, all tenses in the passive voice, adjective clauses, and noun clauses. Students will also review and expand their knowledge of gerunds, infinitives, phrasal verbs and modals. Students will identify and practice producing these structures with the goals to improve clarity of expression in writing and comprehension in reading. A secondary focus is on using and understanding the new structures in speaking and for listening comprehension. *Prerequisites: C- or better in ESL Grammar III (ESL\*135), appropriate placement test score, OR permission of Department Chair. (Elective Type: G) (Ability Assessed: 6)*

**ESL\*149 English as a Second Language:  
Pronunciation Workshop**

3 credits (ESL-150)

Within the ESL discipline, this course focuses on the pronunciation of American English. Topics of study include the following: consonant and vowel sounds of English; stress, rhythm and intonation patterns of words and phrases; patterns affecting speech such as deletions, insertions, and linking; and differences between spelling and speech. Students will practice speaking using a variety of techniques with the aim to add speech patterns reflective of American English. Students will also learn how to evaluate their own speech in order to become more competent and self-assured speakers. **Prerequisite:** C- or better in ESL: Grammar III (ESL\*135) or ESL: Writing & Reading III (ESL\*133), appropriate placement test score, OR permission of Department Chair. (Elective Type: G) (Ability Assessed: 6)

**ESL\*152 English as a Second Language:  
Writing & Reading V**

6 credits (ESL-143)

Writing & Reading V is the low-advanced writing course in the ESL Writing & Reading series. The reading focus is on improved comprehension of level-appropriate academic and expository texts so that students can both discuss texts and reinvest information from texts into discussions and writing. The writing focus integrates and refines the stages of the writing process from prewriting to revising while reviewing basics such as thesis statements and topic sentences. Students read, write, revise, participate in group work and confer with teacher. This six-credit course is a Humanities Elective. A C+ or better ensures admission into ESL Writing & Reading VI. (Elective Type: G/HU/LA/FL) (Ability Assessed: 1 1)

**ESL\*153 English as a Second Language:  
Writing & Reading V**

3 credits (ESL-143)

Is the advanced writing course in the ESL Writing & Reading series within the ESL curriculum. It complements ESL Grammar V and utilizes an integrated approach. The reading focus is on improved comprehension of academic and expository texts. The writing focus integrates and refines the stages of the writing process from prewriting to revising and editing. Students write a variety of essays—including expository essays, argument essays, and researched reports. Students also develop skills in paraphrasing, and developing generalizations. The course also stresses the acknowledgement of outside source material and introduces students to formal in-text citations. Attention is given to grammatical problems commonly present in the writings of ESL students – especially those that interfere with precision. This course prepares ESL students for Reading & Writing VI (ESL\*162) C- or better in Grammar V (ESL\*155) is recommended but not required. **Prerequisites:** C- or better in Writing & Reading IV (ESL\*143), appropriate placement test score, OR permission of Department Chair. (Elective Type: G) (Ability Assessed: 1 1)

**ESL\*155 English as a Second Language:  
Grammar V**

3 credits (ESL-202)

This is the final or advanced course in the ESL grammar series. The primary focus is the study of level-appropriate grammar topics including the following: contrary to fact verbs, wishes, and verbs of urgency; reported speech; adverb clauses and reduced adverb clauses; and connectives devices of all kinds. Students will also review and expand their knowledge of the parts of speech, gerunds and infinitives. Students will identify and practice producing these structures with the goals to improve clarity of expression in writing and comprehension in reading. A secondary focus is on using and understanding the new structures in speaking and for listening comprehension. **Prerequisites:** C- or better in ESL Grammar IV (ESL\*145), appropriate placement test score, OR permission of Department Chair. (Elective Type: G) (Ability Assessed: 6)

**ESL\*157 Oral Communications V**

3 credits

This is the advanced course in oral skills in the ESL curriculum. The primary focus is to build proficiency in the listening and speaking skills that English as Second Language students need to be successful in an academic setting. The course will focus on two types of skills: those needed to listen to, comprehend, and take notes in academic lectures and those needed to participate in the full range of classroom activities including asking questions, interrupting, using and interpreting common modes of agreement and disagreement, and communication skills associated with group work. **Prerequisites:** C- or better in ESL: Grammar III (ESL\*135) and/or ESL: Reading & Writing III (ESL\*133), or placement into ESL Level IV (ESL\*143 and ESL\*145) or higher, or permission of Humanities Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

**ESL\*162 English as a Second Language:  
Reading & Writing VI**

6 credits (ESL-202)

In this advanced writing and reading course, students continue to develop fluency, clarity, organizational skills and the mechanics of effective writing with a focus on the linguistic and rhetorical needs of second language learners. Course content and writing assignments are based on reading selections, evaluation of primary and secondary sources and student texts. Students read a range of moderately complex texts. Students write, revise and edit drafts, participate in group work and confer with teachers and peers. Portfolio assessment will be required, including at least one timed, in-class writing assignment. This six credit-course counts toward the foreign language requirement in either the Liberal Arts or General Studies degree. Completion of this course with a C- or better ensures admission into Composition (ENG\*101). **Prerequisites:** C- or better in ESL: Writing & Reading V (ESL\*153), placement test, or permission of Humanities Chair. Grammar V (ESL \*152) recommended.

(Elective Type: FL/G/HU/LA) (Abilities Assessed: 6, 11)

**ESL\*175 English as a Second Language: Grammar VI**

3 credits

Designed to be a comprehensive review of English grammar for advanced students who are nonnative speakers of English. General topics will include a review of verb tense and aspect, helping verbs, conditional verbs, passive voice verbs, and the verb forms associated with reported speech. The course will also review sentence-level coordination and subordination so that students can focus on composing more sophisticated, grammatically correct, compound and complex sentences. Throughout the semester, students will work on recognizing and editing common errors in their own writings which may indicate additional topics for review. It is designed to supplement ESL: Reading & Writing VI (ESL\*162). *Prerequisites: C- or better in ESL Grammar V (ESL\*155) OR placement in ESL Writing & Reading VI (ESL\*162) or Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or permission of department chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 11)*

**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 (Elective Type: G) (Abilities Assessed: 6, 11)*

## Environmental Science

**EVS\*112 Environmental Science with Lab**  
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 Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/LA/S) (Abilities Assessed: 8)*

## French

**FRE\*111 Elementary French I**  
4 credits

Presents the essentials of French grammar needed to read, write, and interact in French using simple phrases and common

expressions and highlights the diverse cultures of French-speaking peoples. Context for learning is self, family, school and community. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

**FRE\*112 Elementary French II**  
4 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 (FRE\*101 or FRE\*111) or permission of the Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)*

## 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 Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/LA/SS) (Ability Assessed: 2)*

## 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. (Elective Type: FA/G) (Ability Assessed: 1)

**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. (Elective Type: FA/G) (Ability Assessed: 1)

**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 (GRA\*101). Co-requisite: Introduction to Computer Graphics (GRA\*110). (Elective Type: FA/G) (Ability Assessed: 1)*

**GRA\*201 Typography and Design I**

3 credits

(GRPH-150)

2 lecture/2 studio

This course focuses on the exploration and application of typography in graphic design. Students will learn and apply the use of page layout software (InDesign) in an in-depth study of the creative and pragmatic applications of typography, and explore the interdependent relationship between type and image in visual communications. *Prerequisite: C- or better in Visual Communications (GRA\*200). (Elective Type: FA/G) (Ability Assessed: 1)*

**GRA\*203 Design and Production**

3 credits

(GRPH-201)(74-251)

2 lecture/2 studio

Students will apply previously learned design, typography, and page layout skills (InDesign) in the creation of design layouts and mechanical art for print production. A mixture of technical and creative projects will be presented with emphasis on design and production for the printed piece. The importance of precision in final mechanical art preparation will be stressed as will technical facility in the use of electronic production tools and techniques. *Prerequisite: C- or better in Typography and Design I (GRA\*201). (Elective Type: FA/G) (Ability Assessed: 1)*

**GRA\*205 Typography and Design II**

3 credits

(GRPH-202) (74-252)

2 lecture/2 studio

Focuses on the further exploration of typographic studies. Students will apply previously learned design and typography theory to conceptualize solutions to more complex visual communication problems through the use of professional level graphic design page layout software (InDesign). This intense focus in graphic design will further a student's production skills and knowledge, extend the student's capacity for conceptual thinking and visual problem solving, and allow for the further exploration of the creative and practical aspects of typography and the special relationship between type and image. *Prerequisite: C- or better in Typography and Design I (GRA\*203). (Elective Type: FA/G) (Ability Assessed: 1)*

**GRA\*227 Interactive Media**

3 credits

(GRPH-220)

2 lecture/2 studio

Students will apply previously learned design software and typography skills to design for interactive media using Adobe Flash. Students will take interactive media design from concept, through storyboard, to design and production, and learn how to structure and present information for clarity and impact by combining type, image, color, motion, sound, animation and interactivity. *Prerequisites: C- or better in Design Principles (GRA\*101), Introduction to Computer Graphics (GRA\*110), AND Visual Communications (GRA\*200), OR permission of Program Coordinator. (Elective Type: FA/G) (Ability Assessed: 1)*

**GRA\*231 Digital Imaging**

3 credits

(GRPH-212)(74-261)

2 lecture/2 studio

Focuses on the continued use of digital imagery in art and design, by furthering a student's skill in the use of raster image (Adobe Photoshop), and scanning software. The course goes beyond the basic techniques covered in Introduction to Computer Graphics, exploring more advanced electronic image creation and manipulation techniques, and addresses some of the technical issues facing a computer artist and designer. *Prerequisites: C- or better in Design Principles (GRA\*101) AND Introduction to Computer Graphics (GRA\*110). (Elective Type: FA/G) (Ability Assessed: 1)*

**GRA\*236 Digital Illustration**

3 credits

(GRPH-213)(74-213)

2 lecture/2 studio

Advanced exploration of the tools and techniques available to the graphic designer in the vector drawing environment using Adobe Illustrator. This course takes students beyond the basics covered in Introduction to Computer Graphics, and explores advanced image creation and manipulation tools, effects, graphic illustration techniques, and typographic functions in applying the computer graphics medium to problems in graphic design. *Prerequisite: C- or better in Visual Communications (GRA\*200). (Elective Type: FA/G) (Ability Assessed: 1)*

**GRA\*260 Web Design**

3 credits

(GRPH-214)(74-214)

2 lecture/2 studio

Students will apply previously learned design software and typography skills to design for web media using Adobe Dreamweaver. Students will take web design from concept, through storyboard, to design and production, and learn how to structure and present information for clarity and impact by combining type, image, color, sound, and interactivity. *Prerequisite: C- or better in Visual Communications (GRA\*200), OR permission of program coordinator. (Elective Type: FA/G) (Ability Assessed: 1)*



**GRA\*262      Web Design II**

3 credits  
2 lecture/2 studio

This course focuses on the further exploration of design for web media using Adobe Dreamweaver. Students will apply and expand their previously learned web design skills in concept, design, production, and interactivity to the creation on engaging and dynamic web site designs. *Prerequisite: C- or better in Web Design (GRA\*260), OR permission of Program Coordinator. (Elective Type: FA/G) (Ability Assessed: I)*

**GRA\*273      Motion Design**

3 credits

An introduction to the concepts and techniques in the creation and production of motion design animation using Adobe Flash. The course will cover the kinds of motion design, concept and story board and computer generation of motion design sequences. *Prerequisite: C- or better in Visual Communications (GRA\*200). (Elective Type: FA/G) (Ability Assessed: I)*

**GRA\*275      3D Computer Modeling**

3 credits      (ART-222)

2 lecture/2 studio

An advanced approach to the creation of visual information on the computer, featuring creative imaging and image construction. Topics include three-dimensional modeling and environment building; integration with multiple programs; formatting for output; and file management and storage. Selected programs used in the industry will be applied to contextual aesthetic problems. *Prerequisite: C- or better in Electronic Painting and Drawing (ART\*220) OR permission of Department Chair. (Elective Type: FA/G/LA) (Ability Assessed: I)*

**GRA\*277      Advanced 3D Computer Modeling**

3 credits      (ART-225)

2 lecture/2 studio

An advanced three-dimensional modeling course that builds upon skills learned in Three-Dimensional Computer Modeling. This course reaches deeper into the three-dimensional environment with more focus on detailed structures, textures, lighting and the beginning of animation. Students will learn how to control and render complex three-dimensional files and create entire scenes for mini-productions. Animation techniques, processes and hardware requirements are introduced to the potential animator. *Prerequisite: C- or better in 3D Computer Modeling (GRA\*275). (Elective Type: FA/G/LA) (Ability Assessed: I)*

**GRA\*291      Graphic Design Portfolio**

3 credits      2 lecture/2 studio

Students will prepare a portfolio and resume that demonstrates previously acquired art, design, production, and software skills for use in transfer application and employment search. Topics covered include: self assessment; portfolio design and creation; resume design; taking slides and digital images; digital image conversion; job search; and transfer to other college

curriculums. *Prerequisite: C- or better in Typography and Design I (GRA\*201), OR permission of Program Coordinator. (Elective Type: FA/G/LA) (Ability Assessed: I)*

## Health

**HLT\*103      Investigation in Health Careers**

3 credits

Designed to assist traditional and non-traditional first year college students to meet the expectations of a curriculum and a career in health-related fields. The student will become familiar with the rigors of higher education and the specific skills needed to maximize the student's opportunity for academic and clinical success. The course will include a comprehensive overview of the duties and responsibilities associated with clinical competency. Interdisciplinary learning strategies, correlating clinical and didactic education, life management skills, work ethics, and critical thinking skills necessary for all health providers will be emphasized. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/LA) (Ability Assessed: 6)*

**HLT\*112      Basic Medical Support**

2 credits

(ALH-121)(SCI\*121) (SCI-101) (55-103)

1 lecture/1 clinic

Provides professionals (police, fire, coaches, athletic trainers, lifeguards, educators, public safety, medical and dental personnel, etc.) with knowledge and skills in providing basic emergency medical care until further assistance arrives. Focus on cardiopulmonary resuscitation (2 person CPR) training for the professional. Certification will be granted upon successful completion. *(Elective Type: G)*

**HLT\*201      Nutrition for Allied Health Professionals**

3 credits

(DH-IDHY\*114)

Provides health care professionals with information on the current concepts in nutrition. The course includes biochemistry and metabolism of nutrients as well as nutrition throughout the life cycle. Nutritional counseling is an integral part of the course. *Prerequisites: C- or better in Concepts of Chemistry (CHE\*111), AND either Human Biology (BIO\*115) or General Biology I (BIO\*121). (Elective Type: G/LA/S) (Ability Assessed: 6)*

## History

**HIS\*101      Western Civilization I**

3 credits

(HIS-101) (93-101)

Surveys the cultures that contributed to the development of the West as a distinctive part of the world. It examines the major ideas, people, events, and institutions that shaped the Western world from the rise of Mesopotamia to the Protestant Reformation. *Prerequisite: C- or better in Integrated Reading &*

*Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 4)*

**HIS\*102 Western Civilization II**  
3 credits (HIS-102) (93-102)

Surveys the development of Western civilization from the sixteenth century to the present. It examines the major ideas, people, events, and institutions that have shaped the modern Western world. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 4)*

**HIS\*106 History of Africa since 1900**  
3 credits (HIS-104)

Examines the period following colonization by the European powers; the African response in the development of nationalist independence movements; post-independence Africa and the growth of Pan-Islam and Pan-African ideals; the impact of superpower conflict in Africa; globalization; and contemporary crises and opportunities. *Prerequisite: C or better in Composition (ENG\*101) OR permission of Department Chair. (Elective Type: G/HU/LA) (Abilities Assessed: 4, 11)*

**HIS\*121 World Civilization I**  
3 credits

A survey of world cultures from the earliest complex societies to the emergence of an expansionist culture in Western Europe around 1500 CE. Emphasis throughout is on the development and expansion of major civilizations, the interactions among those civilizations, and the variety of cultures that resulted from those interactions. *Prerequisites: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 4)*

**HIS\*122 World Civilization II**  
3 credits

A survey of major world trends and conflicts since the emergence of an expansionist culture in Western Europe around 1500 CE. The emphasis will be on the impact of Western imperialism on non-Western cultures, the responses of those cultures, and the ways in which the interactions have shaped the contemporary world. (This course may be taken by students who have not completed HIS\*121, World Civilization I.) *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 4)*

**HIS\*147 The History & Culture of Immigrant Groups in America**

3 credits

This course examines the history and culture of immigrant groups in America, particularly in the nineteenth and twentieth centuries. Topics will include the history of immigration from Africa, the Caribbean, Europe, and Asia, the shaping of an ethnic identity among various immigrant people, and the literature written by and about members of those groups. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 4)*

**HIS\*201 U.S. History I**  
3 credits (HIS-111) (97-151)

Surveys the factors that contributed to the development of the United States as a new nation. It examines the major people, events, institutions, ideas, and conflicts that shaped the nation from the earliest contacts between Europeans and indigenous populations to the Civil War. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 4)*

**HIS\*202 U.S. History II**  
3 credits (HIS-112) (97-152)

Surveys the development of the United States from the Civil War to present. It examines the major ideas, people, events, and institutions that have shaped the United States since 1865. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 4)*

**HIS\*213 U.S. Since World War II**  
3 credits (HIS-151) (97-153)

Explores the history of the United States from 1945 to the present. It examines the major ideas, people, events, and institutions that have shaped American society since World War II. Topics will include the Cold War; the postwar economic boom, the welfare state, civil rights, changing demographic patterns, the Reagan Revolution, globalization, and the war on terrorism. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Abilities Assessed: 2, 11)*

**HIS\*215 History of Women in America****3 credits**

Examines the role of women in the historical development of the United States, emphasizing women's struggle for political, social, and economic equality since the Revolutionary War. Topics will include the colonial period, suffragist movement, changing gender roles and expectations, women in the home and workplace, the feminist movement, and reactions to women's rights. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075) or Introduction to College Reading and Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: G/HU/LA) (Abilities Assessed: 2, 11)

**HIS\*218 African American History****3 credits**

An historical survey of the varieties of experience that have shaped African American life. Specific topics will include the African roots of African American culture; slave trade and the Middle Passage; slavery, resistance and the struggle for emancipation; Reconstruction and Jim Crow; the growth of distinctive African American cultures in literature, music, sports, and the arts; the struggle for equality; and contemporary African American culture, including the post World War II Caribbean influx. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: G/HU/LA) (Abilities Assessed: 2, 11)

**HIS\*225 The Constitution and American Society****3 credits***(HIS-131)*

Examines both the historical foundation of the U.S. Constitution and its current implementation. Provides students with an opportunity to understand and discuss some of the major Supreme Court decisions in American history and their impact on American society. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: G/HU/LA) (Abilities Assessed: 2, 11)

**HIS\*227 The Vietnam War****3 credits**

Examines the causes, course, and consequences of the Vietnam War, focusing on American intervention in that conflict. Topics will include Vietnam's history and culture, the rise of communism in Southeast Asia, the United States containment policy, American military intervention in Southeast Asia, the American search for a winning strategy, the anti-war movement, and the aftereffects of the war in both Vietnam and the United States. *Prerequisites: C- or better in Composition (ENG\*101).* (Elective Type: G/HU/LA) (Abilities Assessed: 2, 11)

**HIS\*243 The Holocaust****3 credits**

Examines the particular historical context of the Holocaust and addresses the moral and philosophical challenges posed by genocide in the modern era. *Prerequisite: C or better in Composition (ENG\*101) OR permission of department chair.* (Elective Type: G/HU/LA) (Abilities Assessed: 2, 11)

**HIS\*254 History of Religion in America****3 credits**

Examines the role of religion in the creation and evolution of American society from the colonial era to the present. Topics will include religious pluralism, traditions of tolerance and intolerance, religion and social reform, secularism and fundamentalism, clashes and reconciliations of faith and reason, and the interplay of church and state. *Prerequisites: C- or better in Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: G/HI/HU/LA) (Ability Assessed: 4)

**HIS\*259 The American Military****3 credits**

An historical survey of the American military from the colonial era to the present. Topics will include the creation and evolution of military institutions; civil-military interrelationships; the formulation of policy, strategy, and doctrine; and the conduct of war. *Prerequisites: C- or better in Composition (ENG\*101) or permission of Department Chair.* (Elective Type: G/HU/LA) (Abilities Assessed: 2, 11)

**Human Services****HSE\*101 Introduction to Human Services****3 credits***(HMSV-101) (49-101)*

Focuses on a variety of human needs within the United States. Issues discussed are social supports in meeting human needs, theoretical perspectives, social policy, target populations and the characteristics of a human services professional. *Prerequisite: C- or better in better in Integrated Reading and Writing I (ENG\*065), or placement into Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162).* (Elective Type: G) (Ability Assessed: 5, 6)

**HSE\*185 Family Violence Intervention****3 credits***(HMSV-120)*

Introduces spouse/partner, child and elder abuse, the three types of family violence. Students will examine contributing factors, review victim/perpetrator profiles, and evaluate community responses. Laws/legislation related to the protection of the person and the community also will be considered. *Prerequisites: C- or better in Introduction to Human Services (HSE\*101) or C- or better in Principles of Sociology (SOC\*101), OR C- or better in Social Problems (SOC\*103).* (Elective Type: G) (Ability Assessed: 10)

## **HSE\*236 Legal Issues in Human Services**

3 Credits

Human service professionals encounter legal issues that pertain to the profession and/or the needs of clients on a daily basis. This course introduces students to the legal system and the laws that affect the human service professional and their clients. Students will explore legal issues commonly encountered by clients such as domestic violence, immigration status, income supports and others. In addition, legal issues affecting the human service professional such as confidentiality mandated reporting and how to work with client involved in legal processes will be examined. *Prerequisites: C- or better in Introduction to Human Services (HSE\*101) and Composition (ENG\*101), or permission of the Program Coordinator. (Elective Type: G) (Ability Assessed: 10)*

## **HSE\*243 Human Services Skills and Methods** 3 credits (HMSV-201) (49-107)

An examination of human services as a holistic response to human needs through various strategies, skills, and techniques. Helping strategies involving casework, natural helping networks, assessment, and evaluation will be explored. Skills will be developed in the areas of observation, listening, intake, referral, and report writing. *Prerequisites: C- or better in Introduction to Human Services (HSE\*101), General Psychology I (PSY\*111), Principles of Sociology (SOC\*101), and Composition (ENG\*101). (Elective Type: G) (Ability Assessed: 2)*

## **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 per sonnel in the assigned organization and the college instructor. *This course is open only to those students who are currently enrolled in the Human Services Degree program. Prerequisite: C- or better in Human Services Skills and Methods (HSE\*243). (Elective Type: G) (Abilities Assessed: 3, 6)*

## **Humanities**

### **HUM\*290 General Studies Capstone Experience** 1 credit

The capstone course will be based on a series of reflections on how students have demonstrated competence in the General Education abilities in the courses they have taken as part of the General Studies program. Because these abilities constitute the program's outcomes, students may use a variety of methods to show how they have satisfied these objectives in their courses, culminating in an e-Portfolio in which students post their reflections on each of these abilities and how they were assessed in their courses. The reflections will then be graded by the instructor of this capstone experience. Because the General Studies program outcomes are composed of the General Education abilities, students

will be expected to demonstrate basic aptitude in all of them. *Prerequisite: C- or better in Composition (ENG\*101) and permission of the program coordinator; minimum of 30 credits completed within the General Studies Program. Co-requisite: C- or better in Composition II (ENG\*103).*

## **Independent Study**

### **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.*

## **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. *(Elective Type: FLIG/HU/LA) (Ability Assessed: 6)*

### **ITA\*111 Elementary Italian I** 4 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. *(Elective Type: FLIG/HU/LA) (Ability Assessed: 6)*

### **ITA\*102 Elementary Italian II** 3 credits

This is the second course in the study of the fundamentals of the Italian language. It includes continued practice in the four skill areas: reading, writing, speaking and listening. Basic vocabulary and grammatical and thematic topics. Cultural aspect of Italian life will also be explored. *Prerequisite: C- or better in Elementary Italian I (ITA\*101) OR permission of Department Chair. (Elective Type: FLIG/HU/LA) (Ability Assessed: 6)*

### **ITA\*112 Elementary Italian II** 4 credits

Builds and expands skills from Elementary Italian I with further study of Italian grammar and the cultures of Italian speaking peoples. Students begin to negotiate simple transactions and dilemmas in Italian using more complex phrases and common expressions. Context for learning is studying activities from daily life. *Prerequisite: C- or better in Elementary Italian I (ITA\*101 or ITA\*111) OR permission of Department Chair. (Elective Type: FLIG/HU/LA) (Ability Assessed: 6)*

## 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. *(Elective Type: FLIG/HU/LA) (Ability Assessed: 6)*

### **LAT\*102      Elementary Latin II**

3 credits

The primary study focus builds and expands the grammatical concepts established in Elementary Latin I. The primary task focus will be on translating from Latin into English and from English into Latin. Reading comprehension will also be built through graded readings in Latin. A secondary study focus will be on aspects of classical Roman history, culture, and authors as they relate to the modern world. *Prerequisite: C- or better in Elementary Latin I (LAT\*101) OR permission of Department Chair. (Elective Type: FLIG/HU/LA) (Ability Assessed: 6)*

## Linguistics

### **LIN\*101      Introduction to Linguistics**

3 credits

Introduction to the study of language and the fundamentals of linguistic theory. The course focuses on the basic ways that generative linguists study languages and language use. Students will examine linguistic data in each topic in order to better understand their own language use and speaker judgments. *Prerequisite: C- or better in either Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101). (Elective Type: G/HU/LA) (Ability Assessed: 9)*

## Manufacturing

### **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 Pre-Algebra & Elementary Algebra (MAT\*085) or Introductory Algebra (MAT\*094) or Elementary Algebra Foundations (MAT\*095). (Elective Type: G)*

### **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. *(Elective Type: G)*

### **MFG\*271      Advanced Lean Manufacturing**

3 credits

The purpose of this course is to provide the student with the knowledge to implement lean improvements within the production environment using a systematic approach. This course will follow an improvement project (from the student's current employer or case study) through the five stages of the DMAIC problem solving methodology. At the completion of the course, the student will be competent to effectively lead a lean implementation project within a company. *Prerequisite: C- or better in Introduction to Lean Manufacturing (MFG\*171). (Elective Type: G)*

## Mathematics

### **MAT\*070      Algebra Review**

1 credit

A review course designed to allow students to build a better foundation and possibly place into a higher level mathematics course. Students will take a diagnostic test which will allow the course to be tailored to the individual student. Each student will need to purchase a MyFoundationsLab code and will be working at their own pace with the help of an instructor. At the end of the course, students may retake the placement test to place into a higher level mathematics class. *(Ability Assessed: 7)*

### **MAT\*085      Pre-Algebra & Elementary Algebra**

6 credits

(3 lecture/3 lab)

Intended to take students from Pre-algebra through the end of Elementary Algebra in one semester. The topics covered will be the same as those covered in Elementary Algebra with additional support provided to review topics from Pre-algebra as they are needed. The students will spend 3 hours in the classroom and 3 hours in a lab environment. *Prerequisite: Appropriate placement test score. (Ability Assessed: 8)*

### **MAT\*094      Introductory Algebra**

4 credits

(3 lecture/1 lab)

Intended to take students from Pre-algebra through the end of Elementary Algebra in one semester. The topics covered will be the same as those covered in MAT \*095 with additional support provided to review topics from Pre-algebra as they are needed. The students will spend 3 hours in the classroom and 1 hour in a lab environment. *Prerequisite: Appropriate placement test score. (Ability Assessed: 7)*

**MAT\*095 Elementary Algebra Foundations**  
3 credits (MAT-085)

For students who have never had algebra or who need to review algebraic concepts. This course includes a study of the basic properties and theorems of rational numbers; expressions and equations with polynomials, rational and radical expressions, and integer exponents; linear equations in one and two variables; systems of linear equations in two variables; functions and applications in geometry and algebra. This course does not satisfy a mathematics elective in any program. *Prerequisite: Appropriate placement test score. (Ability Assessed: 7)*

**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 Pre-Algebra & Elementary Algebra (MAT\*085) or Introductory Algebra (MAT\*094) or Elementary Algebra Foundations (MAT\*095) or placement into Intermediate Algebra (MAT\*137). (Elective Type: G/LA/M) (Ability Assessed: 7)*

**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 is a further study of algebra and mathematical modeling of functions and relations represented by tables, graphs, words, and symbols. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational, and radical functions are studied. There is an emphasis on applications for all topics. *Prerequisite: C- or better in Prealgebra and Elementary Algebra (MAT\*085) or Introductory Algebra (MAT\*094) or Elementary Algebra Foundations (MAT\*095) or appropriate placement test or SAT score. (Elective Type: G/LA/M) (Ability Assessed: 7)*

**MAT\*139 Elementary & Intermediate Algebra Combined**  
4 credits (MAT-085)

Combines the content of Elementary Algebra (MAT\*095) with Intermediate Algebra (MAT\*137) in one semester. It also serves as a prerequisite for most other first level credit math courses, including Number Systems (MAT\*141), Math for the Liberal Arts (MAT\*146) Finite Mathematics (MAT\*152), Elementary Statistics with Computer Application (MAT\*165), and College Algebra (MAT\*172). All of the topics covered in both Elementary Algebra (MAT\*095) and Intermediate Algebra (MAT\*137) will be covered in this class. *Prerequisite: Appropriate placement test score. (Elective Type: G/LA/M) (Ability Assessed: 7)*

**MAT\*141 Number Systems**  
3 credits (MAT-103) (51-171)

Nature of Mathematics and theory of sets and logic are studied. Starting with natural numbers, the number system is extended by analysis of its properties to integers, rationals, reals and complex numbers. Various numeration systems are investigated. This course is recommended for students in Early Childhood, Elementary or Middle School Education Programs. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139) or appropriate placement test score. (Elective Type: G/LA/M) (Ability Assessed: 7)*

**MAT\*146 Math for the Liberal Arts**  
3 credits (MAT-105) (51-170)

This course is designed to meet the needs and program requirements of liberal arts and/or general studies majors. The course content includes the following core topics: inductive and deductive reasoning, sets, logic, number theory, geometry, probability and statistics. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139) or appropriate placement test score. (Elective Type: G/LA/M) (Ability Assessed: 7)*

**MAT\*152 Finite Mathematics**  
3 credits (MAT-124) (51-221)

Introduces basic modern mathematical tools for the study of applications in business, life, and social sciences. It also provides a more substantial algebraic foundation for those students who wish to continue with Calculus for Management, Life and Social Sciences or College Algebra or those who need a college-level Math course beyond Intermediate Algebra. Linear equations and inequalities, quadratic equations and inequalities, exponential and logarithmic equations, matrices and determinants, systems of equations and applications using linear programming are studied in depth. *Note: This course is required for those students wishing to articulate from Tunxis Community College into the Business program at University of Connecticut. Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139) OR appropriate placement test score. (Elective Type: G/LA/M) (Ability Assessed: 7)*

**MAT\*165 Elementary Statistics with Computer Application**  
4 credits (MAT-104) (51-191)

Introduction to statistical theory including the nature of statistical methods, exploratory data analysis, the rules of probability, frequency distributions, probability distributions (Binomial, Poisson, hypergeometric, uniform, normal), sampling distributions, estimation, and hypothesis testing, one- and two-sample procedures, regression, and correlation. Learning to do statistical analysis using computers is required of all students and is an integral part of the course. *Prerequisite: C- or better in Intermediate Algebra (MAT\*137) or Elementary & Intermediate Algebra Combined (MAT\*139) or appropriate placement test score. (Elective Type: G/LA/M) (Ability Assessed: 7)*

• **Effective Spring 2016** - Introduction to statistical theory including the nature of statistical methods, exploratory data analysis, the rules of probability, frequency distributions, probability distributions (Binomial, Poisson, uniform, normal), sampling distributions, estimation, hypothesis testing, correlation, and regression. Learning to do statistical analysis using technology is required of all students and is an integral part of the course. **Prerequisite:** C- or better in *Intermediate Algebra (MAT\*137)* or *Elementary & Intermediate Algebra Combined (MAT\*139)* or *appropriate placement test score.* (Elective Type: G/LA/M) (Ability Assessed: 7).

**MAT\*172 College Algebra**  
3 credits (MAT-116)

A credit course involving the higher-level topics in algebra needed for success in PreCalculus and, ultimately, the Calculus series. Topics to be included are the following: systems of equations, including two- and three-variable linear and nonlinear systems; graphing of higher-order functions using transformations, increasing/decreasing intervals, maxima/minima; inverse functions; graphing of nonlinear inequalities in one and two variables; conic sections; laws of logarithms, exponential and logarithmic functions, solving exponential and logarithmic equations; applications related to exponential and logarithmic functions; 4 operations on complex numbers; simplification of complex fractions; solving of polynomial and rational inequalities. The course will utilize the graphing calculator to a limited extent. **Prerequisite:** C+ or better in *Intermediate Algebra (MAT\*137)* or *Elementary & Intermediate Algebra Combined (MAT\*139)* or *C- or better in Finite Mathematics (MAT\*152)* or *appropriate placement test score.* (Elective Type: G/LA/M) (Ability Assessed: 7)

**MAT\*186 Precalculus**  
4 credits (MAT-130) (51-270)

Intended to prepare the student for the theory of Calculus I. Extensive work is done with polynomial and rational functions, including the Fundamental Theorem of Algebra, Rational Roots Theorem, complete factorization, asymptotes and graphing. Detailed coverage of trigonometric functions (both right triangle and circular) includes graphing, trigonometric identities, the solving of equations, the Laws of Sines and Cosines and Inverse trigonometric functions. Other included topics are DeMoivre's Theorem, polar coordinates, mathematical induction, the algebra of matrices and the Binomial Theorem. The graphing calculator is used when appropriate. **Prerequisite:** C- or better in *College Algebra (MAT\*172)* OR *appropriate placement test score.* (Elective Type: G/LA/M) (Ability Assessed: 7)

**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 (MAT\*152)*, OR C+ or better in *Intermediate Algebra (MAT\*137)* or *Elementary & Intermediate Algebra Combined (MAT\*139)*; OR *appropriate placement test score.* (Elective Type: G/LA/M) (Ability Assessed: 7)

**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\*165).* (Elective Type: G/LA/M) (Ability Assessed: 7)

**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\*186).* (Elective Type: G/LA/M) (Ability Assessed: 7)

**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\*254).* (Elective Type: G/LA/M) (Ability Assessed: 7)

**MAT\*268 Calculus III: Multivariable**  
4 credits (MAT-210) (51-273)

A continuation of Calculus II. Included are vectors, the geometry of space and vector functions, along with applications. Partial differentiation and double and triple integration are undertaken, as well as their applications. Line integrals, Green's Theorem and Stoke's Theorem are included. **Prerequisite:** C- or better in *Calculus II (MAT\*256).* (Elective Type: G/LA/M) (Ability Assessed: 7)

**MAT\*285 Differential Equations**  
3 credits (MAT-210) (51-276)

Methods of solution of ordinary differential equations, including the LaPlace Transform, are covered. Some elementary applications in geometry, physics, and chemistry are included. **Prerequisite:** C- or better in *Calculus II (MAT\*256).*] (Elective Type: G/LA/M) (Ability Assessed: 7)

## Mechanical Engineering Technology

### **MEC\*264 Introduction to Materials Science** 3 credits (TC-118) (21-118)

Introduces the principles and concepts of how industry changes forms of raw materials to increase value and usefulness. Awareness of the nature and characteristics of raw materials permits associations to be made regarding selection of processes by which materials may be changed. *Prerequisite: C- or better in Integrated Reading and Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement test into Composition (ENG\*101).* (Elective Type: G)

## Meteorology

### **MET\*101 Meteorology** 3 credits (SCI-129) (55-191)

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. (Elective Type: G/LA/S) (Ability Assessed: 8)

## 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. (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)

### **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. (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)

### **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. (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)

### **MUS\*138 Rock & Roll History Appreciation** 3 credits

A survey of the evolution of rock music and the origins,

characteristics, stylistic development, and cultural/social perspectives from its late-19th century influences to present day trends. (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)

### **MUS\*147 Jazz Group Ensemble** 3 credits

An introduction to the art of jazz improvisation for beginning and intermediate students who have at least two to three years of experience on their respective musical instruments. The course will be devoted to chord progressions and scales used in jazz improvisations, jazz rhythms and exercises to practice improvisation on select jazz compositions. *Prerequisite: Two to three years of 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. (Elective Type: FA/G) (Ability Assessed: 1)

### **MUS\*148 Beginning Piano** 3 credits 2 lecture/1 studio

An introduction to the piano where students will learn the piano keyboard and acquire the basic skills to read general musical notation as related to the piano. Additionally, an understanding and application of the basic chords and scales will be covered. Students will also receive a foundation in music theory and appreciation as it relates to the piano.

## New Media Communication

### **NMC\*101 New Media Perspectives** 3 credits (COMM-101)

What qualities do video games, comics, films, and computer simulations share? New Media Perspectives considers this question by examining the underlying structures and interrelated qualities of various media and communication technologies. Students will study selected text-based stories, films, video games, simulations, comics, visual art, and web design. Students will apply what they learn by developing hypertexts, digital stories, and games. The course will also address questions such as: what is new media? How does human experience shape the design of technology? What is interactivity? *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)

### **NMC\*200 Digital Narrative** 3 credits (2 lecture/2 studio)

Students draw from their experience in New Media Perspectives and explore, analyze, and create digital narratives. These digital works will include games, hypertexts, and hypermedia demonstrations. Students will develop and complete projects, collaborating both on-ground and online. This course may be team-taught. *Prerequisites: C- or better in New Media Perspectives (NMC\*101), Composition (ENG\*101) or permission of Department Chair.* (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)



**NMC\*220 Writing with Video**

3 credits

This course engages students in a comprehensive exploration of video as a rhetorical narrative medium, with emphasis on the actual production of video work. Directed writing is integrated into all aspects of the production process — brainstorming and conceptualization, drafting and storyboarding, revision, and critique. Writing is positioned as an integral part of the process of thinking, problem solving, and creating. *Prerequisites: C- or better in New Media Perspectives (NMC\*101) and C- or better in Composition (ENG\*101), or permission of Department Chair. (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)*

**NMC\*240 Topics in New Media**

3 credits

Provides students opportunity to engage in focused new media research projects or with a new media software environment. Research projects may be individual or team-based depending on the subject for the semester. The course emphasizes problem solving and new media literacy. Students will work on projects online and on-ground. The content for this course changes by semester. *Prerequisites: C- or better in Digital Narrative (NMC\*200) or Writing with Video (NMC\*220), and C- or better in Programming Logic and Design with Visual Basic (CSC\*126), Design Principles (GRA\*101) or Introduction to Computer Graphics (GRA\*110). This course may be taken twice for credit. (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)*

**NMC\*290 Internship in New Media**

3 credits

Provides students opportunity to apply new media literacy and project building abilities in production environments. Students will work with a variety of communication media, such as video, podcasting, and social software. Supplementary documents should be supplied with this course documenting the agency or body for which work or service agreement is applicable; the nature of the work or service to be completed or the goals to be met; and the nature of assessment. *Prerequisite: Successful completion of 30 Credits in the program. (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)*

**NMC\*295 New Media Portfolio**

3 credits

Students will prepare a portfolio and resume that demonstrates previously developed work in new media production, new media literacy, problem solving, communication, design, and technology literacy for use in transfer application and employment search. Topics covered include: self assessment; portfolio design and creation; resume design; distribution and presentation methods of the new media portfolio; job search; and college transfer options. *Prerequisites: C- or better in Digital Narrative (NMC\*200), Writing with Video (NMC\*220), Topics in New Media (NMC\*210), Programming for New Media (CSA\*157), Internship in New Media Communication (NMC\*211). (Elective Type: FA/G/HU/LA) (Ability Assessed: 1)*

**Oceanography****OCE\*102 Introduction to Oceanography with Lab**4 Credits  
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. *(Elective Type: G/LA/S) (Ability Assessed: 8)*

**Philosophy****PHL\*101 Introduction to Philosophy**

3 credits (PHI-100) (13-131)

Introduction to Philosophy surveys major problems and questions in philosophy, drawing from sources dating from ancient through modern periods. The course identifies basic branches, movements, and developments of philosophy in one or more historical traditions. *Prerequisite: C- or better in Composition (ENG\*101). (Elective Type: G/HU/LA) (Abilities Assessed: 2, 3)*

**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 Composition (ENG\*101). (Elective Type: G/HU/LA) (Abilities Assessed: 2, 3)*

**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 Composition (ENG\*101). (Elective Type: G/HU/LA) (Abilities Assessed: 2, 11)*

**PHL\*150 Philosophy of Religion**

3 credits (PHI-121) (13-121)

A philosophical inquiry into the nature, logic, and meaning of religion. Such inquiry involves analyzing the language and reasoning that form religious truth claims, as well as advancing rational arguments as to whether a divine being (or state of being) exists or could exist. The course will examine a broad range of religious concepts, including immortality, an afterlife, evil, and miracles, along with the role of interreligious dialogue and modern science in this area of study. *Prerequisite: C- or better in Composition (ENG\*101). (Elective Type: G/HU/LA) (Abilities Assessed: 2, 11)*

**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 Composition (ENG\*101).* (Elective Type: GI/HU/LA) (Abilities Assessed: 3, 4)

## 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 Prealgebra and Elementary Algebra (MAT\*085) or Introductory Algebra (MAT\*094) or Elementary Algebra Foundations (MAT\*095).* (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

**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 Intermediate Algebra (MAT\*137) or Elementary and Intermediate Algebra Combined (MAT\*139).* (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

**PHY\*122**      **General Physics II**  
4 credits      (PHYS-122) (53-102)  
3 lecture/3 lab

Continuation of General Physics I. Topics include: principles of electricity and magnetism, including electric and magnetic fields, electric currents in magnetic fields, and electromagnetic radiation, light, optics, and selected topics in modern physics. Lecture and laboratory. *Prerequisite: C- or better in General Physics I (PHY\*121).* (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

**PHY\*221**      **Calculus-Based Physics I**  
4 credits      (PHYS-151) (53-151)  
3 lecture/3 lab

Introductory physics course intended for science and engineering majors covering measurement, Newton's Laws of Motion, gravity, work and energy, momentum, rotational motion, static equilibria, fluids, oscillations, conservation laws, waves, sound, temperature, heat transfer and thermodynamics. Lecture and laboratory. This course is the first of a two-semester sequence. *Prerequisite: C- or better in Calculus I (MAT\*254) or permission of Department Chair.* (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

**PHY\*222**      **Calculus-Based Physics II**  
4 credits      (PHYS-152) (53-152)  
3 lecture/3 lab

A continuation of Calculus-Based Physics I. Topics include principles of electricity and magnetism, including electric and magnetic fields, electric currents in magnetic fields, and electromagnetic radiation, light, optics, and selected topics in modern physics. Intended for science and engineering majors. *Prerequisite: C- or better in Calculus-Based Physics I (PHY\*221).* (Elective Type: G/LA/S) (Abilities Assessed: 8, 9)

## 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. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

**PLH\*111**      **Elementary Polish I**  
4 credits

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. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

**PLH\*102**      **Elementary Polish II**  
3 credits      (POLH-102)

Continues to develop skills in the pronunciation and phonetic system of Polish, expanding vocabulary and introducing more of the grammatical system, while reinforcing the course contents of Elementary Polish I. This course also continues to expose students to Polish history and culture. *Prerequisite: C- or better in Elementary Polish I (PLH\*101 or PLH\*111).* (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

## Political Science

### **POL\*111 American Government** 3 credits (GOVT-103) (32-103)

Explores the structure, function, and evolution of the U.S. government. The three branches of government, the bureaucracy, civil liberties, and civil rights will be examined. The Declaration of Independence, the U.S. Constitution, political parties, public opinion, interest groups and contemporary policy are also investigated. The relationship between the federal, state, and local governments will also be considered. *Prerequisite:* C- or better in *Integrated Reading & Writing II (ENG\*075)* or *Introduction to College Reading & Writing (ENG\*093)* or *Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*. (Elective Type: G/LA/SS) (Ability Assessed: 2)

### **POL\*112 State & Local Government** 3 credits

The concept, structure and operation of state and local government in the United States are examined in the U.S. federal system. Special emphasis is placed on the workings of Connecticut's state and local governmental units. *Prerequisites:* C- or better in *Integrated Reading & Writing II (ENG\*075)* or *Introduction to College Reading & Writing (ENG\*093)* or *Introduction to College English (ENG\*096)*, or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*. (Elective Type: G/LA/SS) (Ability Assessed: 2)

### **POL\*120 Introduction to Law** 3 credits

An introduction to the study of law, the American legal system and its historical roots, and the roles of legal professionals, including attorneys and paralegals in the practice. Topics include legal terminology, areas of law, legal reasoning, legal ethics, and legal research methods. Various aspects of law are introduced, including torts, contracts, criminal law and procedure and constitutional law. *Prerequisite:* C- or better in *Integrated Reading & Writing II (ENG\*075)* or *Introduction to College Reading & Writing (ENG\*093)* or *Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*. (Elective Type: G/HU/SS) (Ability Assessed: 3)

### **POL\*225 The Constitution and American Society** 3 credits

Examines both the historical foundation of the U.S. Constitution and its evolving interpretation. Provides students with an opportunity to understand and discuss the major Supreme Court decisions in American history and their impact on American society. Students also will learn about the Constitution in relation to the concept, structure, and application of American government. *Prerequisites:* C- or better in *Integrated Reading and Writing II (ENG\*075)*, or *Introduction to College Reading and Writing (ENG\*093)*, or *Introduction to College English (ENG\*096)* or *Reading and Writing VI (ESL\*162)*,

or placement into *Composition (ENG\*101)*. (Elective Type: G/HU/LA/SS) (Abilities Assessed: 2, 11)

## Psychology

### **PSY\*100 Personal Growth & Development** 3 credits

Human adjustment with emphasis on personal growth, interpersonal relationships, health and stress, and socio-cultural challenges are studied. Topics of self-esteem, learning styles, human development and effective coping mechanisms are also considered. *Prerequisite:* C- or better in *Integrated Reading & Writing II (ENG\*075)* or *Introduction to College Reading & Writing (ENG\*093)* or *Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*. (Elective Type: G/LA/SS) (Ability Assessed: 2)

### **PSY\*111 General Psychology I** 3 credits (PSY-101) (34-101)

Introduction to the methodology and history of psychology with emphasis on the topics of learning, thinking, personality, development, motivation, emotion, behavior disorders, therapy, and social psychology. *Prerequisite:* C- or better in *Integrated Reading & Writing II (ENG\*075)* or *Introduction to College Reading & Writing (ENG\*093)* or *Introduction to College English (ENG\*096)* or *Reading & Writing VI (ESL\*162)*, or placement into *Composition (ENG\*101)*. (Elective Type: G/LA/SS) (Ability Assessed: 2)

### **PSY\*201 Life Span Development** 3 credits

Examines developmental psychology, including theories and methodologies used by developmental psychologists. The course will examine continuity and change from conception to death and the interaction of biological, psychological and social aspects of development. The course will prepare students for more advanced courses in developmental psychology. *Prerequisites:* C- or better in *Composition (ENG\*101)* AND C- or better in *General Psychology I (PSY\*111)*. (Elective Type: G/LA/SS) (Ability Assessed: 10)

### **PSY\*203 Child Development** 3 credits (PSY-211) (34-219)

Childhood from conception to adolescence is examined, with emphasis on the areas of physical, social, emotional, cognitive, language, and sex-role development. *Prerequisites:* C- or better in *Composition (ENG\*101)* AND C- or better in *General Psychology I (PSY\*111)*. (Elective Type: G/LA/SS) (Ability Assessed: 10)

### **PSY\*207 Adolescent Psychology** 3 credits (PSY-210) (34-201)

Review of changes occurring in puberty including emotions, sex, family relationships, personality, religion, status symbols, and cultural problems. *Prerequisites:* C- or better in *Composition (ENG\*101)* AND C- or better in *General Psychology I (PSY\*111)*. (Elective Type: G/LA/SS) (Ability Assessed: 10)

**PSY\*208 Psychology of Adult Development and Aging**  
(PSY-212) (34-220)

3 credits

Examines adult development from adolescence to old age and death, with emphasis on current theories of adulthood and their implication for career choice and change, marriage, parenthood, mid-life adjustment, and retirement. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**PSY\*209 Psychology of Aging**  
(PSY-215) (34-224)

3 credits

Covers theories and research that form the foundation for understanding adult development in later life. Focus is on developmental research of aging, physical changes, that accompany normal and usual aging, changes in cognition, learning personality, relationships, psychopathology, and treatment. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**PSY\*211 Psychology of Women**  
(PSY-237) (34-240)

3 credits

Recent research into women's development and behavior; and examination of ways in which the research findings coincide with or differ from traditional research and theories in psychology. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**PSY\*220 Educational Psychology**  
(PSY-220)

3 credits

Focuses on the theories of learning and teaching as well as their practical applications in the classroom. Topics include cognitive and social development, intelligence and ability, motivation and assessment. While not exclusively designed for future teachers, the connection between theory and practice will be explored using a variety of learner styles in a variety of settings. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**PSY\*238 Cross-Cultural Psychology**

3 credits

Will provide a multicultural and global perspective on human development. The course will focus on how culture influences human thoughts and behavior by integrating theoretical and applied components of cross-cultural psychology with traditional and contemporary perspectives in human development across the life span. *Prerequisites: C- or better in Perspectives in the Humanities (ENG\*173) AND C- or better in Composition (ENG\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**PSY\*240 Social Psychology**  
(PSY-240)

3 credits

Examines the individual's interaction with society. Topics

include learning about the self, including the formation of self-concept; understanding personal relationships, behavior in groups, and the development of attitudes and behaviors. *Prerequisite: C- or better in both Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**PSY\*245 Abnormal Psychology**  
(PSY-222) (34-291)

3 credits

An introduction to the study of mental disorders with consideration of their origins, symptoms, treatment, and prevention. Disorders to be examined include anxiety and mood disorders, personality disorders, disorders of childhood, and schizophrenia. *Prerequisite: C- or better in Composition (ENG\*101) AND C- or better in General Psychology I (PSY\*111).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**PSY\*246 Psychology & Religion**

3 credits

Introduces students to the major issues, research, and theoretical approaches to the psychology of religion. The study of religion has prompted more questions than answers regarding various phenomena such as religious conversion, the nature of cults, understanding religious belief and behavior; and the socio-cultural blending of mysticism, religion, and science. This course examines religiosity from the psychological perspective as it pertains to personality development, mental health, social behavior, and the human existential experience. It is important to note that this course does not attempt to validate or negate the tenets of any religion; rather, the focus of study centers around the human mind as it grapples with the psychological realm of religion. *Prerequisites: C- or better in Composition (ENG\*101) and C- or better in General Psychology I (PSY\*111) or permission of Department Chair.* (Elective Type: G/LA/SS) (Ability Assessed: 10)

## 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. (Elective Type: FLIG/HUILA) (Ability Assessed: 6)

## Sociology

**SOC\*101 Principles of Sociology**  
(SOC-101) (36-101)

3 credits

Introduction to the analysis of social institutions and processes including sociological theory and method, culture and personality, human ecology and population, and social

organization and disorganization. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**SOC\*103 Social Problems**  
3 credits (SOC-103) (36-103)

Selected contemporary American social problems are studied from the sociological perspective. Problem areas such as poverty, race, crime and violence, marriage and family problems, drugs and alcoholism, unemployment and work, sex roles and sexism, and other relevant issues are covered. *Prerequisites: C- in Integrated Reading and Writing I (ENG\*065), or placement into Integrated Reading and Writing II (ENG\*075) or Introduction to College Reading and Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**SOC\*106 Technology and Society**  
3 credits (SOC-160) (36-155)

A range of interdisciplinary topics is studied including the historical development of technology, contemporary questions of population, energy and the environment, social political and ethical issues surrounding the use of technology, future shock, and technology assessment. *Prerequisite: C- or better in Integrated Reading & Writing II (ENG\*075) or Introduction to College Reading & Writing (ENG\*093) or Introduction to College English (ENG\*096) or Reading & Writing VI (ESL\*162), or placement into Composition (ENG\*101).* (Elective Type: G/LA/SS)

**SOC\*114 Sociology of Aging**  
3 credits

Examines the roles and status of older people in a changing social structure. Social issues of aging such as employment, retirement, family relations, and housing are analyzed. *Prerequisite: C- or better in Principles of Sociology (SOC\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**SOC\*210 Sociology of the Family**  
3 credits (SOC-150) (36-181)

Study of psychological, sociological, and other factors important to the development of a sound base for successful marriage and parenthood. *Prerequisite: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**SOC\*220 Racial and Ethnic Diversity**  
3 credits (SOC-220) (36-145)

Examines the racial and ethnic composition of the United States and the impact of race and ethnicity upon the distribution of power and opportunity. Major theoretical perspectives will be considered along with patterns of inter-ethnic and inter-racial contact. The politics of minority status and the growth and

development of social movements to alter existing arrangements will be studied. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**SOC\*240 Criminology**  
3 credits (SOC-200) (35-122)

The nature and cause of crime, approaches to the study of crime, and its treatment and prevention are explored. The sociology of criminal law and the nature of criminal behavior are also examined. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 2)

**SOC\*241 Juvenile Delinquency**  
3 credits (SOC-210) (36-106)

The concept of juvenile delinquency is examined. The relationships between social attitudes and definitions of youthful law violations, along with studies of various forms of delinquency, are considered. Diverse theoretical interpretations of delinquency are analyzed, including subcultural theories, physiologic factors, emotional pressures, and environmental pressures. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 2)

**SOC\*242 Sociology of Deviance**  
3 credits (SOC-242)

A sociological analysis of deviant behaviors and subcultures. Sociological theories of deviance will be examined and applied to the following topics: alcohol and drug use, violence, mental illness, crime, and sexual behavior. Special attention will also be given to social groups and communities whose customs and way of life are considered to be unconventional by contemporary standards. *Prerequisite: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

**SOC\*257 Sociology of Mental Health Illness**  
3 credits

Examines Mental Health & Illness from a Sociological perspective and considers how the organization of social life, including socioeconomic status, marital status, age, and community ties affects psychological states. This course critically examines how the definitions of both mental health and mental illness reflect the normative ideologies of the broader dominant culture, how these definitions change within the sociopolitical and historical context, and to what degree mental illness is socially constructed. *Prerequisites: C- or better in Composition (ENG\*101) AND C- or better in Principles of Sociology (SOC\*101).* (Elective Type: G/LA/SS) (Ability Assessed: 10)

## Spanish

### **SPA\*111 Elementary Spanish I**

4 credits

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. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)

### **SPA\*102 Elementary Spanish II**

3 credits

(SPA-102) (46-102)

Builds and expands skills from Elementary Spanish I with further study of Spanish grammar and of the diverse cultures of Spanish-speaking peoples. Students begin to negotiate simple transactions and dilemmas in Spanish using more complex phrases and common expressions. Context for learning is studying activities from daily life. *Prerequisite: C- or better in Elementary Spanish I (SPA\*101) OR permission of Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)*

### **SPA\*112 Elementary Spanish II**

4 credits

Builds and expands skills from Elementary Spanish I with further study of Spanish grammar and of the diverse cultures of Spanish-speaking peoples. Students begin to negotiate simple transactions and dilemmas in Spanish using more complex phrases and common expressions. Context for learning is studying activities from daily life. *Prerequisite: C- or better in Elementary Spanish I (SPA\*101 or SPA\*111) OR permission of Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)*

### **SPA\*135 Hispanic Culture and Conversation**

3 credits

An intermediate level Spanish course designed to build oral proficiency and conversation skills through the study of Hispanic culture. Students will narrate, discuss, report, and interact in group situations using Spanish. Topics will connect to Hispanic culture and come from a variety of sources including readings, video, film, television, and the internet. *Prerequisite: C- or better in Elementary Spanish II (SPA\*102) or Permission of Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)*

### **SPA\*201 Intermediate Spanish I**

3 credits

(SPA-201) (46-201)

Builds and expands skills from Elementary Spanish I and II with further study of Spanish grammar and of the diverse cultures of Spanish-speaking peoples. A secondary focus is on expanding reading and writing skills. Students continue to refine their use of practical, conversational Spanish. The context for learning is understanding the experiences of the Spanish speaking peoples. *Prerequisite: C- or better in Elementary Spanish II (SPA\*102) OR permission of Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)*

### **SPA\*211 Intermediate Spanish I**

4 credits

Builds and expands skills from Elementary Spanish I and II with further study of Spanish grammar and of the diverse cultures of Spanish-speaking peoples. A secondary focus is on expanding reading and writing skills. Students continue to refine their use of practical, conversational Spanish. The context for learning is understanding the experiences of the Spanish speaking peoples. *Prerequisite: C- or better in Elementary Spanish II (SPA\*102 or SPA\*112) OR permission of Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)*

### **SPA\*202 Intermediate Spanish II**

3 credits

(SPA-202) (46-202)

Builds and expands skills from Intermediate Spanish I with further study of Spanish grammar and of diverse cultures of Spanish-speaking peoples. A secondary focus remains on expanding reading and writing skills. Students continue to refine their use of practical, conversational Spanish. The context for learning is the modeling of the experiences of the Spanish speaking peoples. *Prerequisite: C- or better in Intermediate Spanish I (SPA\*201) OR permission of Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)*

### **SPA\*212 Intermediate Spanish II**

4 credits

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 understanding the experiences of the Spanish speaking peoples. *Prerequisite: C- or better in Intermediate Spanish I (SPA\*201 or SPA\*211) OR permission of Department Chair. (Elective Type: FL/G/HU/LA) (Ability Assessed: 6)*

## Technology Studies

### **TCN\*293 Practicum in Technology I**

3 credits

(21-251) (TC-251)

Independent activity on an assigned internship/field placement or project. Includes necessary time management, research, written status reports, and teamwork under the direction of a faculty member. Parameters of the individual internship/field placement or project will be established at the beginning of the semester. *This course is open only to those students who are currently enrolled in Technology Studies certificate and/or degree programs. Prerequisite: Permission of Program Coordinator. (Elective Type: G)*

## Theater

### **THR\*101 Introduction to Theater**

*3 credits*

Introduction to Theater explores the history of theater; introduces students to the study of dramatic literature in the context of performance. It also surveys the contributions of directors, designers, actors, stage managers, and front- and back-of-house personnel to the staging of a production. Finally it introduces students to the fundamentals of staging a play through small in-class performances and/or work on main-stage productions. *(Elective Type: FA/G/HU/LA) (Ability Assessed: 1)*

### **THR\*110 Acting I**

*3 credits*

A practical approach to the art of acting, with special attention to the development of the actor's instrument, including voice, body, the senses, creativity, and interpretation. The course combines individual and group exercises and assignments. *(Elective Type: FA/G/HU/LA) (Ability Assessed: 6)*



# EXPENSES



**Tunxis Community College**  
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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.edu.

## Tuition Account \*

1. Full-time Student—per semester <sup>1</sup>	
a) Connecticut resident <sup>3**</sup> .....	\$1,800.00
b) Out-of-state resident <sup>3</sup> .....	5,400.00
c) NEBHE .....	2,700.00
2. Part-time Student—per semester hour	
a) Connecticut resident <sup>2**</sup> .....	150.00
b) Out-of-state resident <sup>2</sup> .....	450.00
c) NEBHE .....	225.00

## General Fees <sup>3</sup>

### ► College Services Fees \*

1. Full-Time Student—per semester .....	In-state resident \$216.00 / Out-of-state resident \$648.00
2. Part-Time Student—per semester	
a) Through four credits .....	In-state resident \$92.00 / Out-of-state resident \$276.00
b) Five or more credits each additional credit .....	In-state resident approximately \$15.50 (\$216.00 maximum) Out-of-state resident approximately \$46.50 (\$648.00 maximum)

### ► Student Activity Fees

1. Full-time Students—per semester .....	\$20.00
2. Part-time Students—per semester .....	10.00

### ► Educational Extension Fees \*

1. Credit Courses—per semester hour	
Regular academic year .....	\$162.00
Summer Session (2016) .....	162.00
On-campus, weekdays/regular semester (Genex) <sup>4</sup> .....	162.00
2. Credit-Free Courses	
Rate set on a per course basis dependent upon course offered.	

\* All tuition and fees listed are for fiscal year 2015-2016. Tuition and fees are subject to change by the Board of Regents.

\*\* 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. Academic Evaluation Fee .....	\$15.00
2. Application Fee: <sup>5</sup> (Full-time and Part-time Students) .....	20.00
3. CLEP Service Fee <sup>6</sup> .....	each exam 15.00
4. Excess Credits Tuition Charge .....	per semester 100.00 (an additional flat tuition charge of \$100.00 per semester shall apply when total registered credits exceed 17 for the semester)
5. Graduation Fee .....	FREE
6. Installment Payment Plan Fee .....	per semester 25.00
7. Late Payment Fee .....	per occurrence 15.00
8. Portfolio Assessment Fee .....	100.00
9. Proctoring Test Fee .....	15.00/35.00
10. Program Enrollment Fee .....	20.00
11. Replacement of lost Student ID Card .....	10.00
12. Returned Check Fee .....	per occurrence 25.00
13. Transcript Fee .....	FREE

## Mandatory Usage Fees

Laboratory Course Fee*	\$88.00
Studio Course Fee*	94.00
Clinic Program Fee – Level 1	301.00
Clinic Program Fee – Level 2	215.00

\* Refundable under the Board tuition policy.

## Fee Deposit

Full-time and part-time students during early registration (prior to tuition due date) must pay a deposit of all fees applicable to the courses for which registered exclusive of tuition.

The total tuition applicable to the courses for which a student is registered is payable in one installment and is due by the **payment date specified by the college** unless an installment payment plan schedule, in accordance with approved Board policy, has been approved.

## Explanation of Footnotes:

1. Students enrolled in Tuition Account Courses and/or Educational Extension Account courses carrying twelve (12) semester hours or more in total will be classified as full-time students for fee purposes.
2. Waivers:
  - a. Complete waiver of tuition for dependent child of person missing in action or former prisoner of war.
  - b. 100 percent of General Fund tuition is waived for Connecticut residents who served at least 90 days active duty in time of war and were separated under honorable conditions. Qualifying service must have been during the Gulf War, Vietnam, Korea, or World War II. Contact the Financial Aid Services Office to determine eligibility.  
  
100 percent of General Fund tuition is also waived for Connecticut residents who served in combat or in direct combat support (in the theater of operations) during certain military operations and were separated under honorable conditions. Qualifying service of at least 90 days (unless the operation itself was less than 90 days) must have been in one of the following: Korean DMZ (after 2/1/55); Lebanon Peace-Keeping Mission (9/29/82 to 3/30/84); Grenada Invasion (10/25/83 to 12/15/83); Operation Earnest Will (2/1/87 to 7/23/87); Panama Invasion (12/20/89 to 1/31/90); Somalia (after 12/2/92); Bosnia (after 12/20/95).  
  
Please contact the Financial Aid Services Office (860.773.1422) 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 are authorized to waive general and special fees of students enrolled in special programs when the circumstances justify such action.

## **Withdrawals and Refunds**

Students wishing to withdraw from the College must submit the appropriate form to the Registrar. The effective date of withdrawal is the date the request is received by the Registrar. If the request is received on a weekend or a legal holiday, the next business day shall be the effective day.

All tuition and fees are refunded if a course is canceled and a replacement class is not chosen.

Refunds are posted to a student's account. If there are any outstanding balances on the account, including installment plan payments, these amounts will be deducted from the refund check. Refund checks are calculated based on the total obligation due. If extraordinary circumstances exist and an exception to the refund policy is requested, it must be made in writing to the Dean of Administration. **Fees are not refundable.**

Refunds are normally processed after the Add/Drop period of each semester; and the checks are mailed directly from the Community College System office.

### **Fees which are non-refundable include:**

- Application Fee
- College Service Fee
- Student Activity Fee
- Replacement of Lost ID Card
- Portfolio Assessment Fee
- Installment Payment Plan Fee
- Late Payment Fee
- Bad Check Fee
- Clinic Program Fee—Level 1
- Clinic Program Fee—Level 2
- Proctoring Test Fee

## **Tuition Account Courses**

If notice of withdrawal is received prior to the first day of classes for the semester (not the first class meeting), 100% of the applicable tuition\* will be refunded for both full- and part-time students. If notice of withdrawal is received during the first fourteen (14) calendar days of the semester; a refund of fifty (50) percent of the applicable tuition\* will be made for both full- and part-time students. **Fees are not refundable.**

No refund of tuition will be granted beyond the 14th calendar day of the semester with the following exceptions:

- A. A 100% refund of tuition will be granted to students who enter the armed services before earning degree credit in any semester; providing that, along with the notice in writing of withdrawal, a certified copy of enlistment papers is submitted to the Registrar.
- B. Veterans or other eligible persons (war orphans, children of disabled veterans, etc.) will receive refunds as follows:
  1. Those covered by section 10a-77 of the General Statutes (veterans and dependent children of certain veterans) pay no tuition; their fees will be refunded according to the policy governing other students.
  2. Veterans and other eligible persons (war orphans, children of disabled veterans, etc.) studying at an accredited college\*\* under Veterans Administration educational grants are refunded on a pro rata basis.
- C. Veterans or other eligible persons (war orphans, children of disabled veterans, etc.) studying at an accredited college\*\* will be granted a refund in the same manner as other students.

\* Includes tuition, laboratory course fee, and studio fee.

\*\* Accredited colleges are defined as those colleges which have received accreditation by the New England Association of Schools and Colleges.

No refund will be given after the above-mentioned times except in the case of serious illness or extraordinary circumstances. In such instances, a full refund may be given through the first third of the class at the discretion of the College. These requests must be submitted in writing to the Dean of Administration.

## **Educational Extension Account Credit Courses and Non-Credit Courses**

Students wishing to withdraw or reduce their class load of these courses should note that:

1. On-campus weekdays, regular semester (GENEX) courses: refer to the Tuition Account Courses.
2. A 100% refund of all Educational Extension Fees will be given for withdrawal requests from other credit and non-credit courses received by the last business day prior to the first class meeting of the course(s). Notice of withdrawal from non-credit courses must be submitted in writing to the Workforce Development & Continuing Education Division.



# WORKFORCE DEVELOPMENT and CONTINUING EDUCATION



**Tunxis Community College**  
*Education That Works For a Lifetime*

Through the Workforce Development & Continuing Education division, the College provides non-credit continuing education and training for individuals and organizations within central Connecticut. Professional staff and associates work closely with individuals, businesses, public, not for profit, and private companies. Our programs and instruction are customized to individual and organizational needs.

## **Workforce Development**

The Workforce Development Office, housed at the Tunxis@Bristol Campus of Tunxis Community College, 430 North Main Street in downtown Bristol (860.314.4700), provides businesses, nonprofit agencies, and municipalities with customized credit and non-credit programming. Professional development, job training and skill development workshops may be provided either at the company's site or on the Tunxis campus.

The Workforce Development Office has an established delivery system that reflects the quality standards demanded in today's marketplace. Services include preliminary cost-free consultation, initial needs assessment, job-specific courses and curriculum development. Cost-effective on-site training can be provided with flexible scheduling to meet customer objectives and goals.

Numerous companies in the region have received high-quality training in a diverse set of areas such as statistical process control, GD & T, computer applications, health and safety programs, supervisory skills, Lean Enterprises, customer-service skills, OSHA 10, workplace literacy, business writing, communication skills and enhancement, supervisory development, team-building, and much more. Companies and organizations served include Connecticut Department of Transportation, City of Bristol, The Hospital of Central Connecticut, Central Connecticut Chamber of Commerce, ESPN, Southington Care Center, VNA of Central Connecticut, Bristol Hospital, Wal-Mart, Town of Farmington, Sonitrol, EDAC, and others.

## **Continuing Education Programs**

Continuing Education (860.733.1450) offerings take the form of non-credit courses, workshops, and programs related to both workforce training and personal development.

Each term, the division sponsors a wide variety of programs responsive to specific community needs. Among these are Registered Medical Assistant, Certified Nurse Aide (CNA), Pharmacy Technician, Phlebotomy Technician, Central Sterile Supply Technician, Real Estate, and Motorcycle Safety Program. Continuing Education Unit (CEU) certificates may be awarded to participants who successfully complete a career- or occupation-related class.

Workforce Development & Continuing Education also offers over 300 online courses that can be accessed through the Tunxis web site ([tunxis.edu](http://tunxis.edu)) and our Education To Go ([ed2go.com/tunxis](http://ed2go.com/tunxis)) program.

## **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 860.773.1402, Monday through Friday. Tunxis@Bristol reservations may be made by calling 860.314.4700.

## **Publications**

A full schedule of continuing education offerings is published three times a year—spring, summer and fall. In addition, Workforce Development & Continuing Education issues a number of special brochures, flyers, and schedules of its offerings and corporate services. To receive publications or for more information, please call 860.773.1450 or 860.314.4700, or visit the Workforce Development & Continuing Education pages at [tunxis.edu](http://tunxis.edu).

# POLICY STATEMENTS



**Tunxis Community College**  
*Education That Works For a Lifetime*

## **Policy Changes**

Tunxis Community College reserves the right to change requirements, courses, prerequisites, regulations, tuition, fees and other policies without prior notice. The President of the College upon written request may make waivers of these policies, due to extenuating circumstances. The catalog does not constitute a contract and is for informational use only.

## **Racism and Acts of Intolerance**

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

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

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

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

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

## **Sexual Harassment**

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

Sexual harassment may be described as:

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

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

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

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual
- graphic or suggestive objects, pictures, or photographs
- sexual jokes
- stereotypic comments based upon gender



- threats, demands or suggestions that retention of one's employment or education status is contingent upon toleration of or acquiescence in sexual advances

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

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

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

**What To Do If You Are The Victim Of Sexual Harassment:**

- When an employee or student feels that he or she has been the victim of sexual harassment, he or she should report such incident(s) to a College official.
- Employees may report incidents of sexual harassment to the Dean of the area of the College in which the individual is involved, the College Affirmative Action Officer, or another College official who has been designated by the President as a recipient of such complaints.
- Students may report incidents of sexual harassment to the Dean of Student Affairs or to such other College official as the President may have designated. Nothing shall prevent students from speaking to a college counselor about their concerns. However, such communication is not a substitute for filing a complaint of sexual harassment with an appropriate College designee.
- A claim that an employee of a third party contractor has engaged in sexual harassment on the College premises or in connection with the performance of the third party contract should be reported immediately to either the President or to another appropriate College official as set forth in this document. The President will ensure that appropriate follow-up action is taken.

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

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

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

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

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

In addition to invoking the available grievance procedure, an employee who believes he or she has been sexually harassed may file a complaint with the Connecticut Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106 and/or with the Equal Employment Opportunity Commission, One Congress Street, Boston, MA 02114, within 180 days of the date when the harassment occurred. A student who believes he or she has been sexually harassed may, in addition to the available grievance procedure, file a complaint with the federal Office for Civil Rights, U. S. Department of Education (Region I), John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, MA 02109.

## **Information Technology Resources**

### **Acceptable Use Policy – <http://www.ct.edu/it/policy-list>**

Tunxis Community College operates in accordance with the **Board Computing Policy** (printed below) and the associated Acceptable Use Policies. 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 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 and Responsible Use of Information Technology Resources Policy** (Board Policy IT-001)

### **Introduction**

This Policy governs the Acceptable and Responsible Use of Information Technology and Resources of Connecticut State Colleges and Universities (CSCU). Information Technology (IT) resources are a valuable asset to be used and managed responsibly to ensure their integrity, security, and availability for appropriate academic and administrative use.

The usage of CSCU IT resources is a privilege dependent upon appropriate use. Users of CSCU IT resources are responsible for using IT resources in accordance with CSCU policies and the law. Individuals who violate CSCU policy or the law regarding the use of IT resources are subject to loss of access to IT resources as well as additional CSCU disciplinary and/or legal action.

### **Purpose**

The purpose of this policy is to provide the CSCU community with common rules for the usage of IT resources.

The intent of this policy is to provide information concerning the appropriate and inappropriate use of CSCU IT systems to:

- Ensure CSCU IT resources are used for purposes consistent with CSCU mission and goals;
- Prevent disruptions to and misuse of CSCU IT resources;
- Ensure CSCU community is informed of state and federal laws and CSCU IT policies governing the use of CSCU IT resources and;
- Ensure IT resources are used in a manner, which comply with such laws and policies.

## Scope

This Policy applies to:

- All IT resources owned or managed by the CSCU;
- All IT resources provided by the CSCU through contracts and other agreements with the CSCU; and
- All users and uses of CSCU IT resources.

## Policy Authority

This policy is issued by the Board of Regents for Higher Education for the Connecticut State Colleges & Universities.

## Definitions

Knowledge of the following definition is important to understanding this Policy:

- **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.

## Provisions

To adhere to the Acceptable and Responsible Use policy, users of CSCU IT resources must:

- Ensure that any personal use of CSCU IT resources be limited and have no detrimental impact on institution operations, job performance or CSCU IT resources.
- Protect their User ID and IT resources from unauthorized use. Users are responsible for all activities on their User ID or that originate from IT resources under their control.
- Access only information that is their own or is publicly available or to which authorized access has been given.
- 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).

## To Adhere to Acceptable and Responsible Use Policy, Users of CSCU IT Resources Must NOT:

- Use CSCU IT resources to violate any CSCU 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 CSCU IT resources, or transmit them over CSCU networks.
- Harass or intimidate others or interfere with the ability of others to conduct CSCU business.
- Directly or indirectly cause strain on IT resources such as downloading large files, unless prior authorization from the appropriate CSCU authority as determined by the institution is given.
- Use CSCU IT resources for unauthorized purposes may include but are not limited to, the conduct of a private business enterprise, monetary gain, commercial, religious or political purposes.
- Engage in any other activity that does not comply with the general principles presented above.

## No Expectation of Privacy

All activities involving the use of CSCU IT systems are not personal or private. Therefore users should have no expectation of privacy in the use of these resources. Information stored, created, sent or received via CSCU IT systems is potentially accessible under the Freedom of Information Act.

Pursuant to Communications Assistance for Law Enforcement Act (CALEA), Public Act 98-142, and the State of Connecticut's "Electronic Monitoring Notice", the Board of Regents reserves the right to monitor and/or log all activities of all users using CSCU IT systems without notice. This includes, but is not limited to, files, data, programs and electronic communications records without the consent of the holder of such records.

## **Assurance**

Each CSCU institution shall incorporate the Acceptable and Responsible Use Policy as part of the terms and conditions for issuing institution computer network accounts. Each CSCU institution shall have all full-time and part-time employees, including student employees, acknowledge that they have read and understand the Acceptable Use Policy. Each CSCU institution shall make the Acceptable Use Policy accessible to all employees and students.

## **Enforcement**

Violations of CSCU Acceptable and Responsible Use policy may result in appropriate disciplinary measures in accordance with local, state, and federal laws, as well as CSCU Policies, general rules of conduct for all colleges and university employees, applicable collective bargaining agreements, and the CSCU student conduct codes.

For purposes of protecting the CSCU network and information technology resources, the BOR Information Security Program Office, in conjunction with college/university IT department, may temporarily remove or block any system, device, or person from the CSCU network that is reasonably suspected of violating CSCU information technology policy. These non-punitive measures will be taken to maintain business continuity and information security; users of the college/university information technology resources will be contacted for resolution.

## **Exception Process**

ConnSCU recognizes that some portions of the Acceptable and Responsible Use of Information Technology Resources Policy may have to be bypassed from time-to-time because of technical or business reasons.

Accordingly, exceptions may be made provided:

1. the need for the exception is legitimate and approved by the BOR CIO or designee
2. the exception does not disrupt or compromise other portions of the CSCU service delivery capability
3. the implementation of the exception is vetted through the Change Management Process
4. the BOR Information Security Program Office, in conjunction with college/university IT department, is able to establish a monitoring function to assess the operations of the implementation exception
5. the exception has a defined lifecycle, in that the "retirement" of the exception is scheduled (e.g., "when Release 4.9 is implemented," "at contract termination," etc.)

## **Exception Request**

To request an exception, please submit the Information Security Exception request to SecProg@ct.edu.

The requestor and BOR Information Security Program Office will define the approved alternative configuration if different than the original proposal of the requestor.

The exception process is NOT an alternative to the Change Control Management process.

## **Review**

This policy will be reviewed every three years by the Board of Regents.

## **Electronic Communications Policy** (Board Policy IT-002)

### **Introduction**

The Connecticut State Colleges and Universities (CSCU) encourages the use of electronic communications to share information and knowledge in support of CSCU mission and goals. To this end, CSCU provides and supports interactive, electronic communications resources and services.

### **Purpose**

The purpose of this Policy is to:

- Promote the use of electronic communication as an official means of communication within CSCU
- Ensure that CSCU electronic communications resources are used for purposes appropriate to the CSCU mission and goals;
- Prevent disruptions to and misuse of CSCU electronic communications resources and services;

- Ensure that the CSCU community is aware that use of CSCU electronic communications resources is subject to state and federal laws and the CSCU policies; and
- Ensure that electronic communications resources are used in compliance with those laws and the CSCU policies.

## Scope

This Policy applies to:

- All electronic communications resources owned or managed by CSCU including the content of electronic communications, electronic attachments and transactional information associated with such communications;
- All electronic communications resources provided by CSCU through contracts and other agreements with CSCU;
- All users and uses of CSCU electronic communications resources; and
- All CSCU electronic communications records in the possession of CSCU employees or other users of electronic communications resources provided by CSCU.

## Policy Authority

This policy is issued by the Board of Regents for Higher Education for the Connecticut State Colleges & Universities.

## Definitions

The following terms are used in this Policy. Knowledge of these definitions is important to an understanding of this Policy:

**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 but not limited to email 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.

## Provisions

ConnSCU encourages the use of electronic communications resources for legitimate and authorized academic and administrative purposes and makes them widely available to the CSCU community. To insure the reliable operation of these resources, their use is subject to the following:

- Email is an official means for communication within CSCU unless otherwise prohibited by law. The colleges and universities reserve the right to send official communications to employees and students via email. In the event of an emergency, the colleges and universities shall utilize all available communication mechanisms including email to reach employees and students.
- All employees and students will be given official college/university email accounts. Official university communications shall be sent to official college/university email addresses. Employees and students are expected to check their official email accounts on a frequent and consistent basis in order to stay current with campus related communications. Failure to receive or read official communications does not absolve the employee or student from knowing and complying with the content of such official communications.
- Employees are not allowed to conduct official CSCU business via private (unofficial) email accounts unless specifically authorized.
- Students, who choose to have their emails auto-forwarded to private (unofficial) email addresses, do so at their own risk. The college/university is not responsible for any difficulties that may occur in the transmission of the emails.

- Contents of all electronic communications shall conform to state and federal laws and CSCU policies regarding protection of privacy, intellectual property, copyright, patents and trademarks
- Using electronic communications resources for any purpose restricted or prohibited by state and federal laws, regulations or CSCU policies is prohibited.
- Using electronic communications resources for monetary gain or for commercial, religious, or political purposes that are not directly related to CSCU institutional missions or otherwise authorized by appropriate CSCU 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 CSCU authority is prohibited.
- Using electronic communications to harass or intimidate others or to interfere with the ability of others to conduct CSCU 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 CSCU 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 CSCU 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 CSCU 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 CSCU authority for business reasons.

- Forging email headers or content (i.e., constructing an email 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 email 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.
- Distribution of an electronic mail to the entire or a substantial portion of a campus community must obtain prior approval as specified by the receiving institution.

## Policy on Student Conduct

### I. Student Code of Conduct Preamble (Approved 3/13/14; amended 4/17/14)

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

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

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

an environment of civility.

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

## **Introduction:**

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

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

## **Part A: Definitions**

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

1. **“Accused Student”** means any student accused of violating this Student Code.
2. **“Advisor”** means a person who accompanies an Accused Student or an alleged victim to a hearing (or a proceeding pertaining to a report of sexual violence) for the limited purpose of providing advice and guidance to the student. An advisor may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding pertaining to a report of sexual violence).
3. **“Appellate Body”** means any person or persons authorized by the University Vice President for Student Affairs, Community College Dean of Students, Charter Oak State College Provost or their designee to consider an appeal from a determination by a Hearing Body that a student has violated the Student Code.
4. **“Calendar Days”** means the weekdays (Mondays through Fridays) when the University or College is open.
5. **“College”** means either collectively or singularly any of the following institutions: Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.
6. **“Complainant(s)”** means the person(s) who initiates a complaint by alleging that a Student(s) violated the Code.
7. **“CSCU”** means either collectively or singularly, any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University; Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.
8. **“CSCU Affiliates”** means individuals and/or entities with whom or with which the College or University has a contractual relationship.
9. **“CSCU Official”** means any person employed by the College or University to perform assigned administrative, instructional, or professional responsibilities.
10. **“CSCU Premises”** means all land, buildings, facilities, and other property in the possession of, or owned, used, and/or controlled by, the University or College, either solely or in conjunction with another entity.
11. **“Disciplinary Officer”** or **“Conduct Administrator”** means a University, College or CSCU official who is authorized to determine the appropriate resolution of an alleged violation of the Code, and/or to impose sanctions or affect other remedies as appropriate. Subject to the provisions of this Code, a disciplinary officer or conduct administrator is vested with the authority to, among other duties: investigate a complaint of an alleged violation of the Code decline to pursue a complaint, refer identified disputants to mediation or other appropriate avenues of resolution, establish charges against a student, enter into an administrative agreement developed with an Accused Student in

accordance with Section II-B-3 of this Code, advise a Hearing Body, and present the case before the Hearing Body.

12. **“Hearing Body”** or **“Hearing Panel”** means any person or persons authorized by the University Vice President for Student Affairs, Community College Dean of Students or Charter Oak State College Provost to determine whether a student has violated the Code and to impose sanctions as warranted, including a hearing officer or hearing board.

13. **“Institution”** means the University or College within CSCU.

14. **“Instructor”** means any faculty member, teaching assistant or any other person authorized by the University to provide educational services, including, but not limited to, teaching, research, and academic advising.

15. **“Member of the CSCU Community”** means any person who is a student, an official or any other person who works for CSCU, either directly or indirectly (e.g., for a private enterprise doing business on a CSCU campus).

16. **“Policy”** means the written regulations, standards, and student conduct expectations adopted by the BOR and found in, but not limited to the Student Handbook, the Residence Life Handbook, the housing contract, the graduate and undergraduate catalogs, and other publicized University and College notices.

17. **“Prohibited Conduct”** means the conduct prohibited by this Code, as more particularly described in Part I-D of this Code.

18. **“Reporting Party”** means any person who alleges that a student has violated this Code.

19. **“Student”** means either (1) any person admitted, registered, enrolled or attending any CSCU course or CSCU conducted program, whether full-time or part-time, and whether pursuing undergraduate, graduate or professional studies, or continuing education; (2) any person who is not officially enrolled for a particular term but who has a continuing relationship with a CSCU; or (3) any person within two calendar years after the conclusion of their last registered Community College course unless the student has formally withdrawn, graduated or been expelled from the College.

20. **“Student Code”** or **“Code”** means this Student Code of Conduct.

21. **“Student Organization”** means an association or group of persons that have complied with the formal requirements for University or College recognition.

22. **“Support Person”** means a person, who accompanies an Accused Student, a Reporting Party or a victim to a hearing for the limited purpose of providing support and guidance. A support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process.

23. **“University”** means any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University, whichever the alleged violation of the Code occurred.

24. **“Shall”** and **“will”** are used in the imperative sense.

25. **“May”** is used in the permissive sense.

## **Part B: Applications, Distribution, and Administration of the Student Code of Conduct**

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

Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University; Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.

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

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

2. Distribution of the Student Code: The Student Code shall be made readily available electronically and/or in a printed publication to students, faculty and staff. The office responsible for Student Affairs will annually distribute and make available to



students, faculty and staff, electronically and/or in a printed publication, any revisions to the Code.

3. Administration of the Student Code: A University's and Charter Oak State College's Provost or a Community College's Dean of Students shall be the person designated by the institution President to be responsible for the administration of the Academic Misconduct portion of the Student Code. A University's Vice President for Student Affairs, a Community College's Dean of Students, or Charter Oak State College's Provost shall be the person designated by the institution President to be responsible for the administration of the Non-Academic Misconduct portion of the Student Code.

### **Part C: Scope of Authority**

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

Off-campus misconduct by University students may be subject to the jurisdiction of the University and addressed through its disciplinary procedures if one of the following conditions is met: (i) a Student engages in prohibited conduct at an official University event, at a University-sanctioned event, or at an event sponsored by a recognized University Student Organization; or (ii) a Student engages in prohibited conduct under such circumstances that reasonable grounds exist for believing that the Accused Student poses a threat to the life, health or safety of any member of the CSCU or to the property of the CSCU.

Community College students conduct is subject to the Code on campus and off-campus whenever such conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to a member or members of the College community. Students must be aware that, as citizens, they are subject to all federal and state laws in addition to all CSCU regulations governing student conduct and responsibilities. Students do not relinquish their rights nor do they shed their responsibilities as citizens by becoming members of the CSCU Community. However, where a court of law has found a student to have violated the law, an institution has the right to impose the sanctions of this Code even though the conduct does not impair institution-related activities of another member of the university or college community and does not create a risk of harm to the college or university community. The decision to exercise this right will be in the sole discretion of the President of the impacted institution or his/her designee.

Charter Oak State College applies this Code to matriculated and non-matriculated students, including those participating in portfolio assessment, credential evaluation, testing, or contract learning. Jurisdiction shall be limited to student conduct that occurs while students are taking Charter Oak State College courses or availing themselves of Charter Oak State College services. However, if a matriculated Charter Oak State College student is found guilty of student misconduct at another institution, including but not limited to misrepresentation of records from other institutions, the student may be subject to disciplinary action at Charter Oak State College.

### **Part D: Prohibited Conduct**

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

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

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

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

2. Acts of dishonesty, including but not limited to the following:

a. Misuse of University or College documents, including, but not limited to forging, transferring, altering or otherwise misusing a student fee card, student payroll card, identification card or other College or University identification document, course registration document, schedule card, transcript, or any other institution-issued document or record.

b. Knowingly furnishing false information to any CSCU Official, faculty member or office.

3. Theft of property or services, or damage to, defacement or destruction of, or tampering with, real or personal property owned by the State of Connecticut, CSCU/BOR, the institution, or any member of the CSCU Community.

4. Actual or threatened physical assault or abuse, threatening behavior, intimidation, or coercion.

5. Sexual misconduct may include engaging in one of more behaviors:

(a) Sexual harassment, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:

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

(b) Sexual assault shall include but is not limited to a sexual act directed against another person when that person is not capable of giving consent, which shall mean the voluntary agreement by a person in the possession and exercise of sufficient mental capacity to make a deliberate choice to do something proposed by another.

A person who initially consents to sexual activity shall be deemed not to have consented to any such activity which occurs after that consent is withdrawn. Consent cannot be assumed because there is no physical resistance or other negative response. A lack of consent may result from mental incapacity (e.g., ingestion of alcohol or drugs which significantly impair awareness or judgment) or physical incapacity (e.g., the person is unconscious or otherwise unable to communicate consent).

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

(c) Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in non-consensual voyeurism;
- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
- Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

6. Intimate partner violence is defined as:

- Including intimate partner violence, which is any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault, as defined in section 5 above; (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment, as defined in section 5 above or; (5) sexual exploitation, as defined in section 5 above.
- Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.
- Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse, which can include but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.

7. Violations of privacy, including, but not limited to, voyeurism and the use of web-based, electronic or other devices to make a photographic, audio or video record of any person without his or her express consent, when such a recording is intended or likely to cause injury or distress. This includes, but is not limited to: (i) surreptitiously taking pictures or videos of another person in spaces such as sleeping areas, bathrooms, gymnasiums, locker rooms, and changing areas; and (ii) sexually exploiting another person by electronically recording or permitting others to view or electronically record, consensual sexual activity without a partner's knowledge or permitting others to view or listen to such video or audio tapes without a partner's knowledge and consent. Publicizing or threatening to publicize such records will also be considered a violation of this Code.

8. Hazing, which is defined as an act which endangers the mental or physical health or safety of a Student, or which destroys, damages, or removes public or private property for the purpose of initiation or admission into, affiliation with or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense to an allegation of hazing. Consenting to the activity by remaining silent or not objecting in the presence of hazing is not a neutral act and is also a violation of this Student Code.

9. Stalking, which is defined as repeatedly contacting another person when:

- a. The contacting person knows or should know that the contact is unwanted by the other person; and
- b. The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on-line community or any other internet communication) or remaining in the physical presence of the other person.

10. Harassment, which is defined as conduct which is abusive or which interferes with a person's pursuit of his or her customary or usual affairs, including, but not limited to, such conduct when directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation or expression, age, physical attribute, or physical or mental disability or disorder, including learning disabilities and mental retardation.

11. Conduct that is disorderly, lewd or indecent (including, but not limited to, public nudity and sexual activity in areas generally open to members of the campus community), breach of peace or aiding, abetting or procuring another person to breach the peace on CSCU premises or at functions sponsored by, or affiliated with the University or College.

12. Behavior or activity which endangers the health, safety, or well-being of oneself or others.

13. Offensive or disorderly conduct which causes interference, annoyance or alarm or recklessly creates a risk thereof at CSCU or CSCU premises, CSCU web or social media sites, at a CSCU-sponsored activity or in college or university courses, including cyber bullying. This offense does not apply to speech or other forms of constitutionally protected expression.

14. Unauthorized possession, duplication or use of keys (including, but not limited to, card access, card keys, fobs, etc.) to any CSCU premises or forcible and/or unauthorized entry on or into CSCU premises.

15. Starting fires, causing explosions, falsely reporting the presence of fire, bombs, incendiary or explosive devices, or falsely reporting an emergency.

16. Unauthorized or improper possession, use, removal, tampering or disabling of fire and/or safety equipment and warning devices, failure to follow standard fire and/or emergency safety procedures, or interference with firefighting or emergency response equipment or personnel.

17. Use, possession, purchase, sale or distribution of alcoholic beverages, except as expressly permitted by law and CSCU regulations. Alcoholic beverages may not, under any circumstances, be used by, possessed by, or distributed to any person under twenty-one (21) years of age.
18. Use, possession, purchase, sale, distribution or manufacturing of narcotics, controlled substances and/or drugs, including, but not limited to, marijuana and heroin, or drug paraphernalia, except as expressly permitted by law.
19. Use, possession or distribution of firearms, ammunition for firearms, other weapons or dangerous instruments, facsimiles of weapons or firearms, fireworks, explosives or dangerous chemicals. A dangerous instrument is any instrument, article or substance that, under the circumstances in which it is being utilized, is capable of causing death or serious physical injury. The possession of a deadly weapon or dangerous instrument on campus is strictly prohibited, even if such item is legally owned.
20. Gambling, including, but not limited to, promoting, wagering, receiving monies for wagering or gambling for money or property on CSCU premises.
21. Disruption or obstruction of any College or University function, activity or event, whether it occurs on or off the campus, or of any non-University or College function, activity or event which is authorized by the institution to occur on its premises.
22. Intentional obstruction of the free flow of pedestrian or vehicular traffic on CSCU premises or at University or College-sponsored or supervised functions or interference with entry into or exit from CSCU premises or with the free movement of any person.
23. Failure to comply with the directions of CSCU officials or law enforcement officers acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
24. Conduct that violates published BOR/CSCU policies, rules, and regulations, including, but not limited to, residence hall rules and regulations.
25. Conduct prohibited by any federal, state, and/or local law, regulation or ordinance.
26. Unauthorized use of CSCU property or the property of members of the CSCU Community or of CSCU Affiliates.
27. Theft, unauthorized use, or abuse of University or College computers and/or peripheral systems and networks, including, but not limited to:
  - a. Unauthorized access to CSCU computer programs or files;
  - b. Unauthorized alteration, transfer or duplication of CSCU computer programs or files;
  - c. Unauthorized use of another individual's identification and/or password;
  - d. Deliberate disruption of the operation of CSCU computer systems and networks;
  - e. Use of the Institution's computing facilities and resources in violation of copyright laws (including unauthorized peer-to-peer file sharing of copyrighted material, including, but not limited to, copyrighted music, movies, and software);
  - f. Use of computing facilities and resources to send obscene messages (which are defined as messages which appeal mainly to a prurient, shameful or morbid interest in nudity, sex, excretion, sadism or masochism, go well beyond customary limits of candor in describing or representing such matters, and are utterly without redeeming social value); and
  - g. Violation of the BOR Policy Statement on Acceptable and responsible use of Information Technology resources and/or any applicable BOR computer use policy.
28. Abuse of the CSCU conduct and disciplinary system, including but not limited to:
  - a. Failure to obey the notice from a Hearing Body or CSCU Official to appear for a meeting or hearing as part of the Student Conduct system;
  - b. Falsification, distortion, or intentional misrepresentation of information to a Disciplinary Officer or Conduct Administrator, or before a Hearing Body;
  - c. Initiation of a conduct or disciplinary proceeding knowingly without cause;
  - d. Disruption or interference with the orderly conduct of a disciplinary proceeding;
  - e. Attempting to discourage an individual's proper participation in, or use of, the disciplinary system;
  - f. Attempting to influence the impartiality of a Disciplinary Officer, Conduct Administrator or member of a Hearing Body

prior to, and/or during the course of, the disciplinary proceeding;

g. Harassment (verbal or physical) and/or intimidation of a Disciplinary Officer; Conduct Administrator; or member of a Hearing Body prior to, and/or during the course of the disciplinary proceeding;

h. Failure to comply with the sanction(s) imposed under the Student Code; and

i. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

## **Part E: Hearing Procedures For Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking Reports**

In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College Students in Section IV, for any hearing conducted involving allegations of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence the reported victim and the accused student shall each have the following rights:

1. At any meeting or proceeding, both the reported victim and accused student may be accompanied by an advisor or support person of the student's choice provided the advisor or support person does not cause a scheduled meeting or hearing to be delayed or postponed and provided an advisor or support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding or pertaining to a report of sexual misconduct);

2. The reported victim of sexual misconduct is entitled to request that disciplinary proceedings begin promptly;

3. Any hearing regarding an accusation of sexual misconduct shall (i) be fair, prompt and impartial; (ii) be conducted by a Hearing Body annually trained in issues relating to sexual misconduct (iii) use the preponderance of evidence (more likely than not ) standard; (iv) shall allow both the accused student and reported victim the opportunity to present evidence and witnesses on their behalf during any disciplinary proceeding; and (v) shall provide both the accused student and the reported victim with equal access to any information that will be used during meetings and hearings.

4. In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential;

5. Any reported victim shall be provided written notice of the decision of the Hearing Body at the same time as the accused student, normally within one (1) business day after the conclusion of the Hearing. In accordance with the Family Educational Rights and Privacy Act (FERPA) the notice to any reported victim of sexual misconduct shall contain only the following: the name of the accused student, the violation committed, if any, and any sanction imposed against the accused student.

6. The reported victim shall have the same right to request a review of the decision of the Hearing Body (appeal rights) in the same manner and on the same basis as shall the accused student; however, if a request for review by a reported victim is determined to be properly made and if the review determines there is sufficient grounds for altering the decision of the Hearing Body, among the other actions that may be taken as set forth above, the sanction of the hearing may also be increased. Notwithstanding the foregoing, in any hearing pertaining to sexual misconduct both the reported victim and the accused student are entitled to be simultaneously provided notice of any change in the results of the hearing prior to the time when the results become final as well as to be notified when such results become final.

## **Part F: Conduct and Disciplinary Records**

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

While student education records are generally protected from disclosure by FERPA, there are a number of exceptions to this rule. Students should be aware that a record concerning his/her behavior while a student at the College or University may be shared with other colleges or universities to which the student may subsequently wish to transfer or be admitted. Similarly, prospective employers may require a student to provide access to his/her education records as part of the employment application process. A record of having been sanctioned for conduct that violates Section I.D. of the Code may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

## **Part G: Interpretation and Revision**

Questions regarding the interpretation of this Code shall be referred to the University's and Charter Oak State College's Provost or a Community College's Dean of Students or their designees for the administration of the Non-Academic Misconduct portion of the Student Code and to the University's Vice President for Student Affairs, a Community College's Dean of Academic Affairs or Charter Oak State College's Provost or their designees for the administration of the Academic Misconduct portion of the Student Code.

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

## **III. Conduct and Disciplinary Procedures Applicable to Community College Students**

Procedures for Community College students differ from those procedures applicable to either the Universities or Charter Oak State College. This is due to the environmental, cultural and administrative differences within the types of the institutions comprising CSCU. Procedures for addressing allegations and sanctions regarding academic misconduct (as defined in Section I.D.1 above) for Community College Students as set for in this Section III of the Code.

### **Part A: Disciplinary Procedures (Academic and Non-Academic Misconduct)**

In regard to College Students, the following procedures shall govern the enforcement of the Code:

1. Information that a student may have violated the Code should be submitted to the Dean of Students, Dean of Academic Affairs or other designee of the President (hereinafter referred to as "the Dean"), normally within thirty (30) calendar days of the date of a possible violation or within thirty (30) calendar 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) calendar 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 I.D. 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 I. D. of this Code 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 I.D. of this Code 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 I.D. that appear to have been violated;
- c. the maximum permissible sanction; and
- d. a statement that the student may resolve the matter by mutual agreement with the Dean, or may request a hearing by notifying the Dean in writing, which must be received by 5:00pm on the following business day.

6. If the Student requests a hearing, he/she is entitled to the following:

- a. to be heard within five (5) 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 an advisor who not shall attend as a representative of the Student. 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 on his or her behalf; and
- f. to receive a written decision following the hearing.

7. As used herein, the term "impartial" shall mean that the individual was not a party to the incident under consideration and has no personal interest in the outcome of the proceedings. Prior to the commencement of the hearing, the Student who is subject to the hearing may challenge the appointment of an impartial party or panel member on the ground that the person(s) is (are) not impartial. The challenge shall be made in writing to the Dean and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the Dean shall be final.

8. The written decision of the impartial party or panel shall specify whether, based on the information presented, it is more likely than not that the Student committed the violation(s) reported and shall state the sanction to be imposed, if any. The written decision shall be provided to the Student.

9. Sanctions imposed by an impartial party or panel are effective immediately. The President may, for good cause, suspend imposition of the sanctions imposed by the impartial party or panel to allow the Student time to prepare a written request for review. If a written request is received, the President may continue to suspend imposition of the sanctions until he has reviewed and acted on the Student's request.

10. A written request for review of the decision of the impartial party or panel must be received by the President within three (3) calendar days after the Student is notified of the decision and must clearly identify the grounds for review. The review by the President is limited to the record of the hearing, the written request, and any supporting documentation submitted with the request by the Student. The decision of the impartial party or the panel shall be upheld unless the President finds that:

- a. a violation of the procedures set forth herein significantly prejudiced the Student; and/or
- b. the information presented to the impartial party or panel was not substantial enough to justify the decision; and/or;
- c. the sanction(s) imposed was (were) disproportionate to the seriousness of the violation.

11. Decisions under this procedure shall be made only by the college officials indicated.

## Part B: Disciplinary 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 I.D. of this Code. 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, and for the purposes of this Section III of the Code include but are 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 I.D. of this Code and that any repetition of such conduct or other conduct that violates this Code 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.

## Student Rights and Responsibilities

### Section 3: Review of Academic Standing (Board Policy 5.2.2)

A student may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedure:

1. **The grade or academic decision** affecting academic status should be discussed informally with the instructor or official responsible for the decision within fifteen calendar days of the student's awareness of the decision (in the case of final grades, within fifteen days of the grade being posted online).
2. **If the matter is not satisfactorily adjusted** within ten calendar days of this appeal or the instructor is not available, the student may refer the matter to the Academic Dean by filing a written appeal. The appeal must be filed with the Academic Dean within thirty (30) calendar days of the student's awareness of the decision which is being appealed (in the case of final grades, within fifteen days of the grade being posted online). The student may seek the advice of the Dean of Students before filing an appeal.

Upon receipt of such appeal, the Dean shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. The dean may then refer the matter to the academic supervisor for informal consideration prior to step 3 below.

3. **The Academic Dean or other designated official(s) shall afford review** as provided below. The President may designate an official or an academic appeals committee to provide review at this step in lieu of the Academic Dean.

The student shall be afforded the right to present a written statement of appeal and relevant information in support of it. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of section I of this policy.

The instructor shall be notified by the Academic Dean that an appeal has been filed, and shall also be afforded the right to present a written statement of the reason for his or her decision.

In the event that a meeting of the academic appeals committee is convened, both the student and the instructor shall be notified of the date and time of the meeting, and may request that they present their case in person (however, the decision to allow attendance is up to the discretion of the committee, and the parties shall not be in the hearing room at the same time).



The student is entitled to a written response within thirty (30) days of the completion of his or her presentation. A decision to change the grade or modify the decision which has been appealed is advisory to and subject to the approval of the President.

4. **The foregoing decision may be appealed to the President** by filing a statement of appeal within ten calendar days of the date of the decision. Review by the president shall be on the basis of the written record unless he or she decides that fairness requires broader review. The decision of the President shall be final.
5. **The time frames** provided herein may be modified by the President for good cause shown.

## Student Records

These guidelines are in response to the requirements of the Family Educational Rights and Privacy Act of 1974 as amended. The guidelines seek to establish a reasonable balance between the obligation of the institution for the growth and welfare of the student and its responsibilities to society.

The College makes every effort to keep student records confidential. All members of the faculty, administration, and clerical staff respect confidential information about students that they acquire in the course of their work. At the same time, the College is flexible in its policies not to hinder the student, the College or the community in their legitimate pursuits.

These guidelines apply to students currently enrolled, former students, and alumni but not to applicants seeking admission to the College.

## Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA) (Board Policy 5.7)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. **The right to request amendment of an education record that the student believes is inaccurate.** Students may ask an appropriate College official to amend a record that they believe is inaccurate. The student should write to the College official, clearly identify the part of the record he or she wants changed, and specify why he/she believes it is inaccurate. The College will notify the student of the decision. If the College decides not to amend the record as requested by the student, the College will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**NOTE:** FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

3. **The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosure without consent to school officials with legitimate educational interests. A "school official" includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); a person serving on the Board who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

*Students may choose to release limited educational information to a third party by completing the "Consent for Disclosure of Educational Records" form available at the Records Office. This document, when completed by the student, authorizes, but does not require the College to disclose personally identifiable information pertaining to the student that is maintained in College records. The College reserves the right under federal law to decline to disclose such information, when in the exercise of the College's judgment, it determines it is appropriate not to disclose such information. (TCC Policy)*

**FERPA also permits disclosure of education records without consent in connection with, but not limited to:**

- To comply with a judicial order or a lawfully issued subpoena;
  - To appropriate parties in a health or safety emergency;
  - To officials of another school, upon request, in which the student seeks or intends to enroll;
  - In connection with a student’s request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
  - To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
  - To accrediting organizations to carry out their functions;
  - To organizations conducting certain studies for or on behalf of the College;
  - The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
  - Directory information as defined in the policy of the Board.
4. The right to refuse to permit the College to release directory information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must complete a non-disclosure of directory information form to the Office of Registrar at Tunxis Community College, 271 Scott Swamp Road, Farmington, CT 06032. Once filed, this notification becomes a permanent part of the student’s record until the student instructs the College, in writing, to remove it.

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

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

5. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S.  
 Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202-4605

**I. Records Affected**

- A. This policy applies to records, files, documents, and other materials which contain information directly related to a student and are maintained by the College.
- B. Broadly defined and outlined below is a description of the types of records maintained by the College and the designated custodian of each type of record.

Type of Record	Office	Type of Record	Office
Academic	Records Office	Disciplinary	Dean of Student Affairs and/or
Veterans	Financial Aid Services		Dean of Academic Affairs
Admissions	Admissions Office	Fiscal	Dean of Administration
Financial Aid	Financial Aid Services		

- C. The term “educational records” does not include personal files of the professional staff which are in the maker’s sole possession and not accessible or revealed to any other person.

**Confidentiality of Student Records**

Tunxis Community College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. Thus, the College views student educational records as confidential information that cannot be released without the written consent of the student. Information such as name, address, dates of attendance, full- or part-time status, graduation date, awards and honors is considered to be “directory information” that can be released without a student’s written permission.

## **Access Rights of Persons of Agencies Other Than Students**

Except for those stated below, no one has access to educational records without the written consent of the student concerned. The exceptions to the consent requirement are: professional staff members determined by the appropriate record-keeper to have legitimate educational interests in seeing the records in question; authorized federal officials auditing federally supported education programs, and state officials to whom information from student records is required by statutes to be disclosed; persons processing a student's financial aid application; organizations conducting studies on behalf of educational agencies in connection with predictive tests, student aid programs, and the improvement of instruction, provided that the identity of the student must be revealed to other than representatives of such organizations; recognized accrediting functions; parents of a student under 18 years of age who is dependent upon such parents for Federal Income Tax purposes who must also provide proof in the form of most recent tax return; and, in an emergency, appropriate persons, as determined by the keeper of the records, if the knowledge of information from a student's record is necessary to protect the health or safety of the student or other persons.

It should be noted that government investigative agencies, including law enforcement agencies, have no inherent legal right to access to student files and records. When information beyond directory information is requested, it normally will be released only on written authorization from the student. If such authorization is not given, the information is released only on court order or subpoena. If a subpoena is served, the student whose record is being subpoenaed is notified and that subpoena is referred to the legal counsel of the Board.

Each office which maintains educational records maintains a record for each student which lists all individuals (except institution officials described above), agencies or organizations which have requested or obtained access to such student's education record.

## **II. Procedures to Follow to Access a Record**

- A. A request by a student or agency to inspect a record shall be made in writing to the College office which maintains the record.
- B. The administrator responsible for the record will inform the student when the requested record will be made available.
- C. Every office will inform students who has access to their records and why.
- D. Students are obligated to properly identify themselves before being shown their record.
- E. Students are obligated not to interfere with the operation of the office in which the record is being maintained.
- F. Students are obligated to examine the record during reasonable hours at the place the record is maintained.
- G. The examination of the record shall be transmitted to the student upon written request.

## **III. Reviewing and Expunging Records**

The student's transcript is maintained in perpetuity by the institution. No other record is officially designed as a permanent record and will be expunged at the discretion of the custodian of the record three years after the student last attended the college.

## **IV. Challenges to the Content of Records**

After reviewing a record, a student has a right to challenge the contents of the record as being inaccurate, misleading or otherwise in violation of the privacy or other rights of the student. A student may not challenge the correctness of a grade that has been assigned to his/her performance in a course but may challenge the accuracy of the recording of the grade.

1. Upon deciding that some aspect of his or her record is inappropriate, the student shall so inform the designated person in the office where his or her record is maintained and shall attempt to resolve the problem through informal discussions with such person and the person in charge of that office.
2. If no agreement is reached through informal discussions, the student may submit in writing to the Dean of Academic Affairs a request for a hearing in order to challenge the contents of the record.
3. Hearing Procedures will:
  - a. Take place within ten (10) working days of the time following receipt of the request.
  - b. Be conducted and a decision rendered by the Dean of Academic Affairs or designee.
  - c. Afford the student a full and fair opportunity to present evidence relevant to the issue.
  - d. Be rendered in writing within five (5) days after the conclusion of the hearing.

## **English as a Second Language**

The Connecticut Community College System shall award academic credit, specifically foreign language credit, to students enrolled in English as a Second Language (ESL) courses at the intermediate through advanced ESL levels. The number of applicable credits

shall be determined by existing foreign language credit limitations.

Students seeking to transfer ESL credits to a four-year institution should check transferability at that institution.

## **Statement on Drug and Alcohol Abuse**

Tunxis Community College is committed to providing students with a safe and healthy learning environment. The College is committed to clear and concise policies on substance abuse, and a program of counseling, treatment, rehabilitation and re-entry programs for all Tunxis employees and students.

The unlawful possession, use or distribution of drugs and alcohol by anyone on College property, or in any College activity is prohibited.

If a student engages in repeated behavior in violation of the Student Code of Conduct which is indicative of likely substance abuse problems, he or she may be required to attend a meeting or hearing with the Dean of Student Affairs as appropriate. The result may be expulsion or suspension from campus. Employees may face disciplinary action, up to and including termination, in accordance with union contracts. In addition, the unlawful possession or distribution of drugs and alcohol may result in prosecution under federal, state or local laws. Consequences may include fines and incarceration.

The Counseling Office can provide referral assistance to students facing problems associated with drug and alcohol abuse. Employees should contact Human Resources or EAP for assistance and referral.

For more information, please contact the Counseling Office at 860.773.1510 or Dean of Administration at 860.773.1302.

## **AIDS and Other Communicable Diseases** (Board Policy 2.10)

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

1. People with AIDS and other communicable diseases shall be accorded the same rights as all other students and employees. State and federal laws and regulations prohibit discrimination against and harassment of individuals solely because of disability. No individual shall be discriminated against in any college programs, services, or employment solely because of his or her status as AIDS- or HIV-infected or having any other communicable disease.
2. Each college shall provide information and educational programs and activities concerning AIDS and other communicable diseases for students and employees. Such information and programs shall rely on the most current knowledge about such diseases and shall focus on how such diseases are and are not transmitted, how they can be prevented, and the rights of persons with such diseases.
3. Each college president shall designate an individual responsible for coordination, delivery, and evaluation of the college AIDS education program. A committee representative of the college community should be involved in formulating educational and information activities.
4. Restrictions shall not be placed on admission, programs, services, or employment offered to an individual on the basis of a diagnosis of AIDS, HIV infection, or other communicable disease, except in individual cases when it has been medically determined that there is risk of infection or danger to others or in programs from which individuals with specific communicable diseases are excluded by law or regulation.
5. Colleges shall not require testing of students or employees for AIDS, HIV infection, or other communicable diseases for participation in employment, programs, or services of the college, except as required by law or regulation. Where possible, colleges shall maintain a listing of local referral sources for such testing and shall publish such listing with other educational information.
6. All student or employee information related to inquiries, testing, and disclosure of AIDS, HIV, or other infection status shall be treated confidentially as all other health records. All reasonable steps shall be taken to protect the identity of an individual with AIDS.
7. Students and employees involved in the direct delivery of health-care services and those who might otherwise come in contact with blood and other body fluids (such as in science laboratories or allied health practica) shall at all times follow the guidelines regarding precautions to be taken in the handling of such fluids disseminated by the Department of

Health Services (January 1987, provided as Appendix A) or other approved guidelines.

8. Violations of any part of this policy shall be dealt with under the appropriate disciplinary procedures for students or employees.
9. This policy shall be published in all college catalogs and student handbooks and shall be made available to all community college employees.

## **Statement on Violence Prevention and Response** (Board Policy 2.13)

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

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

## **Reporting Threats or Violent Acts** (Board Policy 2.13)

A person who feels that he or she has been subjected to threats or acts of violence as defined herein, or a person who witnesses such threats or acts, must report the incident to a supervisor, manager, or the Human Resources Office. Supervisors and managers who receive such reports shall seek advice from the Human Resources Office regarding investigating the incident and initiating appropriate action. **Serious incidents or serious threats of imminent danger to the safety of persons or property should immediately be reported to proper law enforcement authorities and/or to the campus Public Safety/Security Department.**

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

(The college's Emergency Response Plan details procedures for reporting a crime or emergency on campus.)

## **Enforcement of this Policy** (Board Policy 2.13)

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

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

## **Campus Safety Efforts**

The health and safety of the campus community is of the utmost importance. The College has four teams that address health and safety issues.

**The Crisis Management Team** assists the College in responding to, managing, mitigating and recovering from an emergency.

**The Behavioral Intervention Team** was created to heighten awareness of faculty, staff and students regarding potentially at-risk

students and others on campus who may be at risk of harm to themselves or others. Further information about the team may be found on the college website.

Both the Crisis Management Team and the Behavioral Intervention Team develop and review college policies which address emergency situations and disturbing behavior.

**The Emergency Medical Response Team** are certified in first aid, CPR and use of the college's two automated external defibrillators (AEDs). They respond to a medical emergency prior to the arrival of first responders.

**The Health & Safety Committee** is composed of faculty and staff who assess the health and safety of the college environment and make recommendations for improvement.

The College's **Emergency Response Plan** is posted on the college's website. Students, faculty and staff are automatically enrolled in the college's emergency text messaging system, myCommNet Alert. The alert system is used to send information regarding emergencies and weather-related closings. Details can be found on the myCommNet portal.

For more information on the subject of workplace violence, please consult the State of Connecticut Violence in the Workplace Policy and Procedures Manual for Human Resource Professionals, which can be found on the Office of Policy & Management website at the following address: <http://www.ct.gov/opm/cwp/view.asp?a=2992&q=383254>.

### **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.

### **Electronic Device Policy**

In order for students to receive uninterrupted quality instruction and services, all cell phones, beepers, pagers, and alarm watches should be turned to vibrating mode while students are in classrooms, labs, Library, Academic Support Center, and Computer Center. Should a cell phone, beeper, or pager need to be answered during these times, the student should leave the area. Many instructors do not allow students to return to the classroom if exams or presentations are in progress. Students should check instructors' individual policies on leaving the classroom to respond to one of the above-mentioned devices.

# Tunxis Community College Foundation and Advisory Board, Inc.

## Overview

With its origins dating back to 1970, Tunxis Community College Foundation and Advisory Board, Inc. supports and enhances College programs not funded through state or federal appropriations. Tunxis Foundation makes possible programs and scholarships which would otherwise be unavailable. It promotes community interest and participation in the College through sponsorship of educational, cultural and fund raising events. A 501 (c)(3) corporation organized under Connecticut law and governed by a Board of Directors, Tunxis Foundation represents corporate, financial, business, and community constituencies in Central Connecticut. It is an entity distinct from the College and all funds are maintained separately.

## Mission Statement

Tunxis Community College Foundation and Advisory Board, Inc. is dedicated to developing resources in support of the College in the areas of student scholarships, curriculum and program enrichment, faculty and staff professional development, equipment and facilities acquisitions, and other areas arising from the demands of a dynamic, growing, community-centered higher education institution. Members serve as liaisons to business and industry. They articulate the College's educational mission as well as its need for fiscal support of programs serving thousands of citizens in the Central Connecticut Region, many of whom become employees in the region's economy. Serving in a fiduciary role, Tunxis Foundation functions as an external organization dedicated to the preservation and enrichment of the College as a vital and responsive community asset.

Please visit [tunxisfoundation.org](http://tunxisfoundation.org) for more information.

# Alumni Association of Tunxis Community College

## Mission Statement

The Alumni Association of TCC exists to support the College mission, encourage community alliances, promote education, and foster a spirit of unity and pride.

## History

Tunxis Community College began operations in October 1970 and held its first graduation in June 1972. Ten years later a small group of volunteer graduates initiated an effort to establish an alumni association. The founders wrote bylaws to govern its operation, registered the organization with appropriate state agencies and began holding fund raising events. Proceeds from the events are used to support student scholarships, recognize outstanding faculty and staff, and to help fund other requirements of the College not generally supported by public funds. Alumni Association leadership collaborates with College administration and the Tunxis Foundation and Advisory Board to support important initiatives as they evolve.

## Membership

All graduates of Tunxis Community College degree and certificate programs, and those students who have left the College in good standing, shall be eligible for membership.

All active members are encouraged to attend Board of Directors meetings and participate in association events or committees.

Please visit [tunxis.edu/offices-departments/tunxis-alumni-association](http://tunxis.edu/offices-departments/tunxis-alumni-association) for more information.

# DIRECTORY



## **Tunxis Community College**

*Education That Works For a Lifetime*



# Connecticut State Colleges & Universities Board of Regents for Higher Education

Donofrio, Nicholas M. - <i>Chair</i> .....	Ridgefield
Meléndez, Yvette - <i>Vice Chair</i> .....	South Glastonbury
Adair, Stephen** .....	Bloomfield
Balducci, Richard J.* .....	Deep River
Bell, Eugene L.* .....	New Haven
Brown, Robert** .....	Bristol
Cohen, Naomi K. ....	Bloomfield
DeNardis, Lawrence J. ....	Hamden
Fleury, Matt .....	Hartford
Greco, Sarah E.* .....	Glastonbury
Harris, Merle W. ....	West Hartford
Lappen, Craig S. ....	Manchester
McGurk, William J. ....	Somers
Palmer, Sharon** .....	Quaker Hill
Price, JoAnn H. ....	Avon
Pryor, Stefan** .....	New Haven
Smith, Catherine H.** .....	North Branford
Wentzell, Dianna .....	South Windsor
Wright, Elease E. ....	Hartford

\* Student Trustee  
\*\* Ex-Officio

## CSCU Leadership Team

Gray, Gregory W. ....	President
Lopez, Estella .....	Interim Provost & Senior Vice President for Academic & Student Affairs
Núñez, Elsa .....	Vice President for State Universities
Levinson, David .....	Vice President for Community Colleges
Caswell, Elizabeth .....	Chief of Staff
Steiner, Erika H. ....	Chief Financial Officer
Tolisano, Joe .....	Chief Information Officer
Dunn, Laurie .....	Interim Vice President for Human Resources
Gammell, William J. ....	Interim Director of Policy, Research & Strategic Planning
Weaver, Ernestine .....	Counsel
Fitzgerald, Erin .....	Associate Director for Board Affairs
Thomas, Kyle .....	Legislative Program Manager
Kozlowski, Michael .....	Director of Public Affairs & Marketing

# Tunxis Community College Foundation and Advisory Board, Inc.

## Officers

Pagano, Chuck - *President* .....Retired, ESPN, Inc.  
Sneed, Helen G. - *Vice President* .....Human Resources Consultant  
Prentiss, Gene F. - *Secretary/Treasurer* .....Gene F. Prentiss and Company, P.C.  
Fitch, Timothy M. - *Immediate Past President* .....Retired, The Hartford

## Board Members

Albert, James .....Greater Bristol Chamber of Commerce  
Barnhart, Rick .....Barnes Aerospace  
Bernier, Keith .....Webster Bank  
Buccheri, James .....Insurance Consultant  
Ciraco, Robert .....Farmington Bank  
Devnew, S. Douglas .....TRUMPF, Inc.  
Fahey, Tom .....Mott Corporation.  
Funk, Arthur .....Fourslide Spring Stamping, Inc.  
Gallant, John .....The Hartford  
Grassilli, Nancy .....Tunxis Community College Professor of Marketing Emerita  
Kelley, Peter .....First Bristol Federal Credit Union  
Luke, Frank H. ....Stanley Black & Decker  
Miller, Amy .....Private Capital Group  
Murdick, James .....Thomaston Savings Bank  
Rivers, Michael S. ....Tracy, Driscoll & Co., Inc.  
Russell, Todd .....Maier True Communication  
Shaher, Ahmed .....American General Life Companies  
Smith, John E. ....Independent Consultant  
Stewart, Tim .....Greater New Britain Chamber of Commerce  
Vitrano, Salvatore V. (Atty.) .....Vitrano, Preleski & Wynne, L.L.C.  
Voight, Robert J. ....Retired, Security – CT Life Insurance Company

## College Representatives

Addy, Cathryn L., Ph.D. (ex-officio).....President  
Cassidy, Terry, Ed.D. ....Professor of English  
England, David, Ed.D. ....Dean of Institutional Effectiveness and Outreach  
Laskowski, Lynn .....Professor of Biology  
Smith, Robert, Ph.D. ....Assistant Professor of Life & Physical Sciences

# Program Advisory Committees

## ► Business Program Advisory Committee

Avitabile, Karen - Journeys Editor, AAA Allied Group  
Batton, Greg - Owner, Padgett Business Services  
Braverman, Sharon - Assistant Dean & Academic Advising, CCSU School of Business  
Braverman, Hy - Systems Administrator, Social Security Administration/Adjunct MIS Faculty, CCSU  
Chen, Eric - Associate Professor of Business Administration, University of St. Joseph  
Chrzanowski, Pete - Southington High School, Business Department  
Classen, Dawn - Vice President, Human Resources Business Partner, Farmington Bank  
Giordano, Deana - Programs & Services Coordinator, Connecticut Department of Labor  
Jarett, Steven, AMPA, CPA - Chair, Department of Business, University of St. Joseph, West Hartford  
McClellan, Kathryn - Customer Service Supervisor, Aetna  
Roberge, Laurie - Bristol Central High School, Business Department  
Sanford, Sondra - Academy of Finance (AOF) Director, New Britain High School  
Stickney, Doreen - Museum Director, Imagine Nation Museum  
Taylor, Cristina - Recruiter, Verizon Wireless

*Tunxis Community College members*  
Addy, Cathryn, L., Ph.D. - President (*ex-officio*)  
Rooke, Michael A., Ph.D. - Dean of Academic Affairs (*ex-officio*)  
Beeman, Guy - Lecturer in Business  
Blaszczynski, Andre - Professor of Business/Economics  
Feest, Amy - Business Program Coordinator, Associate Professor of Marketing  
Ford, Katherine J. - Secretary II, Allied Health Department  
Grassilli, Nancy - Professor of Marketing Emerita  
Lardie, David - Professor of Accounting  
Milewski, Mark - Assistant Professor of Business  
Rossi, Louis P. - Tunxis Lecturer in Accounting (retired)

## ► Business Office Technology Advisory Committee

Adams, Carla - Associate Professor, Business Office Technology; Co-Chair, Information Management and Technology Department, Manchester Community College  
Adgers, Moses-Terrell - Sr. Associate, Office of Admissions, Charter Oak State College  
Ballkishun, Jennifer - Provider Specialist, Connecticut  
Dennis, Amanda - Business Operations Assistant, ADPI, LLC  
Maddalena, Robin - CMT, EHRS  
Milanesi, Tina M. - Supply Chain Coordinator, United Technologies Corporation

*Tunxis Community College members*  
Addy, Cathryn L., Ph.D. - President (*ex-officio*)  
Rooke, Michael A., Ph.D. - Dean of Academic Affairs (*ex-officio*)  
Carbone Candace M. - Program Coordinator & Professor of Business Office Technology; Business & Technology Department Chair  
Cusano, Lucille - Professor of Business Office Technology Emerita  
Carenza, Estelle - Administrative Assistant/Academic Affairs Division  
Winn, Susan - Acting Registrar

## ► Criminal Justice Program Advisory Committee

Austin, Brian - Executive Assistant, State's Attorney  
Catania, Matthew - Chief, Plainville Police Department  
Holliday, Shawn - Enrollment Counselor, Public Safety Programs, Charter Oak State College  
Kureczka, Arthur - Program Coordinator & Professor of Criminal Justice, Capital Community College  
Melanson, Paul J. - Chief, Farmington Police Department  
Roberts, Daryl - Chief (retired), Hartford Police Department

Torres, Esther - Warden (retired), Connecticut Department of Corrections

*Tunxis Community College members*

Addy, Cathryn L., Ph.D. - President (*ex-officio*)

Rooke, Michael A., Ph.D. - Dean of Academic Affairs (*ex-officio*)

Coan, Fran, Ph.D. - Social Science Department Chair

Marchand, Ren - Instructor of Criminal Justice

Waterhouse, Jessica - Program Coordinator & Professor of Criminal Justice

► **Allied Dental Advisory Committee**

Fitzgerald, Monique, RDH

Gagne, John, DMD

Grandia, Marleen, RDH

Nichols, Frank, DMD, Ph.D.

Pergiovanni, Mary, DMD

Smith, Margaret Ann, DMD

Urillo, Stephanie A., DDS

*Tunxis Community College Members*

Addy, Cathryn L., Ph.D. - President (*ex-officio*)

Rooke, Michael A., Ph.D. - Dean of Academic Affairs (*ex-officio*)

Annecharico, Erin, CDA, RDH, MPA - Dental Assisting Program Coordinator & Assistant Professor of Dental Assisting

Himmel, Diana, RDH, M.S. - Allied Health Department Chair & Associate Professor of Dental Hygiene

Jacobs, Gary, CDA, RDH, MPA - Professor of Dental Assisting

Johnson, Patricia, RDA, MS - Dental Hygiene Program Coordinator & Associate Professor of Dental Hygiene

Navitsky, Linda - Professor of Biology

► **Early Childhood Education Program and Pathways to Teaching Careers Advisory Committee**

Cavallaro, Donna - Coordinator, Plainville Family Resource Network

Deer Dalomba, Orchid - Admissions Counselor, Charter Oak State College

Donnellan, Liz - Director, New Britain Head Start and School Readiness

Howell, Maxine, Ed.D. - Teacher Education, Central Connecticut State University

Keidel, Kristine - Director of Preschool Education, Consolidated School District of New Britain

LaFontan, Vince - Director, Farmington School Extended Care and Learning

Petrucelli-Timek, Mary Alice - Grants Manager, Bristol School Readiness Council

Staranchak, Theresa - Tunxis Alumnus

*Tunxis Community College members*

Addy, Cathryn L., Ph.D. - President (*ex-officio*)

Rooke, Michael A., Ph.D. - Dean of Academic Affairs (*ex-officio*)

Coyne, Jacalyn - Program Coordinator & Professor of Early Childhood Education

Kiermaier, Lucy - Assistant Professor of Early Childhood Education

Miranda, Carolyn - Director of Tunxis Child Development Center Emerita & Early Childhood Consultant

Richard, Colleen, M.S.W., Ph.D. - Program Coordinator & Professor of Human Services

Rosado, Linda - Acting Director, Tunxis Early Childhood Center

Voisine, Joyce - Early Childhood Teacher, Tunxis Early Childhood Center

Waterhouse, Jessica - Program Coordinator & Professor of Criminal Justice

Winn, Susan - Acting Registrar

► **Engineering & Technology Programs Advisory Committee**

Beloin, Gary L. - Electrical Engineer, UTC Aerospace Systems

DeManbey, Mary - Program Manager, CBIA

Odesina, Olusesun (Segun) - Professor, Central Connecticut State University

Palmer, Donald - Test Systems Engineering, Pratt & Whitney Aircraft

Rossano, Gregory F. - Mechatronics Engineer, ABB, Inc., USCRC - Mechatronics

Wosczyzna-Birch, Karen, Ed.D. - Director of College of Technology, Connecticut Community Colleges

*Tunxis Community College members*

**Addy, Cathryn L., Ph.D.** - President (*ex-officio*)

**Rooke, Michael A., Ph.D.** - Dean of Academic Affairs (*ex-officio*)

**Harris, Paul** - Tunxis Engineering Student

**Lachapelle, Christopher** - Tunxis Alumnus

**Szepanski, Greg** - Engineering Science/Technology Studies Program Coordinator & Associate Professor of Engineering Science/Technology Studies

► **Graphic Design Program Advisory Committee**

**Cox, Michael** - Art Director, WVIT-TV NBC 30

**Thomson, Diann** - Graphic Designer

**Weise, Carla** - Senior Designer, Children's Book Division, Harper Collins

*Tunxis Community College member*

**Addy, Cathryn L., Ph.D.** - President (*ex-officio*)

**Rooke, Michael A., Ph.D.** - Dean of Academic Affairs (*ex-officio*)

**Klema, Stephen A.** - Program Coordinator & Professor of Graphic Design

► **Human Services Program Advisory Committee**

**Carmelich, Kimberly** - Program Manager, The Parent & Child Center at Bristol Hospital

**Gozzo, Sandy** - Tunxis Human Services Program Alumni

**Hammael-Urban, Robin** - Canon for Mission Integrity and Training, Episcopal Diocese of CT

**Hernandez, Jennifer** - Program Manager, Family Enrichment Center

**Kataja, Gayle** - Director of Community Integration & Partnerships, Connecticut Community Care, Inc.

**Lysiak, Phillip J., M.S.W.** - Executive Director, St. Vincent DePaul Mission of Bristol, Inc.

**Morrow, Thomas H.** - Executive Director, Bristol Community Organization

**Nowik, Kelly** - Director of Guidance, St. Paul Catholic High School

**Osuch, Donna, M.S.W.** - President and CPO, United Way of West Central Connecticut

**Santiago, Joanne** - Court Support Services Division - State of Connecticut Judicial Department

**Washington, Angela** - Field Education Coordinator, School of Social Work, University of St. Joseph

**Woerz, Susan** - Executive Director, Plainville Community Food Pantry

*Tunxis Community College members*

**Addy, Cathryn L., Ph.D.** - President (*ex-officio*)

**Rooke, Michael A., Ph.D.** - Dean of Academic Affairs (*ex-officio*)

**Boccaccio, Barbara, Ph.D.** - Professor of Psychology/Human Services Emerita

**Gotowka, Christina** - Professor of Psychology Emerita

**James, Kimberly** - Director of Career Services

**Richard, Colleen, M.S.W., Ph.D.** - Program Coordinator & Professor of Human Services

**Taraborrelli, Jacqueline** - Human Resources Specialist

► **Visual Fine Arts Program Advisory Committee**

**La Motta, Janice** - Visual Fine Artist & Program Coordinator, The Studio @ Billings Forge, Hartford, CT

**Noelker, Frank** - Photographer, Professor of Photography, University of Connecticut, Storrs, CT

**Thomson, Bill** - Illustrator, Professor Illustration, University of Hartford, Hartford, CT

**Weber, Matthew** - Visual Fine Artist, Professor, Middlesex Community College, Middletown, CT

*Tunxis Community College members*

**Addy, Cathryn L., Ph.D.** - President (*ex-officio*)

**Rooke, Michael A., Ph.D.** - Dean of Academic Affairs (*ex-officio*)

**Garside, Carianne** - Department Chair of Arts/Media & Professor of Fine Arts

**Kluba, William** - Program Coordinator of Visual Fine Arts & Photography; Professor of Fine Arts

► **Workforce Development & Continuing Education Quality Council**

**Candels, Eileen** - Vice-President and District Manager, Kelly Services

**Devnew, Doug** - Vice-President for Finance and Administration, Trumpf, Inc.

Ferguson, Diane - Director of Human Resources, City of Bristol  
 Gaulin, Raymond - Coordinator of Connecticut Rider Education Program, State of CT  
 Johnson, Alex - Chief Operation Officer, Capital Workforce Partners  
 Mutz, Tory E. - Human Resources Manager, AFSS  
 Nicaastro, Michael D. - Senior Vice President - Sales & Marketing, COCC  
 Schweighoffer, Michael T. - Executive Vice-President, Farmington Bank  
 Stephani, Carl - Central Connecticut Regional Planning Agency  
 Zimmerman, Joel - Vice President of Operations–Sonitrol  
*Tunxis Community College members*  
 Addy, Cathryn L., Ph.D. - President (*ex-officio*)  
 England, David, Ed.D. - Dean of Institutional Effectiveness and Outreach  
 Conaty, Cheryl - Coordinator of Allied Health Programs  
 Mitchell, Victor - Director of Business and Industry Services

## Alumni Association of Tunxis Community College, Inc.

### ► Officers:

Lozada, Helen - President  
 Seaver, Sylvia - Vice-President  
 Palumbo, Stacey - Secretary  
 Ford, Katherine - Treasurer

### ► Board of Directors:

Addy, Cathryn L., Ph.D. (*ex-officio*)  
 Baylock, Andrea  
 Bonina, Bryan R.  
 Carezza, Estelle  
 Freeman, Paula  
 LaPorte, Christopher  
 McDermott, Patricia  
 Ostynska, Sabina  
 Perri, Behnaz  
 Thomas, Pat  
 Varley, Susan

## Administration

### ■ President's Office

Addy, Cathryn L. - President  
 B.A., Kansas State University; M.A., State University of New York at Oswego; Ph.D., University of Texas.  
 Russano, Monica J. - Executive Aide to the Foundation  
 B.S., Southern Connecticut State University.

### ► Human Resources Office

Cleary, Charles - Acting Director of Human Resources/Dean of Administration  
 B.A., Clark University; M.B.A., University of Connecticut.  
 Martinez, Holi - Personnel Aide.  
 Taraborrelli, Jacqueline - Human Resources Specialist  
 A.S., Tunxis Community College.

### ► Facilities

Lodovico, John - Director of Facilities.  
 Hull, Rosenda - Administrative Assistant to Dean of Administration and Director of Facilities.

## ► **Buildings & Grounds**

**Caballero, Louis** - Custodian.  
**Caron, Donald** - Custodian.  
**Cianchetti, Alfred** - Custodian.  
**Coma, Qani** - Custodian.  
**Fries, Diane** - Lead Mail Handler.  
**Gonzalez, Kristina** - Custodian.  
**Lamy, Christopher** - General Trades Worker.  
**Lewis, Brett** - Maintainer.  
**Misluk, David** - Building Superintendent I.  
**Pandolfio, Edwin** - Custodian.  
**Raymond, Todd** - General Trades Worker  
A.S., Tunxis Community-Technical College.  
**Rivera, Jorge** - Custodian.

## ■ **Academic Affairs Division**

**Rooke, Dr. Michael A.** - Dean of Academic Affairs  
B.Sc., Nottingham Trent University; M.S., Long Island University; Ph.D., Kansas State University .  
**Bonina, Bryan R.** - Graphics Specialist  
A.S., Tunxis Community-Technical College.  
**Carenza, Estelle** - Administrative Assistant/Academic Dean's Office  
A.S., Tunxis Community-Technical College; B.G.S., University of Connecticut; M.S., University of New Haven.  
**Cullinane, Kirstin** - Academic Associate  
A.S., Northwestern Community College, B.S., Saint Joseph College.  
**Ford, Katherine** - Secretary 2 / Allied Health  
A.S., Tunxis Community College, B.S., Charter Oak State College.  
**Golden, Kathy** - Academic Associate  
B.A., Clark University; M.S. Lehigh University.  
**LeSuer, Sharon J.** - Assistant to the Dean of Academic Affairs  
A.S., Tunxis Community College, B.S., Charter Oak State College.  
**Ostynska, Sabina** - Secretary 2 / Academic Affairs Division  
A.S., Tunxis Community College; B.G.S., University of Connecticut.  
**Pion, Rosalie** - Secretary 2 / Faculty.  
**Simoes, Arthur** - Photography Lab Assistant  
B.S., Western Connecticut State University; M.F.A., University of Hartford Art School.

## ► **Academic Advising**

**Reome, Darryl** - Director of Advising, Counseling, and Student Retention  
B.S., Sacred Heart University; M.S., Central Connecticut State University; Ed.D., Johnson & Wales University.  
**Carlin, Margaret** - Student Services Specialist  
A.S., Tunxis Community College; B.S., Charter Oak State College; M.S., Eastern Connecticut State University.  
**Craven, Vivian** - Counselor  
B.A., Eastern Connecticut State University; M.S., Central Connecticut State University.  
**James, Kimberly** - Director of Career Services  
B.S., Southern Connecticut State University; M.Ed., Cambridge College.  
**Mendoza, Deborah** - Office Assistant - Academic Advising / Counseling  
**Pittman, Kelly D.** - Transfer Coordinator/Academic Advisor  
B.A., Marymount University.  
**Reilly-Roberts, Judith** - Counselor  
A.A., Berkshire Community College; B.A., B.S., North Adams State College; M.S., Springfield College.

## ► **Library**

**Lavoie, Lisa** - Director of Library Services

B.A., University of Connecticut; M.L.S., Southern Connecticut State University; Ed.D., University of Hartford.

**Boulay, Carolyn** - Librarian

B.A., Central Connecticut State University; M.L.S., Southern Connecticut State University.

**Christiansen, Lisa** - Library Associate

B.A., Western Connecticut State University.

**Falkowski, Todd** - Librarian

B.A., Massachusetts College of Liberal Arts, M.S., Simmons College.

**Foster, Ashley** - Library Assistant/Technical Services

A.S., Tunxis Community College; B.S., Central Connecticut State University.

**Hyland, Rachel** - Librarian

B.A., Central Connecticut State University; M.L.S., Southern Connecticut State University.

**Perri, Behnaz** - Librarian

A.S., Tunxis Community-Technical College; B.S., Charter Oak State College; M.L.S., Southern Connecticut State University.

**Royer, Robert** - Librarian

B.S., M.S., Southern Connecticut State University.

**Sirois, Lori** - Secretary 2 - Library

A.S., Tunxis Community College.

**Vrublevski, Eugene** - Information Technology Technician.

B.S., M.S., Byelorussian State University (Minsk, Belarus).

## ► **Media Instructional Technologies**

**Kelly, Adrienne** - Director of Education Technology

A.S., Tunxis Community-Technical College; B.A., Central Connecticut State University;  
M.S., Eastern Connecticut State University.

**Korf, Vadim** - Media Assistant

A.S. (two degrees), Tunxis Community College; B.S., Charter Oak State College.

**McDermott, Patricia** - Duplicating Technician II/Media

A.S., Tunxis Community-Technical College.

**Reale, Diane** - Information Systems Trainer

B.S., Western New England College.

**Zych, Michael** - Media Specialist

A.S., Tunxis Community College; B.A. University of Connecticut.

## ■ **Administrative Services Division**

**Cleary, Charles** - Dean of Administration

B.A., Clark University; M.B.A., University of Connecticut.

**Hull, Rosenda** - Administrative Assistant to Dean of Administration and Director of Facilities.

## ► **Business Office**

**Eschenbrenner, Nancy** - Director of Finance and Administrative Services

B.S., Central Connecticut State University; M.S. Central Connecticut State University.

**Cardoso, Jenny** - Financial Clerk

A.S., Tunxis Community College.

**Drwiega, Maria** - Payroll Officer 2

A.S., Greater Hartford Community College.

**Grant, Lauren** - Office Assistant.

**Hartley, Matthew P.** - Accountant

B.S., University of Connecticut



**Manocchio, Mary** - Purchasing Assistant

A.S., Tunxis Community College.

**Okenquist, Christopher** - Purchasing Assistant

A.S., Tunxis Community College.

**Roy, Francine** - Financial Clerk

Certificate, Tunxis Community College; A.S. Capital Community College.

**Shannon III, Silas** - Financial Clerk

B.S., Southern Connecticut State University.

**Weiss, Catherine** - Fiscal Administrative Officer

A.S., Tunxis Community College; B.A., Quinnipiac University.

## ► **Information Technology**

**Wahl, Robert** - Director of Information Technology

A.S., Northwestern Connecticut Community-Technical College; B.A., Wesleyan University.

**Casey, Daren** - Information Technology Analyst 2.

**Delancy, Obed W.** - Information Technology Analyst 2

A.S., Tunxis Community-Technical College.

**Haffner, Peter** - Assistant Director of Information Technology

B.S., Ithaca College.

**Lavin, Robert** - Information Technology Network Manager

B.S., Central Connecticut State University.

**Mead, Steven** - Coordinator of Academic Information Technology

Certificate, Tunxis Community College; B.S., Central Connecticut State University; M.Ed., University of Hartford.

**Neves, Luis** - Information Technology Analyst 2.

**Okenquist, Karen** - Administrative Assistant

A.S., Tunxis Community College.

**Rogowski, Susan** - Information Technology Analyst 2.

**Wright, David** - Information Technology Technician.

## ► **Bookstore**

**Stohl, David**, Bookstore Supervisor II

A.S., Tunxis Community-Technical College.

## ■ **Institutional Effectiveness and Outreach Division**

**England, David** - Dean of Institutional Effectiveness and Outreach

B.A., M.A., University of Texas; Ed.D., Texas A&M University.

**Dennis, Nancy** - Secretary 2.

## • **Marketing and Public Relations**

**Archambault, David** - Graphics Specialist

B.F.A., Massachusetts College of Art; M.F.A., Syracuse University.

**Lamar, Melissa W.** - Public Relations Associate

B.S., Southern Connecticut State University.

## • **Institutional Research**

**Diorio, Mary Ann** - Coordinator of Administrative Information Technology

A.S., Manchester Community College.

**Colangelo, Ken** - Technology Integration Associate

B.S., Central Connecticut State University.

**Revillini, James** - Research Specialist

A.S., Tunxis Community College.

**Simonian, Sylvia** - Office Assistant.

### • **Business & Industry Services / Tunxis @ Bristol**

**Mitchell, Victor** - Director of Business & Industry Services

B.A., Central Connecticut State University; M.A. Religious Education, Felician College.

**Cain, Marcy** - Business & Industry Associate

B.A., State University of Albany; M.S., Syracuse University.

**Ellard, Juanita** - Clerk Typist

**Holden, Susan** - Administrative Assistant.

### • **Continuing Education**

**McCluskey, Peter** - Director of College Transition and Outreach

B.A., Eastern Connecticut State University; M.A., Wesleyan University.

**Conaty, Cheryl, R.N.** - Allied Health Coordinator

B.S.N., Western Connecticut State University.

**Hamel, Shaina, L.P.N.** - Continuing Education Assistant

**Jablonski, Nina** - Secretary 2.

**Kapros, Samuel** - Continuing Education Associate

B.S., M.S., Columbia Southern University.

**Ostman, Katherine** - Secretary I

B.A., Vassar College.

**Schissler, John** - Continuing Education Aide

A.S., Tunxis Community College.

### ■ **Student Affairs Division**

**Peters, Kirk** - Dean of Student Affairs

B.A., University of Massachusetts, Amherst; M.A., Cambridge College; Ed.D., University of Hartford.

**Pavelchak, Deborah** - Administrative Assistant.

### ▶ **Academic Support Center**

**Schwager, Kathleen E.** - Director of Academic Support Center

B.S., University of Rhode Island; M.A., University of Hartford.

**Arisco, Joeann** - Disability Services Testing Proctor/Scribe (part-time)

A.S. (two degrees) Tunxis Community College; B.A., Southern Connecticut State University.

**Becker, Diane** - Administrative Assistant - Academic Support Center

**Bradley, Lee** - Math/Statistics Specialist (part-time)

B.A., Amherst College; M.S., New York University; M.S., Rensselaer Polytechnic Institute.

**Branchaud, Thomas** - Math/Science Specialist (part-time)

B.S., Central Connecticut State University

**Burkhart, Amanda** - Coordinator, Tutorial Program

B.A., M.A., University of Connecticut.

**Castiola, Michele** - Placement Testing Proctor/Administrator (part-time)

B.A., Eastern Connecticut State University; M.A., C.A.S., Fairfield University.

**Felice, Cathy Ann** - Learning Disabilities Specialist

B.A., Marywood College; M.A., West Virginia University.

**Hamilton-Brodie, Valerie** - Learning Disabilities Specialist

A.A., Sacramento City College; B.A., University of California at Santa Cruz; M.Ed., University of Minnesota; 6th Year Certification, University of Connecticut.

**King, Eileen** - Placement Testing Proctor (part-time)

A.S., Tunxis Community College, B.S., St. Joseph's College

**Kosior, Deborah** - Disabilities Services Testing Proctor/Scribe (part-time)

B.S., St. John's University

**Meccariello, Mary** - Placement Testing Proctor  
B.S., Quinnipiac University

**Mountassir, Mohamed** - Tutor  
A.S., B.S., University Hassan II.

**Pelton, Garth** - Placement Testing/Tutoring Specialist  
B.A., University of Hartford; M.A., California State University.

**Smiarowski, Agata** - Academic Associate/Developmental Math  
B.S., M.S., University of Warmia and Mazury.

**Sokola, Joseph** - Tutor  
B.A., University of Connecticut.

**Woodford, Adam** - Tutor  
A.S., Tunxis Community College.

### ► **Admissions**

**Davis, Tamika** - Director of Admissions  
B.A., University of Colorado; M.S., Central Connecticut State University.

**Blakley, Lori** - Part-time Office Assistant.

**Cruz, Sara** - Part-time Clerk Typist  
A.S., Tunxis Community College; B.A., Central Connecticut State University.

**Dickens, Loren** - Clerk Typist

**Marino, Victoria** - Clerk-Typist  
A.S., Tunxis Community College.

**McCarthy, Alison** - Associate Director of Admissions  
B.S., University of Connecticut; M.S., Southern Connecticut State University.

**McPhee, Joyce** - Telephone Operator  
A.S., Tunxis Community College.

**Palumbo, Stacey** - Registration Services Assistant  
A.S., Tunxis Community-Technical College.

**Strack, Ashkhen** - Assistant Director of Admissions  
B.A., Yerevan State Teachers' Training Institute of Foreign Languages, Armenia; M.A., West Virginia University.

### ► **Early Childhood Center**

**Rosado, Linda** - Acting Director, Child Development Center  
B.S., Wheelock College; M.L.S., Southern Connecticut University.

**Blakley, Lori** - Part-time Office Assistant.

**Marino Darcy** - Child Development Assistant Teacher  
A.S. Tunxis Community College, B.S. Southern Connecticut State University

**Savino, Alison** - Child Development Teacher  
A.S., Mattatuck Community College; B.S., Central Connecticut State University.

**Voisine, Joyce** - Child Development Teacher  
A.S., Post Junior College, B.S., Charter Oak State College, M.Ed., University of Hartford.

### ► **Financial Aid Services**

**Vitale, Sandra** - Associate Director of Financial Aid Services  
B.S., Central Connecticut State University.

**Lozada, Helen** - Financial Aid Assistant  
A.S., Tunxis Community-Technical College; B.A., Charter Oak State College.

### ► **Records**

**Winn, Susan** - Acting Registrar  
B.S., Northeastern University; M.S., Simmons College.

**Correa, Magaly** - Acting Associate Registrar  
A.S., Tunxis Community College; B.G.S., University of Connecticut.  
**Wangen, Patricia** - Secretary II  
A.S., Tunxis Community College.  
**Welch, Sarah** - Clerk Typist  
A.S., Tunxis Community College.

### ► **Student Affairs**

**LaPorte, Christopher** - Director of Student Activities/Admissions Specialist  
A.S., Tunxis Community-Technical College; B.S. Central Connecticut State University; M.S., Cambridge College.

## **Full-time Faculty**

### ► **Department Chairs**

**Carbone, Candace M.** - Business & Technology Department Chair; Professor of Business Office Technology  
A.S., Tunxis Community College; B.S., M.S., Central Connecticut State University.  
**Coan, Francis** - Social Science Department Chair; Professor of History  
B.A., M.A., Central Connecticut State University; Ph.D., University of Connecticut.  
**DeNegre, Peter** - Associate Professor of English  
B.A., Providence College; M.A., New York University.  
**Garside, Carianne** - Arts/Media Department Chair; Professor of Fine Arts  
B.F.A., Alfred University; M.A., M.F.A., University of Iowa.  
**Himmel, Diana B.** - Allied Health Department Chair; Professor of Allied Health/Dental Hygiene  
A.S., R.D.H., B.S., University of Vermont; M.S., Southern Connecticut State University.  
**Mahmood, Carol** - Humanities Department Chair; Professor of English  
B.A., M.A. University of Connecticut; M.B.A., University of Hartford.  
**Ricciuti, Susan** - Math/Science Department Co-Chair; Professor of Mathematics  
B.A., Boston College; M.S., University of Connecticut.  
**Smith, Robert** - Math/Science Department Co-Chair; Associate Professor of Life and Physical Sciences  
B.S., Colorado School of Mines; Ph.D., University of Connecticut.

### ► **Program Coordinators**

**Annecharico, Erin** - Dental Assisting Program Coordinator; Associate Professor of Dental Assisting  
B.S., University of Rhode Island; M.S., Saint Joseph College.  
**Blaszczynski, Andre** - Computer Information Systems Program Coordinator; Professor of Business/Economics  
B.A., M.A., University of Connecticut; M.B.A., Rensselaer Polytechnic Institute.  
**Coyne, Jacalyn** - Early Childhood Education Program Coordinator and Pathway to Teaching Careers Coordinator;  
Professor of Early Childhood Education  
A.S., Southern Connecticut State University; B.A.L.S., Lesley University; M.A.L.S., Wesleyan University.  
**Feest, Amy** - Business Administration Program Coordinator; Associate Professor of Marketing  
A.S., B.S., Post College; M.S., Central Connecticut State University.  
**Fierro, Rafaele** - General Studies Program Coordinator; Professor of History  
B.A., Trinity College; Ph.D., University of Connecticut.  
**Johnson, Patricia** - Dental Hygiene Program Coordinator; Professor of Dental Hygiene  
A.S., B.S., Pennsylvania College of Technology; M.S., University of New Haven.  
**Klema, Stephen A.** - Graphic Design Program Coordinator; Professor of Graphic Design  
B.F.A., Atlanta College of Arts; M.F.A., Hartford Art School, University of Hartford.  
**Kluba, William J.** - Visual Fine Arts/Photography Program Coordinator; Professor of Fine Arts  
B.S., M.S., M.F.A., University of Wisconsin, Madison.  
**Richard, Colleen A.** - Human Services Program Coordinator; Professor of Human Services  
B.A., Central Connecticut State University; M.S.W., Ph.D., University of Connecticut.

**Sebastian-Coleman, George** - Liberal Arts Program Coordinator; Professor of English

B.F.A., Drake University; Ph.D., University of Notre Dame

**Szepanski, Gregory** - Engineering Science/Technology Studies (ES/TS) Program Coordinator; Associate Professor of ES/TS

A.S., Hartford State Technical College; B.S., University of Hartford; M.S., Rensselaer Polytechnic Institute.

**Waterhouse, Jessica** - Criminal Justice Program Coordinator; Professor of Criminal Justice

A.S., B.S., M.A., John Jay College of Criminal Justice, City University of New York.

### ► **Academic Discipline Coordinator**

**Baird, Paula** - English as a Second Language (ESL)/Foreign Language Academic Discipline Coordinator; Associate Professor of ESL

B.A., Purdue University; M.A., University of Connecticut.

### ► **Faculty**

**Abbot, Jesse** - Professor of English/Philosophy

B.A., Bard College; M.F.A., Brown University.

**Beckford, Kerry** - Instructor of English

A.A., Hartford College for Women; B.A., University of Hartford; M.A., University of Hartford; M.F.A., Pine Manor College.

**Boccaccio, Barbara B.** - Professor of Psychology/Human Services

B.A., California State University; M.A., Springfield College; Ph.D., University of Connecticut.

**Bradford, Deborah** - Instructor of English

B.A., Central Connecticut State University; M.F.A., Lesley University.

**Brown, Robert E.** - Professor of History/English

B.A., University of Virginia; M.A., University of Connecticut.

**Cassidy, Terry** - Professor of English

B.A., University of New Hampshire; M.Ed., Northeastern University; Ed.D., University of Hartford.

**Celona, Lisa** - Associate Professor of Foreign Language

B.A., Williams College; M.A., Central Connecticut State University.

**Cenet, Jean-Marc** - Professor of Mathematics

B.A., DePauw University; M.A.T., Ed.S., Indiana University.

**Cianci, Harriet** - Drug and Alcohol Recovery Counselor (DARC) Program Coordinator; Professor of DARC Program

A.A., Berkshire Community College; A.S., Tunxis Community College; B.A., Charter Oak College; M.A., Lesley College.

**Clark, Robert** - Associate Professor of Mathematics

B.S., M.S., University of Connecticut.

**Clucas, Marie** - Assistant Professor of Sociology

A.S., Mitchell College; B.A., University of Connecticut; MSC, Oxford University; Ph.D., University of Warwick.

**Cook, Edward** - Professor of Science

A.B., Clark University; Ph.D., University of Colorado.

**Edwards, Richard** - Professor of Sociology

B.S., University of Wales; M.A., University of New Hampshire.

**Ersinghaus, Stephen** - Professor of English

B.A., M.F.A., University of Texas.

**Gentry, Susan** - Professor of English

B.A., Montclair State University; M.A., San Francisco State University.

**Hadley, Robert** - Instructor of Physics

B.S., M.S., Ph.D., University of Connecticut.

**Hamilton, Patrice C.** - Professor of English

B.S., Fitchburg State College; M.A., California State University, Northridge.

**Jacobs, Gary** - Professor of Dental Assisting

A.S., Tunxis Community College; B.S., Central Connecticut State University; M.P.A., University of Hartford.

**Keifer, Elizabeth** - Professor of English

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**Knowles, Robin** - Professor of Dental Hygiene  
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**Marchand, Renald** - Assistant Professor of Criminal Justice  
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**Milewski, Mark** - Assistant Professor of Business Administration  
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**Moore, Michael T.** - Professor of Mathematics  
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# Emeriti

- Adolfson, Arthur** (1981-2010) - Professor of Computer Information Systems/Mathematics Emeritus  
B.S., M.S., Central Connecticut State University; M.S., University of New Hampshire.
- \***Arens, Gerald F.** (1988-2004) - Professor of Business (Business Law)  
B.S., State University of New York (Albany); J.D., Western New England College.
- Bencivengo, Mary** (1977-2014) - Division Director of Allied Health Emerita  
R.D.H., B.S., Fairleigh Dickinson University; M.S., Central Connecticut State University.
- \***Bergethon, Odvard M.** (1974-1995) - Professor of Business Emeritus  
B.S., Dartmouth College; M.S., M.E., Thayer School at Dartmouth College; M.S.O.B., University of Hartford.
- Boccaccio, Barbara B.** (1981-2015) - Professor of Psychology/Human Services Emerita  
B.A., California State University; M.A., Springfield College; Ph.D., University of Connecticut.
- Butcher, Joan P.** (1971-1986) - Associate Professor of Mathematics Emerita  
B.S., M.A., University of Connecticut.
- Carey, John J.** (1971-1998) - Dean of Academic and Student Affairs Emeritus  
B.A., M.A., Colgate University; Ph.D., University of Connecticut.
- Casanova, James** (1972-1992) - Dean of Administration Emeritus  
B.S., Quinnipiac College; M.B.A., University of Bridgeport.
- Counts, Martha L.** (1971-1982) - Professor of History Emerita  
B.A., Swarthmore College; M.A., Columbia University Teachers College; Ph.D., Fordham University.
- Cusano, Lucille V.** (1977-2010) - Professor of Business Office Technology Emerita  
B.S., M.S., Central Connecticut State University.
- Dean, Martha J.** (1984-2010) - Professor of Developmental Reading & Writing Emerita  
B.S., University of Bridgeport; M.A., American International College.
- \***Dursthoff, George** (1973-2002) - Professor of English and Communication Emeritus  
B.A., Queens College; B.D., Lutheran Theological Seminary of Philadelphia; Ed.D., Teachers College, Columbia University.
- Dwyer, Francena R.** (1994-2014) - Professor of English and English as a Second Language Emerita  
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- Ellis, Diane D.** (1990-2011) - Professor of Allied Health/Dental Hygiene Emerita  
A.S., West Liberty State College; R.D.H., B.S., University of Bridgeport., M.S., Central Connecticut State University.
- Fuller, Lori-Ann** (1999-2010) - Associate Professor of Mathematics Emerita  
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- \***Gavitt, Richard** (1977-1992) - Director of Continuing Education Emeritus; Lecturer in Philosophy Emeritus  
B.A., Gustavus Adolphus College; M. Div., S.T.M., Yale University; M.A., University of Connecticut.
- Giordano, Bibiana** (1970-1995) - Professor of Spanish Emerita  
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- Gotowka, Christina** (1978-2011) - Professor of Psychology Emerita  
A.A.S., State University of New York at Farmingdale; B.S., Ed.M., State University of New York at Buffalo;  
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- Grassilli, Nancy B.** (1978-2009) - Professor of Marketing Emerita  
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- Griffith, Thomas** (1973-1992) - Professor of Business Emeritus  
A.S., B.S., University of Hartford; M.S., Rensselaer Polytechnic Institute; M.A., University of Connecticut;  
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- Higham, Del P.** (1978-1998) - Dean of Institutional Development Emeritus  
B.S., Brigham Young University; Ph.D., Arizona State University.
- Ifkovic, Edward** (1972-2003) - Professor of English Emeritus  
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- Jenkins, Katherine L.** (1971-1997) - Professor of Office Administration Emerita  
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- \***Kyle, Jr., Irvin F.** (1975-1992) - Dean of Community Services Emeritus  
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- Marafino, Elizabeth** (1974-2007) - Professor of English Emerita  
B.S., M.S., 6th Year Certificate, Central Connecticut State University.
- Markiewicz, Judith** (1978-2010) - Director of Library Services Emerita  
B.A., Eastern Nazarene College; M.L.S., University of Rhode Island.
- Marzi, Judith** (1986-1999) - Professor of Mathematics Emerita  
B.S., M.S., Central Connecticut State University.
- Massaro, Jon F.** (1970-1997) - Professor of Mathematics Emeritus  
B.S., Ed.M., Boston University.
- Mikulski, Kenneth E.** (1993-2010) - Professor of Sociology Emeritus  
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- Miranda, Carolyn** (1998-2011) - Director of Child Development Center Emerita  
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- O'Neil, Frances L.** (1975-2014) - Professor of Psychology Emerita  
A.B., Stonehill College; M.Ed., State College at Boston; Ph.D., University of Connecticut.
- Mooney, John** (1971-1997) - Professor of Mathematics Emeritus  
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- Premo, Allen** (1972-1988) - Director of Admissions Emeritus  
B.B.A., Western New England College; M.Ed., Westfield State College.
- \***Raimondo, F. Philip** (1971-1987) - Professor of Business Emeritus  
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- Seaver, Sylvia** (1993-2012) - Professor of Dental Assisting Emerita  
B.S., Central Connecticut State University; M.A., Saint Joseph College.
- Smith, David** (1974-2003) - Director of Student Development Services Emeritus  
B.A., American International College; M.S., Southern Illinois University; Ed.D., University of Massachusetts.
- Stec, Lorraine** (1972-1997) - Director of Human Resources Emerita  
A.S., Tunxis Community College; B.S., M.S.O.M., Central Connecticut State University.
- Stone, Analee Gelman** (1973-1996) - Professor of Biology Emerita  
B.S., Carnegie Institute of Technology; M.A., 6th Year Certificate, Saint Joseph College.
- \***Timmons, John** - Professor of Media/Arts Emeritus  
B.A., State University of New York at Potsdam; M.F.A., Ohio University.
- Unanue, Eduardo** (1986-2012) - Professor of English as a Second Language Emeritus  
B.A., University of California; M.A., California State University.
- Varley, Susan E.** (1977-2008) - Executive Assistant to the President Emerita  
A.S., Tunxis Community College.
- Welsh, David** (1977-2015) - Director of Financial Aid Services Emeritus  
B.A., Columbia University; B.F.A., M.F.A., Pratt Institute.
- Wittmer, Paul W.** (1970-1997) - Professor of History Emeritus  
A.B., Hofstra University; M.A., Brown University; Ph.D., New York University.
- Zendzian, Craig A.** (1972-2008) - Professor of Criminal Justice Emeritus  
B.A., Central Connecticut State University; M.A., John Jay College of Criminal Justice; Ph.D., The City University of New York.
- \* *Deceased*

## Part-time Lecturers

- Allen, Adrienne** - Lecturer in Psychology  
B.A., Franklin and Marshall College; M.A., Psy.D., University of Hartford.
- Amara, Crystal** - Lecturer in Accounting  
Certificate, Central Connecticut State University; B.B.A., Hofstra University; M.B.A., University of Hartford.
- Anderson, Paula M.** - Lecturer in Art  
A.S., Post College; B.A., University of Hartford; M.A., Wesleyan University.
- Archambault, David** - Lecturer in Photography/Fine Arts  
B.F.A., Massachusetts College of Art; M.F.A., Syracuse University.



**Arciero, Jane** - Lecturer in English  
B.A., College of Mount Saint Vincent; M.A., Saint Joseph College, Central Connecticut State University.

**Argazzi, Paul** - Lecturer in Mathematics  
B.S., Bates College; M.S., Central Connecticut State University.

**Armstrong, Roxanne** - Lecturer in Sociology  
B.A., Wesleyan University; M.S.W., University of Connecticut.

**Ashkenazi-Karelits, Taly** - Lecturer in Art  
B.A., Tel-Aviv University; M.A., Tel-Aviv University; Ph.D., Tel-Aviv University, Israel.

**Austin, Brian** - Lecturer in Criminal Justice  
B.A., J.D., Syracuse University.

**Babapoor, Sankhiros** - Lecturer in Biology  
MHS, Quinnipiac University; Ph.D., University of Connecticut; DVM, Azad University of Urmia.

**Babapoor, Youlanda** - Lecturer in Mathematics  
B.A., M.A., Central Connecticut State University.

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**Barlowski, Nancy** - Lecturer in Mathematics  
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**Barlowski, Thomas P.** - Lecturer in Mathematics  
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**Beeman, Guy B.** - Lecturer in Business  
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**Bennefield, Krystle** - Lecturer in Psychology  
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**Bernabe, James** - Lecturer in Technological Studies/Engineering Science  
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**Bisator Williams, Kimala** - Lecturer in Economics  
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**Blair, Melissa** - Lecturer in Fine Art  
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**Blejwas, Carol** - Lecturer in English  
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**Borgen, Anthony** - Lecturer in Mathematics  
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**Bourn, Chelsea** - Lecturer in Psychology  
B.A., Salve Regina University, RI; M.A., University of Connecticut.

**Bouton, Christopher** - Lecturer in History  
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**Brooks, Robyn** - Lecturer in Graphic Design  
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**Buckley, Mark** - Lecturer in Criminal Justice  
B.S., M.A., Bellevue University.

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**Coan, Sally** - Lecturer in Biology  
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**Cooley, Jason** - Lecturer in American Government  
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**Cronan, John** - Lecturer in Criminal Justice  
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**Davis, Archie E.** - Lecturer in Criminal Justice  
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**Davis-Sheftel, Kara** - Lecturer in Communications  
B.A., Western New England University; M.A., Seton Hall University.

**de Andrade, Robson (Jr.)** - Lecturer in Mathematics  
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**DeBari, Karen** - Lecturer in English  
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**DeCesare, James** - Lecturer in Art  
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**DeCesare, Kelly** - Lecturer in English  
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**Dhar, Vinod** - Lecturer in Chemistry  
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**DiCarlo, Brenda** - Lecturer in Business  
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**Detlefsen, William L.** - Lecturer in Business  
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**Ducharme, Heather** - Lecturer in History  
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**Harding, Matt** - Lecturer in English  
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**Harwood, Shellie** - Lecturer in English  
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**Herman, Howard S.** - Lecturer in Philosophy  
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**Hoffman, Amy** - Lecturer in Biology  
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**Holinka, Cassandra** - Lecturer in Social Science  
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**Hurczyn, Maria** - Lecturer in Polish  
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**Huston, Michelle** - Lecturer in English  
B.A., Western Connecticut State University; M.S., Central Connecticut State University.

**Iorio, Jason** - Lecturer in Computer Information Systems  
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**Jacobs, Gary A.** - Lecturer in Fine Arts and Graphic Design  
B.F.A., University of Hartford; M.F.A., Brooklyn College.

**Jimenez, William** - Lecturer in Spanish  
M.D., Libre University School of Medicine Cali-Columbia; General Surgeon, Military University, Bogota-Columbia.

**Karas-Golka, Margorzata** - Lecturer in Chemistry  
B.S., University of Connecticut.

**Kearney, Elizabeth** - Lecturer in English  
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**Keefe, Sandra** - Lecturer in Mathematics  
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**Kleinman, Ronald** - Lecturer in Physics  
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**Koffi, Gayle** - Lecturer in English  
B.A., Franklin Pierce University; M.A., New York University; Certificate, Central Connecticut State University, ACES.

**Kovach, Sandra** - Lecturer in English  
B.A., University of Connecticut; M.A., Seton Hall University.

**Krajewska, Monika** - Lecturer in Music  
B.M., University of Connecticut; M.M., Yale University; D.M.A., Paderevsky Music Academy, Poland.

**Krupinski, Shaylene** - Lecturer in English  
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**Kulpa, Kara** - Lecturer in English  
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**LaGanga, Donna Brandeis** - Lecturer in Business  
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**Lauretano, Angela** - Lecturer in Biology  
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**Lavendier, Marie** - Lecturer in English  
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**Lawson, Vicky** - Lecturer in Psychology  
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# INDEX

Ability-Based Education .....	10
Academic Advising .....	39
Academic Advising Center .....	39
Academic Calendars.....	5
Academic Information .....	33
Academic Placement Assessment Options (ACCUPLACER, SAT, ACT).....	16
Academic Probation.....	38
Academic Standing.....	38
Academic Support Center .....	24
Acceptable Use and Responsible Use of Information Technology Resources Policy.....	178
Acceptable Use Policy - Information Technology Resources .....	178
Accounting Certificate Program.....	65
Accounting Courses.....	118
Accreditation .....	8
Accreditation Statement - Tunxis Community College .....	2
ACT Standards.....	17
Adding or Dropping a Course.....	36
Administration.....	206
Administrative Notations .....	34
Admissions .....	14, 15
Admissions Procedures.....	15
Admission to Continuing Education Programs .....	21
Admission to Selective Programs.....	17
Admission to the English as a Second Language Curriculum.....	17
Admission With Advanced Standing .....	19
Advanced Placement.....	19
Advanced Placement of All High School Students.....	41
Aesthetic Dimensions Ability.....	46
Affirmative Action/Equal Opportunity.....	4
AIDS and Other Communicable Diseases Policy .....	196
All Are Welcome.....	8
Allied Dental Advisory Committee.....	204
Alumni Association History.....	199
Alumni Association Membership .....	199
Alumni Association Mission Statement.....	199
Alumni Association of Tunxis Community College.....	199, 206
Americans with Disabilities Act.....	25
Anthropology Courses.....	119
Appeals Process .....	39
Applicants Without a High School Diploma .....	15
Application to Graduate.....	41
Applying for Financial Aid.....	29
Art Courses .....	119
Astronomy Courses .....	123
Authorization to Award Associate's Degree.....	8
Basic Skills/Assessment Testing.....	43

Biology Courses.....	123
Bookstore.....	9
Business Administration, Associate's Degree.....	64
Business Administration Associate's Degree Program Abilities .....	65
Business Administration Certificate Program .....	66
Business Administration: Retail Business Management Option, Associate's Degree .....	68
Business Courses - Entrepreneurship.....	125
Business Courses - Finance .....	125
Business Courses - General.....	124
Business Courses - Management.....	126
Business Courses - Marketing.....	126
Business Office Technology Advisory Committee .....	203
Business Office Technology Associate's Degree.....	69
Business Office Technology Courses.....	128
Business Office Technology: Health Information Technology Certificate.....	73
Business Office Technology: Medical Option, Associate's Degree .....	71
Business Office Technology: Medical Option Program Abilities.....	72
Business Office Technology: Office Applications Certificate .....	73
Business Office Technology Program Abilities .....	70
Business Program Advisory Committee.....	203
Campus Facilities - Reserve Space for Meetings and More .....	174
Campus Parking.....	9
Campus Safety.....	9
Campus Safety Efforts .....	197
Career Counseling.....	39
Certified Professional Secretary (CPS) Award .....	19
Chemistry Courses.....	129
Chinese Language Course.....	130
Class Attendance .....	37
College Expectation of Students .....	34
College Level Examination Program (CLEP).....	37
College of Technology.....	42
College of Technology - Engineering Pathway Program.....	92
College Preparation Courses.....	130
College Preparatory Courses .....	44
Combined Academic Standing (CAST).....	38
Communication Courses .....	131
Computer Aided Drafting (CAD) Certificate.....	112
Computer Applications Courses .....	133
Computer Center Services and Open Lab .....	23
Computer Information Systems Associate's Degree .....	74
Computer Information Systems: Computer Programming Option, Associate's Degree.....	75
Computer Information Systems: Computer Programming Option Program Abilities.....	76
Computer Information Systems: Network Administration Option Associate's Degree .....	77
Computer Information Systems: Network Administration Option Program Abilities.....	78
Computer Information Systems Program Abilities.....	75
Computer Programming Certificate Program.....	77
Computer Science Courses.....	133

Computer Science/Mathematics, Associate's Degree (Honors) .....	80
Computer Science/Mathematics (Honors) Program Abilities.....	81
Computer Technology Courses.....	135
Confidentiality of Student Records .....	194
Connecticut Community Colleges.....	235
Connecticut Talent Assistance Cooperative (CONNTAC) .....	20
Continuing Education Programs.....	174
Copy Center.....	42
Course Auditing.....	36
Course Credit by Examination (CBE).....	36
Course Credit for Prior Learning.....	36
Course Descriptions .....	117
Courses of Instruction.....	42
Course Waiver.....	37
Credits .....	34
Criminal Justice, Associate's Degree.....	82
Criminal Justice: Corrections Option Associate's Degree.....	83
Criminal Justice: Corrections Option Program Abilities.....	84
Criminal Justice Courses.....	136
Criminal Justice Program Abilities.....	83
Criminal Justice Program Advisory Committee.....	203
Critical Analysis/Logical Thinking Ability.....	47
CSCU Transfer Articulation and General Education Competencies.....	34
Curriculum Advising & Program Planning (CAPP).....	38
Dean's List.....	40
Dental Assisting Certificate Program.....	88
Dental Assisting Courses.....	138
Dental Assisting Program Abilities.....	88
Dental Hygiene Associate's Degree Program.....	85
Dental Hygiene Associate's Degree Program: Special Admission Requirements .....	86
Dental Hygiene Courses.....	139
Dental Hygiene Honor Society.....	26
Dental Hygiene Mission Statement.....	86
Dental Hygiene Program Abilities.....	86
Dental Hygiene Program: Application Process for Admission.....	87
Dental Hygiene Program Goal.....	86
Dental Hygiene Program: Prerequisite Requirements .....	87
Dental Hygiene Program Transfer Students.....	18
Digital Arts Courses.....	142
Directions to Tunxis Community College.....	238
Directory .....	200
Disability Services.....	25
Disclaimer: information subject to change.....	4
Dropping a Course.....	36
Drug and Alcohol Abuse Statement.....	196
Early Childhood Administration Certificate Program.....	91
Early Childhood Center.....	25
Early Childhood Education Associate's Degree Program.....	89

Early Childhood Education Certificate Program.....	91
Early Childhood Education Courses.....	142
Early Childhood Education Program Abilities.....	90
Early Childhood Education Program and Pathways to Teaching Careers Advisory Committee.....	204
Earth Science Courses.....	144
e-Commerce Certificate Program.....	66
Economics Courses.....	144
Educational Extension Account Credit Courses and Non-Credit Courses.....	172
Elective Courses.....	59
Electrical Engineering Technology Courses.....	144
Electronic Communications Policy.....	180
Electronic Device Policy.....	198
Emergency Messaging System.....	9
Emeriti.....	215
Engineering Science Associate's Degree.....	92
Engineering Science Program Abilities.....	93
Engineering & Technology Programs Advisory Committee.....	204
English as a Second Language Certificate Program.....	93
English as a Second Language Courses.....	148
English as a Second Language Credits - Transferability.....	195
Enrollment Information.....	38
Entrepreneurship Certificate Program.....	67
Environmental Science Course.....	151
Ethical Dimensions Ability.....	49
Expenses.....	168
Experiential Learning/Non-Collegiate Sponsored Instruction.....	37
Family Educational Rights and Privacy Act (FERPA).....	26, 193, 194
Family Violence Intervention Certificate.....	104
Fee Deposit.....	170
Fees are Subject to Change.....	171
Fees Which Are Non-refundable.....	171
Finance Certificate Program.....	67
Financial Aid Services.....	28
Financial Aid Services Office Policies.....	30
Financial Assistance Programs.....	31
French Courses.....	151
Fresh Start Option.....	39
Full-time Faculty.....	212
Full-time Students.....	38
General Education.....	10
General Education Abilities.....	34
General Education Abilities & Rubrics.....	11
General Information.....	7
General Studies, Associate's Degree.....	94
General Studies Program Abilities.....	94
Geography Course.....	151
Grade Appeal Procedure.....	36
Grade Points.....	34

Graduation Requirements—Degree and Certificate Students .....	40
Grant Programs .....	31
Graphic Design Associate's Degree .....	95
Graphic Design Certificate Program .....	97
Graphic Design Certificate Program Abilities.....	97
Graphic Design Courses .....	151
Graphic Design: Interactive Media Option Associate's Degree.....	98
Graphic Design: Interactive Media Option Program Abilities.....	99
Graphic Design Program Abilities .....	96
Graphic Design Program Advisory Committee.....	205
Graphic Standards/Print Material Guidelines .....	10
Health Career Pathways Certificate .....	100
Health Courses.....	153
High School Partnership Program .....	20
Historical Knowledge Ability.....	50
History Courses .....	153
Homeland Security Certificate Program.....	84
Honors Criteria for Graduation.....	41
Humanities Courses .....	156
Human Services Associate's Degree.....	101
Human Services Certificate Program.....	102
Human Services Courses.....	155
Human Services: Family Violence Intervention Option, Associate's Degree.....	103
Human Services: Family Violence Intervention Option Program Abilities.....	104
Human Services Program Abilities.....	102
Human Services Program Advisory Committee .....	205
Hybrid Courses .....	44
Immunization Policy .....	16
Incomplete Notation.....	35
Independent Study Course .....	37, 156
Information Literacy/Continued Learning Ability.....	51
Information Technology Services .....	23
International Students.....	16
Italian Courses.....	156
Kappa Beta Delta Honor Society .....	25
Latin Courses.....	157
Lean Manufacturing Certificate Program.....	115
Legislative Internship Program.....	42
Liberal Arts and Sciences (A.A. Degree) Program Abilities.....	106
Liberal Arts and Sciences (A.S. Degree) Program Abilities .....	108
Liberal Arts and Sciences, Associate's in Arts Degree.....	105
Liberal Arts and Sciences, Associate's in Science Degree .....	107
Library.....	43
Library phone numbers .....	43
Library services.....	43
Linguistics Course.....	157
Loan Programs.....	31
Mandatory Usage Fees.....	170

Marketing Management Certificate Program.....	68
Mechanical Engineering Technology Course.....	160
Media Center.....	42
Media Instructional Technologies (MIT).....	42
Media Relations Guidelines.....	10
Meteorology Course.....	160
Microcomputer Processing Certificate Program.....	80
Mission Statement - Tunxis Community College.....	2
Mission Statement - Tunxis Foundation and Advisory Board, Inc.....	199
Music Courses.....	160
MyCommNet.....	23
National Guard Tuition Waiver.....	32
Network Administration Certificate Program.....	79
Network Administration Certificate Program Abilities.....	79
New England Board of Higher Education Reciprocal Program.....	20
New Media Communication Courses.....	160
Non-Degree/Non-Matriculating Students.....	15
Nondiscrimination Policy.....	4
Non-Program-Enrolled Students.....	38
Notification of Changes and Cancellations.....	8
Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA).....	193
Oceanography Course.....	161
Online Courses.....	44
Online With Campus Requirement Courses.....	44
Oral Communication Ability.....	52
Out of State Students in Online Courses.....	20
Part-time Lecturers.....	216
Part-time Students.....	38
Pathway to Teaching Careers Associate's Degree.....	109
Pell Grants.....	31
Personal and Social Counseling.....	39
Philosophy Courses.....	161
Phi Theta Kappa.....	26
Photography Certificat Program.....	63
Physics Courses.....	162
PLUS Loans.....	32
Policy Changes.....	176
Policy Statements.....	175
Polish Courses.....	162
Political Science Courses.....	163
Potential Graduates/Program Guides.....	40
Prerequisite Grades.....	36
President's Message.....	3
Program Advisory Committees.....	203
Program-Enrolled Students.....	38
Programs.....	58
Psychology Courses.....	163
Publications - Workforce Development & Continuing Education.....	174



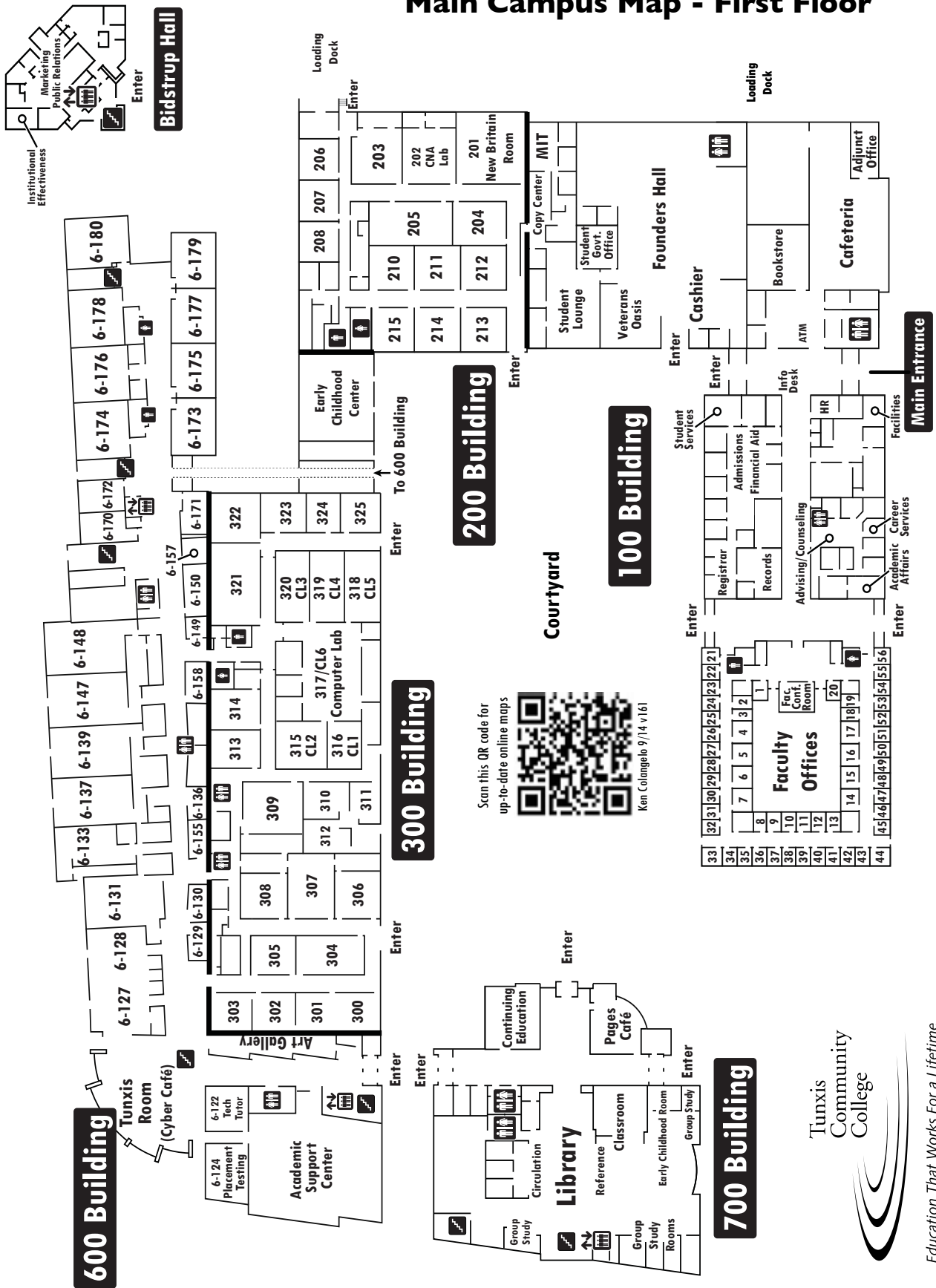
Purpose of the College.....	8
Quantitative Reasoning Ability.....	53
Racism and Acts of Intolerance Policy.....	176
Readmit Students.....	18
Release of Liability: Photography, etc.....	9
Repeat Policy .....	35
Right to Use Name and Photograph.....	9
Satisfactory Completion of Courses.....	38
SAT Standards .....	17
Scholarships and Local Awards .....	32
Scholarships for Graduates .....	32
Scientific Knowledge Ability.....	54
Second Degree.....	41
Senior Citizens Tuition and Fees Exemption.....	15
Service Members Opportunity College/Project Ahead.....	20
Sex Offenders on Campus Policy.....	198
Sexual Harassment Policy .....	176
Sigma Phi Alpha National Dental Hygiene Honor Society .....	26
Smoking Prohibition Policy .....	9
Social Media Guidelines .....	10
Social Phenomena Ability.....	56
Sociology Courses.....	164
Spanish Courses.....	166
Special Fees .....	169
Special Topics Courses.....	44
State Residency Policy .....	19
Student Achievement Recognition Ceremony.....	40
Student Activities.....	25
Student Activity Fees.....	169
Student Affairs.....	22
Student Clubs.....	25
Student Conduct Policy .....	26, 182
Student Government Association .....	25
Student Housing.....	9
Student Photo IDs.....	24
Student Records.....	193
Student Records and Privacy.....	26
Student Rights and Responsibilities.....	192
Student Right to Know Regulations.....	27
Students with Disabilities .....	24
Subsidized Stafford Loan .....	31
Supplemented/Web-Enhanced Courses.....	44
Suspension .....	39
Technology Studies Associate's Degree.....	110
Technology Studies: Biomolecular Science Option, Associate's Degree .....	111
Technology Studies/Engineering Science Courses.....	166
Technology Studies: Engineering Technology Option, Associate's Degree.....	113
Technology Studies Program Abilities.....	111

Technology Studies:Technology and Engineering Education Option, Associate's Degree .....	114
Theater Courses .....	167
The College .....	8
Threats or Violent Acts - How to Report.....	197
Topics Courses.....	44
Transcripts.....	37
Transfer Advising.....	40
Transfer Applicants.....	15
Transferring from Tunxis .....	116
Transfer Students .....	18
Transfer Students - Dental Hygiene Program.....	18
Transfer to Senior Institutions.....	42
Tuition Account Courses.....	171
Tuition and Fees Schedule .....	169
Tunxis@Bristol, the Bristol Campus of Tunxis Community College.....	9
Tunxis Foundation and Advisory Board.....	199, 202
Tunxis Logo Usage Guidelines .....	10
Tunxis Online Education/Distance Learning.....	42
Unsubsidized Stafford Loan.....	31
Values and Principles .....	13
Veterans Administration Benefits .....	32
Veterans' Oasis.....	27
Veterans Tuition Waiver .....	32
Violence Prevention and Response Policy.....	197
Vision Statement - Tunxis Community College.....	2
Visual Fine Arts, Associate's Degree.....	60
Visual Fine Arts: Photography Option Associate's Degree.....	62
Visual Fine Arts: Photography Option Associate's Degree Program Abilities.....	63
Visual Fine Arts Program Abilities.....	61
Visual Fine Arts Program Advisory Committee.....	205
Weapons on College Campus.....	9
Wireless Service.....	24
Withdrawal Notation.....	36
Withdrawals and Refunds.....	171
Workforce Development.....	174
Workforce Development and Conitnuing Education .....	173
Workforce Development & Continuing Education Quality Council.....	174, 205
Work-Study Program.....	31
Written Communication Ability.....	57
Written Warning.....	38

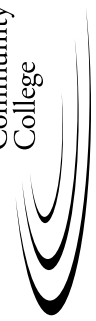
# Connecticut Community Colleges

- ▶ **Asnuntuck Community College** ([www.asnuntuck.edu](http://www.asnuntuck.edu))  
170 Elm Street • Enfield, CT 06082 • 860.253.3000/800.501.3967
- ▶ **Capital Community College** ([www.ccc.commnet.edu](http://www.ccc.commnet.edu))  
950 Main Street • Hartford, CT 06103 • 860.906.5000/800.894.6126
- ▶ **Gateway Community College** ([www.gatewayct.edu](http://www.gatewayct.edu))  
20 Church Street • New Haven, CT 06510 • 203.285.2000/800.390.7723
- ▶ **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.manchestercc.edu](http://www.manchestercc.edu))  
Great Path, P.O. Box 1046 • Manchester, CT 06045-1046 • 860.512.3000
- ▶ **Middlesex Community College** ([www.mxcc.commnet.edu](http://www.mxcc.commnet.edu))  
Main Campus • 100 Training Hill Road • Middletown, CT 06457 • 860.343.5800  
Meriden Center • 55 West Main Street • Meriden, CT 06451 • 203.608.3000
- ▶ **Naugatuck Valley Community College** ([www.nv.edu](http://www.nv.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 • 860.932.4000  
Willimantic Center • 729 Main Street • Willimantic, CT 06226 • 860.336.0900
- ▶ **Three Rivers Community College** ([www.trcc.commnet.edu](http://www.trcc.commnet.edu))  
574 New London Turnpike • Norwich, CT 06360 • 860.215.9000
- ▶ **Tunxis Community College** ([www.tunxis.edu](http://www.tunxis.edu))  
Main Campus • 271 Scott Swamp Road • Farmington, CT 06032 • 860.773.1300  
Tunxis@Bristol • 430 North Main Street • Bristol, CT 06010 • 860.314.4700

# Main Campus Map - First Floor

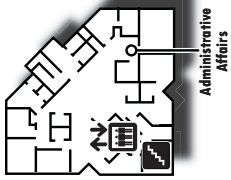


Tunxis  
Community  
College

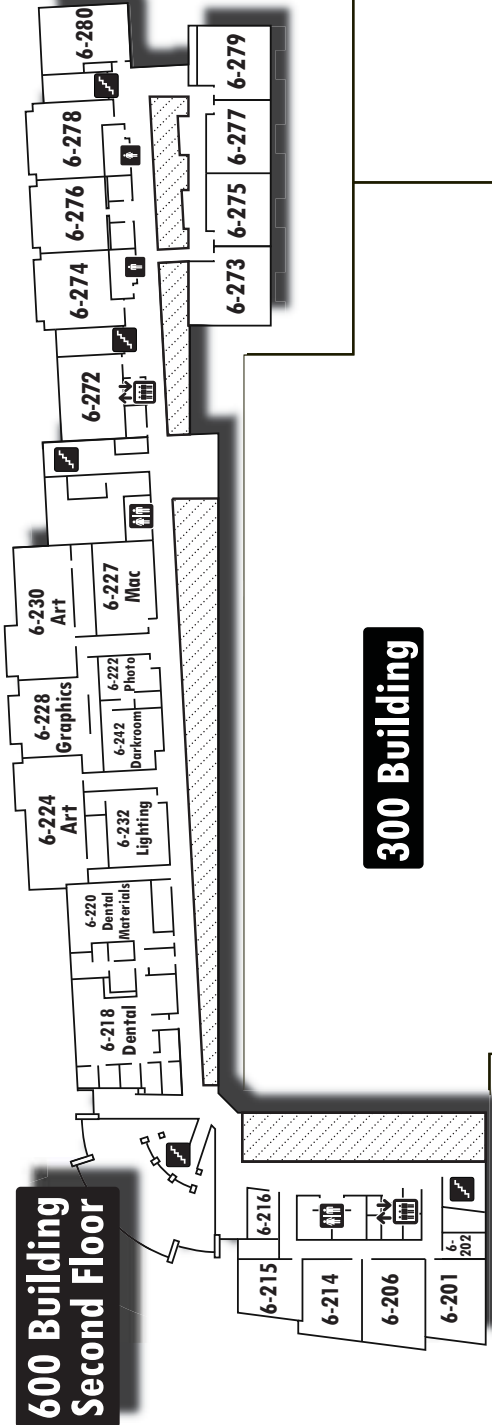


Education That Works For a Lifetime

# Main Campus Map - Second Floor

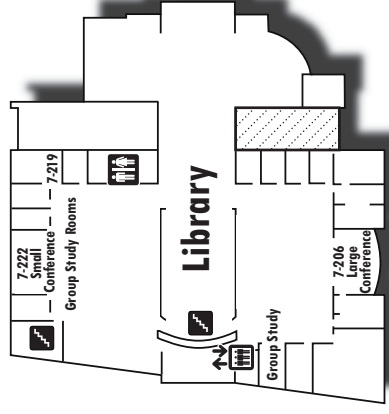
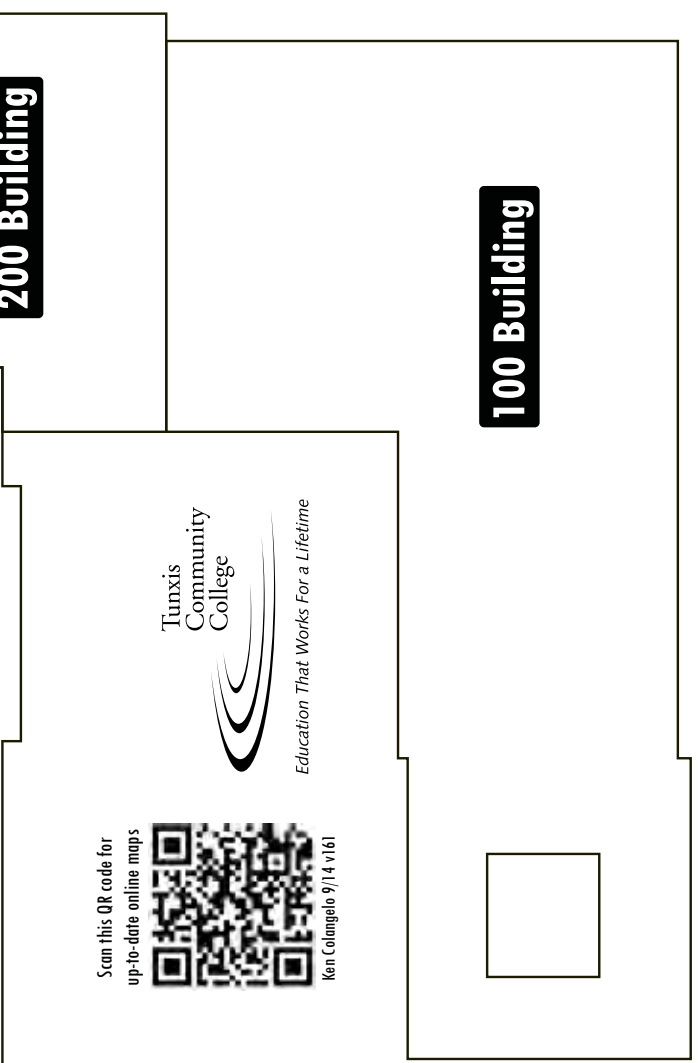


**Bidstrup Hall  
Second Floor**



**300 Building**

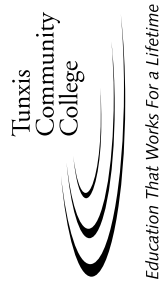
**200 Building**



Scan this QR code for up-to-date online maps

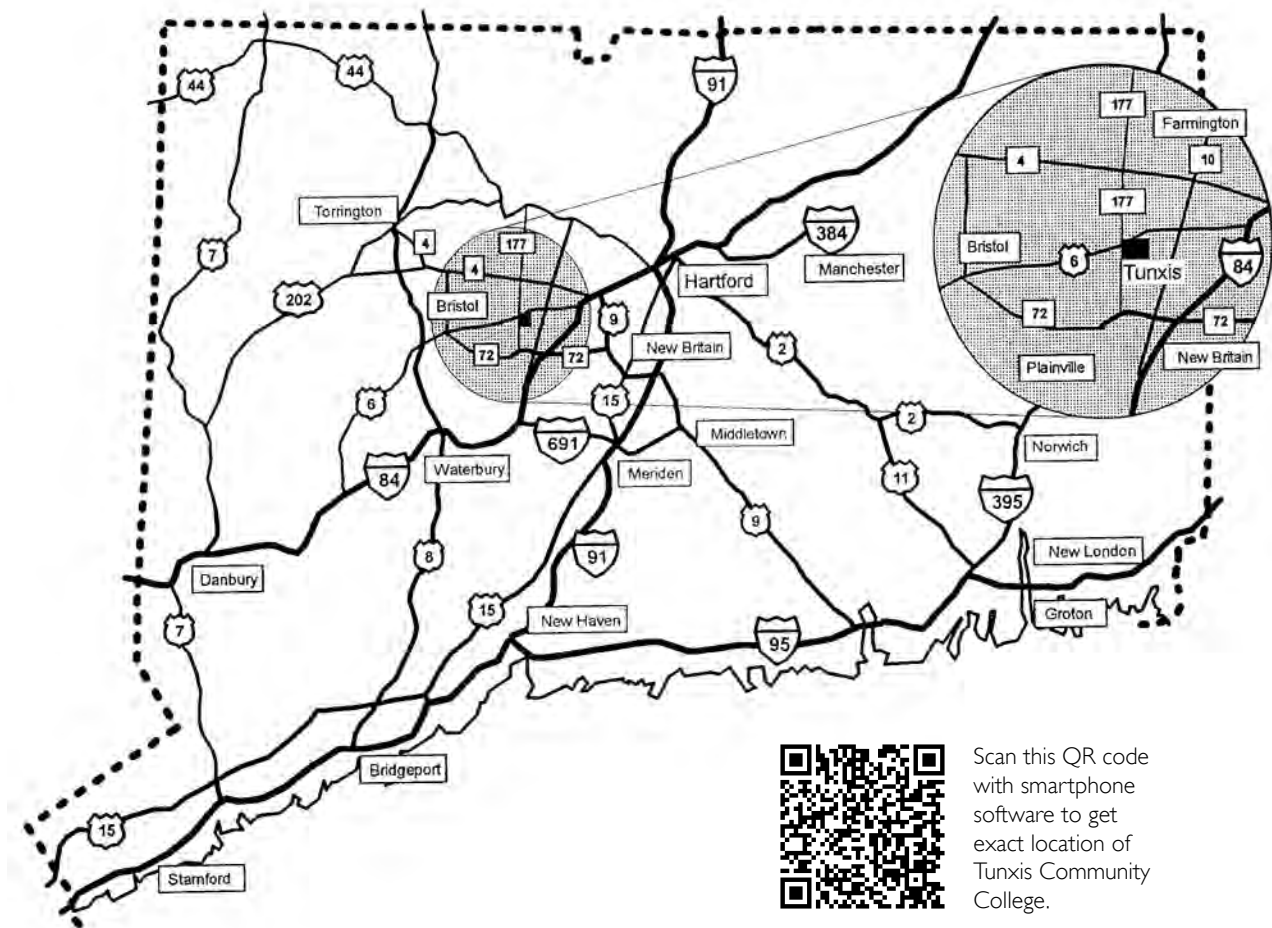


Ken Colangelo 9/14 v161



# Directions to Tunxis Community College

Tunxis Community College is located at 271 Scott Swamp Road, at the intersection of Routes 6 & 177 in Farmington, CT. Entrances to the parking areas are located on Route 177.



## From I-84 Westbound (From Hartford)

Take Exit 38 (Route 6/Bristol), follow Route 6 approximately 7 miles to the intersection of Routes 6 & 177. Turn left onto Route 177 South. College entrance is on the left. **OR** Take Exit 33 (Route 72 West/Bristol), then take Route 177/N. Washington Street Exit. Turn right at the bottom of the exit ramp onto Rte. 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the third light (intersection of Routes 6 & 177). Estimated driving time 20 minutes.

## From I-84 Eastbound (From Waterbury)

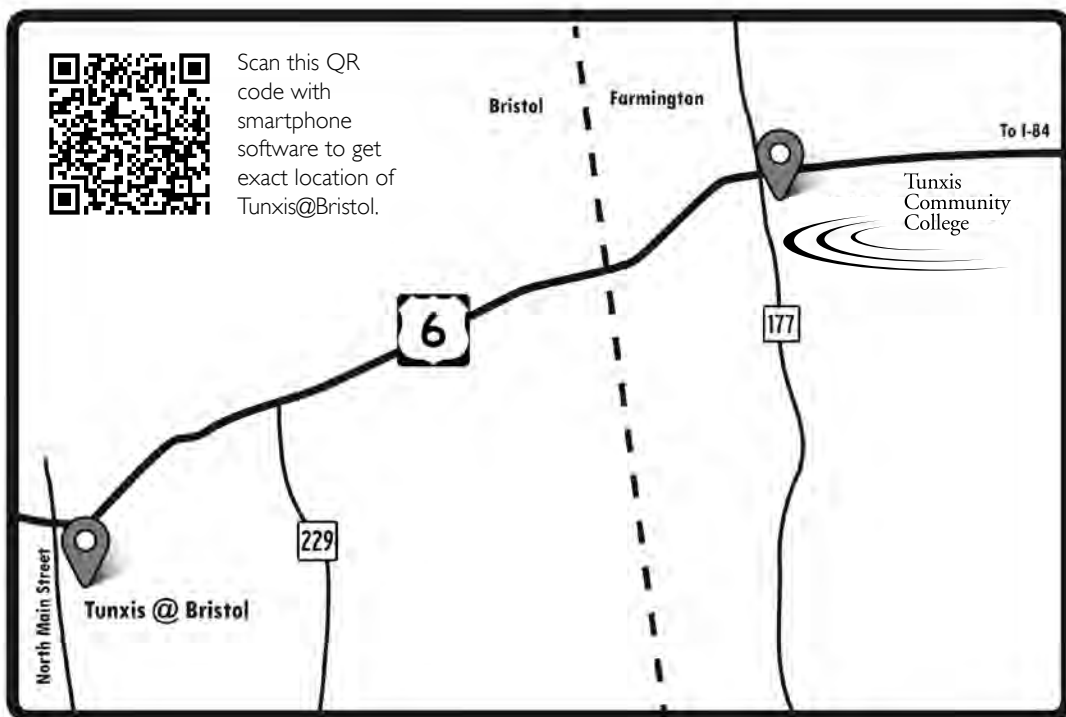
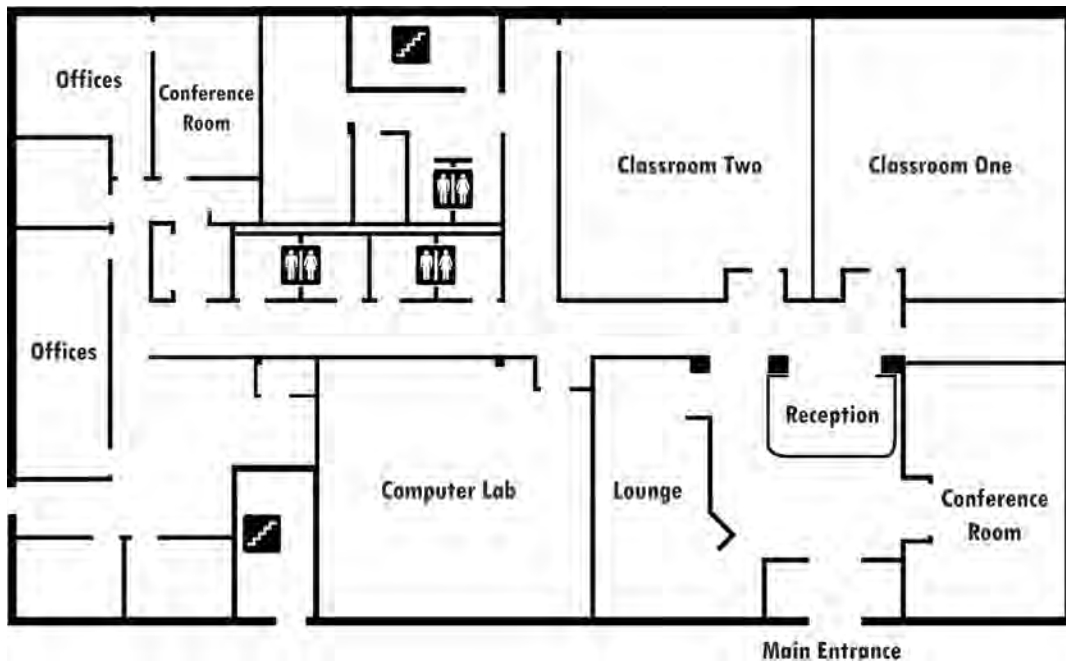
Take Exit 33 on left (Route 72 West•Plainville/New Britain). Continue on Route 72. Exit at Route 177/North Washington Street. Turn right onto Route 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the third light (intersection of Routes 6 & 177). Estimated driving time 30 minutes.

## From Middletown, Rocky Hill, Cromwell, Newington

Take Route 9 North, follow signs for Route 72 New Britain/Bristol. Continue on Route 72 to Route 177/North Washington Street. Turn right onto Route 177 North. Tunxis is on the right 2 miles from the exit ramp and just before the third light (intersection of Routes 6 & 177). Estimated driving time 20-30 minutes.

If you need further assistance, call 860.773.1300.

# Directions To Tunxis@Bristol From Main Campus



**Tunxis@Bristol** is located in the North Side Square, 430 North Main Street in Bristol, CT.

Take Route 6 West for approximately 4.1 miles. Turn left onto North Main Street.

Turn left into parking area. Estimated driving time 9 minutes.

If you need further assistance call, 860.314.4700.

# GENERAL COLLEGE INFORMATION

Tunxis Information Center ..... 860.773.1300  
 Tunxis Internet Address..... tunxis.edu



Academic Advising.....	773.1510
Academic Support Center.....	773.1530
Admissions.....	773.1490
Bookstore.....	773.1338
Business Office .....	773.1320
Career Services, Director .....	773.1504
Child Care (Early Childhood Center) .....	773.1350
Computer Center.....	773.1390
Continuing Education & Workforce Development (Tunxis@Bristol).....	314.4700
Business & Industry Services/Customized Training.....	314.4709
Continuing Education Programs .....	773.1450
Counseling.....	773.1510
Dean of Academic Affairs.....	773.1514
Dean of Administration.....	773.1302
Dean of Institutional Effectiveness & Outreach .....	773.1401
Dean of Student Affairs.....	773.1482
Department Chairs & Program Coordinators.....	773.1519
Faculty Offices .....	773.1519
Financial Aid Services .....	773.1422
Human Resources.....	773.1415
Information Technology.....	773.1390
Library.....	773.1550
Marketing and Public Relations.....	773.1410
Online Education.....	773.1371
Placement Testing.....	773.1530
President's Office.....	773.1700
Public Relations.....	773.1410
Registrar/Records.....	773.1440
Student Activities.....	773.1361
Transcripts.....	773.1437
Transfer Information (Tunxis to other institutions).....	773.1510
Transfer Information (from other institutions to Tunxis) .....	773.1490
Tunxis@Bristol.....	314.4700
Weather Information.....	773.1301

**Mailing Address: 271 Scott Swamp Road • Farmington, Connecticut 06032-3187**