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College Catalog

AND STUDENT HANDBOOK

2015-2016

Housatonic.edu

Front Cover Illustration By: Mark Lucas, HCC Student

Catalog Information

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Visitors are welcome at the college, and our website, www.Housatonic.edu

Administrative offices are open from 8:30 a.m. until 4:30 p.m. Monday through Friday. Some offices are open evenings. Other evening hours are available by appointment. Hours of the summer session are published in the summer session class schedules. The Evening Division is open until 9:30 pm when classes are in session.

General Directory

General Information.....203-332-5000

Automated Information (including weather cancellations).....203-332-5200

Academic Matters
Dean of Academic Affairs...203-332-5061

Administrative Matters
President.....203-332-5224

Academic Advising Center..203-332-5154

Academic Support Center...203-332-5139

Admissions, Catalogs.....203-332-5100

Art Museum.....203-332-5052

Center for Academic Progress (CAP).....203-332-8585
Testing Services.....203.332.8585

Continuing Education.....203-332-5057

Counseling, Personal and Student Development.....203-332-5097

Dean of Students.....203-332-5183

Disabilities Support Center
Coordinator 203-332-5018

Distance Learning
Director.....203-332-8571

Evening/Weekend Programs
Evening Division.....203-332-5056

Financial Aid
Director of Financial Aid...203-332-5049

Library.....203-332-5070

Media Relations
Public Information.....203-332-5229

Men's Center
Coordinator.....203-332-5290

Payment of College Charges
Director of Finance and Administrative Services.....203-332-5014

Records and Transcripts
Registrar.....203-332-5088

Strategic Solutions Group (Business & Industry Training).....203-332-5150

Student Activities
Student Life 203-332-5094

Women's Center.....203-332-5268

Weather Cancellations.....203-332-5200

Writing Across the Curriculum, Coordinator
Robert Nelson.....203-332-8545

Program Directory

Art Program, Coordinator
John Favret.....203-332-5116

Behavioral & Social Sciences, Chair
Laurie Noe.....203-332-5255

Business Administration, Chair
Edward Becker.....203-332-5138

College of Technology Pathway Program, Advisor
William Griffin.....203-332-5056

Criminal Justice & Government, Coordinator
Samantha Mannion.....203-332-5168

Developmental Studies, Chair
Rebecca Samberg.....203-332-5153

Early Childhood Education, Coordinator
Shelley Tomey.....203-332-5162

English as A Second Language, Coordinator
Maria Roche 203-332-5149

Humanities, Chair
Rebecca Adams.....203-332-8578

Human Services, Coordinator
Edward Keane.....203-332-5165

Manufacturing Program
William Griffin.....203-332-5056

Mathematics/Science, Chair
Shirley Zajdel.....203-332-5155

Nursing, Advisor
Sandra Barnes.....203-332-5107

Occupational Therapy Assistant, Director
Michele Reed.....203-332-5214

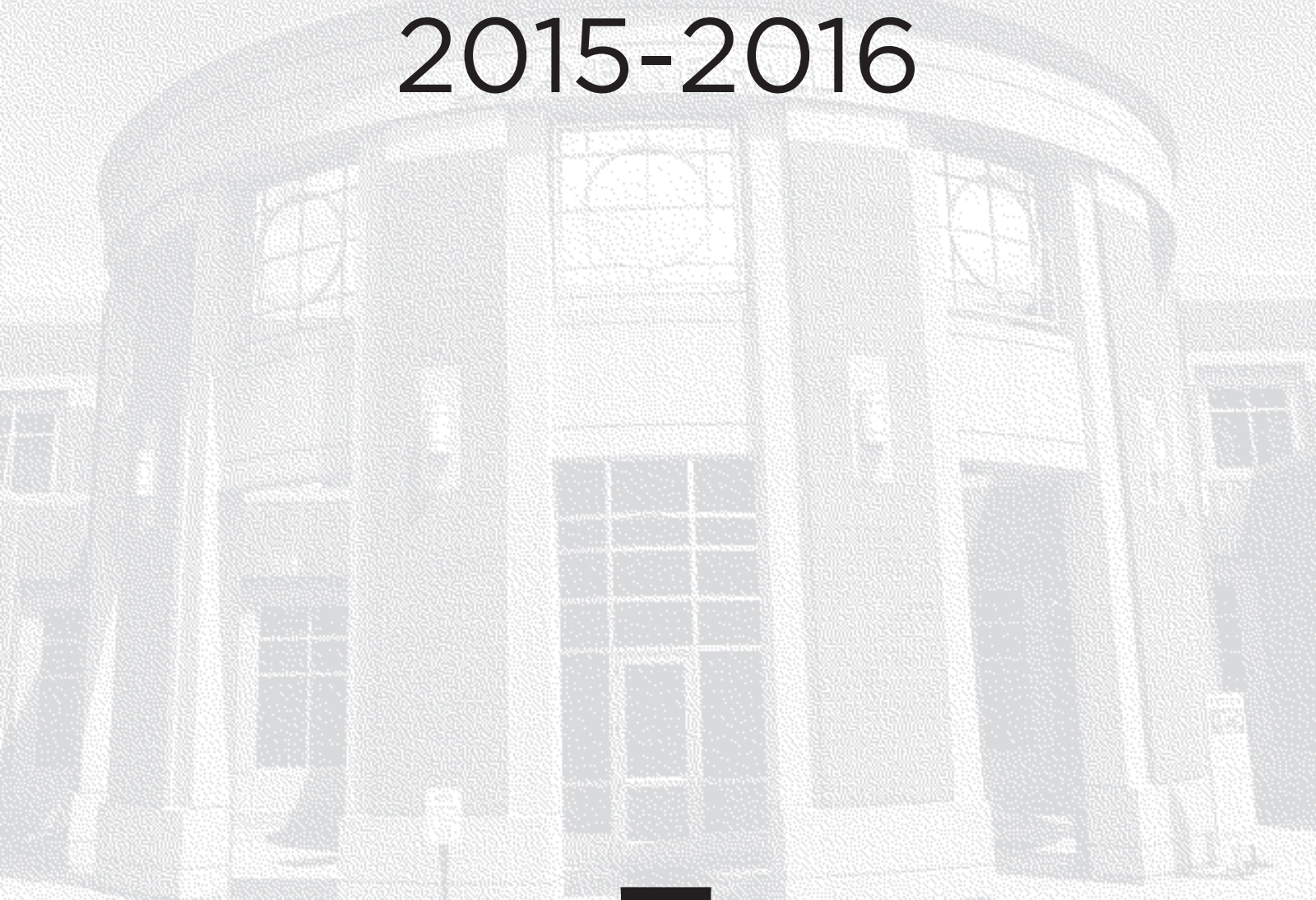
Psychology Concentration
Michael Amico.....203-332-5163

Physical Therapy Assistant, Advisor
Kathy Cercone.....203-332-5177

Theater Arts, Coordinator
Geoffrey Sheehan.....203-332-5270

COLLEGE CATALOG & STUDENT HANDBOOK

2015-2016



HOUSATONIC
COMMUNITY COLLEGE

(203) 332-5000 900 Lafayette Boulevard, Bridgeport, CT 06604 www.Housatonic.edu

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CALENDAR 2015-2016

As of September 2015, the college is closed on Sundays.
Please check the HCC website for further information.

Fall 2015

Weekday Classes Begin ..... August 31, 2015
Labor Day Weekend (college closed) ..... September 5 -- 7, 2015
Weekend Classes Begin (*Friday after 5pm & Saturday*) ..... September 4, 2015
Columbus Day (classes in session)..... October 12, 2015
Veteran's Day (classes in session)..... November 11, 2015
Study Day (college open, no classes) ..... November 25, 2015
Thanksgiving (college closed) ..... November 26, 2015
Study Day (no classes)..... November 27, 2015
Thanksgiving Weekend (college closed) ..... November 28 - 29, 2015
Final Exams..... December 12 - 18, 2015
Christmas (college closed) ..... December 25, 2015

The College will be closed on Saturdays and Sundays from December 19, 2015 through January 17, 2016.

Winter 2015

Classes Begin ..... December 28, 2015
New Year's Day Observed (college closed) ..... January 1, 2016
Classes End January14, 2016

The College will be closed on Saturdays and Sundays from December 19, 2015 through January 17, 2016.

Spring 2016

Martin Luther King Day (college closed) ..... January 18, 2016
Weekday Classes Begin ..... January 21,2016
Weekend Classes Begin ..... January 22, 2016
Lincoln's & Washington's Birthday observed (no classes)..... February 12-15, 2016
Washington's Birthday (college closed, no classes) ..... February 15, 2016
Spring Break (no classes)..... March 21 - 27, 2016
Easter Break (college closed, no classes)..... March 25 - 27, 2016
Final Exams..... May 10 - 16, 2016
Commencement ..... May 26, 2016
Memorial Day Weekend (college closed) ..... May 28 - 30, 2016

Please see the online calendar at www.housatonic.edu for registration dates, campus events and student activities.

Welcome

I am pleased to welcome you to this written overview of Housatonic Community College. In these pages you will find a wealth of information about the college, its over 60 degree and certificate programs, its policies and procedures, and specifics you need to know about life at HCC from admission to graduation.

While the catalog is an important resource and reference for your Housatonic experience, I want to assure you that it isn't the whole story. It gives you names and qualifications of the faculty and staff, but it doesn't express how much they care about every student on the HCC campus and everything they do to help each student achieve success.

The catalog describes student activities and opportunities, but when you attend workshops, listen to lectures, become involved with on-campus clubs and organizations, you will have the opportunity to expand your HCC experience and make new friends. At HCC, you spend each day surrounded by the paintings, sculptures, and drawings that comprise the Housatonic Museum on view throughout the campus.

HCC can provide you with skills that meet the needs of the business and professional community, making you valuable in the workplace. You can brush up your skills or prepare to transfer to a four-year institution. At HCC you will find programs to help you realize your dreams and ambitions, and people to help you get there.

I welcome you to Housatonic!

Paul Broadie II, Ph.D., President

ROLE AND SCOPE

Housatonic Community College is located in Bridgeport, Connecticut's largest city, and serves an eleven-town area in Southwestern Connecticut. A member of Connecticut State Colleges & Universities, the college was founded in 1966 and in 1997 moved to its present site in downtown Bridgeport. In 2008 Beacon Hall became the second building on the HCC campus. The Housatonic Museum of Art and Sculpture Garden are part of the teaching mission of the college. With nearly 4000 works in the collection, and over 1700 displayed throughout the building, the Museum offers lectures, demonstrations, and changing exhibitions in the Burt Chernow Galleries. Housatonic is accredited by the New England Association of Schools and Colleges and the Connecticut Board of Regents for Higher Education.

In response to community and student needs, Housatonic offers associate degree programs in preparation for transfer to four-year institutions, as well as occupationally oriented associate degree and certificate programs. Short-term, non-credit courses, seminars and workshops, as well as targeted student services help meet community and personal enrichment needs. These programs prepare students for employment, and advancement in business, industry, manufacturing, health services, fine arts, theater, digital media, early childhood education, natural sciences, computer arts and information systems, and human services. The college also assists local businesses and institutions to train and update the skills of their workers. Housatonic is a student-centered institution and is a national Achieving the Dream institution. The college strives to provide high quality, accessible instructional and student services within an environment of mutual respect among faculty, staff, and students. These services are provided through an open-door admissions policy at affordable cost in a variety of settings and through a variety of teaching methods and approaches.

Special support services responding to student and community needs include disabilities support services, career and transfer counseling, academic support and tutoring, library facilities and instruction, English as a Second Language programming, and an array of student clubs and activities.

The student body reflects the diversity of the service region. Changes in student and educational goals, economic diversity, and industry needs are responded to with flexibility and responsible adjustment in programs and services. Outreach to the local community is part of the mission of the college. Non-credit courses, seminars, cultural events, and forums focus on the changing requirements of the workplace, as well as personal enrichment.

HOUSATONIC'S MISSION

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

Housatonic strives for:

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

ACADEMIC GOALS

Degrees and Certificates

Housatonic Community College is a two-year comprehensive community college authorized to award Associate in Arts and Associate in Science degrees. Students are prepared to continue their education, and to transfer their credits to four-year institutions throughout the country. Career programs prepare graduates for occupations in business, human services, criminal justice, early childhood education, occupational therapy, manufacturing, and others, usually requiring no more than two years of study. All career curricula include a core of studies in general education as well as in technical and occupational courses.

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

Committed to Success: Support Services

Academic Support Services have been designed to help students to Committed to Success: Support Services

Academic Support Services have been designed to help students to succeed in their studies. Services include the Center for Academic Progress (CAP) offering Accuplacer Prep classes and refresher programs, classes and tutoring for students needing help placing into college level courses, Library study rooms, Writing Across the Curriculum Center, services for those with disabilities, free tutoring, including online tutoring, computer labs, and frequent workshops. Services are provided by highly qualified and dedicated faculty and staff.

THE COMMUNITY OUTREACH DIVISION

HCC's Community Outreach Division consists of several key support functions that are each designed to extend the college's reach into the community. Enterprise-wide functions include: Public and Media Relations, including the college's News Bureau; Marketing, Advertising and Publications, supported through an in-house graphic design studio; web administration and content management supported by the college's web team; Legislative Affairs, Community Relations, and Events Management for facility use of both internal and external groups. Additionally, all of the non-credit programs of the college are managed by the Community Outreach Division and are described below in greater detail.

HCC Strategic Solutions Group: HCC's Workforce Development Component

What is often termed "Workforce Development" on other campuses is known as the Strategic Solutions Group at HCC. HCC's SSG is part of the state-wide Business and Industry Services Network of the Connecticut Community Colleges. By providing solutions to businesses (irrespective of size), government agencies, professional associations, not-for-profit organizations, and other entities, HCC plays a significant role in the economic development of the college's 11-town service area.

The competitive job skills of organizations can be effectively met through an extensive range of services including: needs assessments, gap analyses, employee skills audits, training programs, learning assessments, program evaluations, and consulting in organizational development.

SSG's services are specifically tailored to the workforce requirements of each client. Training is often directed to specific employee groups such as entry-level staff, incumbent workers, supervisors, production and operations staff, managers, and/or organizational leadership.

HCC's team of experts is drawn directly from business and industry ranging from sole-consultancies to local specialized training services. Training programs include a wide variety of topics from Contemporary Workplace Issues, Supervisory and Management Effectiveness, Customer Service, Shop Floor Manufacturing skills, Communication Effectiveness, and Digital Office Applications.

Recent additions include workforce-specific tools such as the team-building DiSC assessment, the organizational health check-up, Shop Floor Leadership and Shop Floor ESL for line production workers.

SSG's mission is to help drive productivity and growth by offering proven tools, best practices, and workplace techniques that meet the real-world performance requirements of area organizations.

For more information about SSG, visit their website at **www.hccAdvantage.com** or call 203-332-5150.

HCC Continuing Education Programs

As former Federal Reserve Chairman Alan Greenspan once said, "Learning will increasingly need to be a lifelong activity. The days when a high school or college education would serve a graduate throughout his or her working career are gone." To address those challenges, Continuing Education at HCC, managed by the Community Outreach Division, has been specifically designed to encourage individuals to invest in their own lifelong learning needs through the pursuit of learning that is most meaningful to each individual.

Whether it be for career development or personal enrichment purposes, HCC offers programming to serve either objective. Career Enhancement programs offered by HCC provide the needed skills to enter employment or to upgrade current skills to keep pace in a constantly changing work environment. Courses include English as a Second Language, basic skills, GED, bookkeeping, manufacturing, health care, information technology and entrepreneurship, among many others. Nearly all of the career skills-based courses include National or State Certifications (test required) such as Certified Nursing Assistant, Patient Care Technician, Pharmacy Technician, Certified Professional Coder, Personal Trainer, CompTIA Computer Technician (3 programs), Emergency Medical Technician (EMT), S.M.A.R.T Professional Bartending and others. Occupational training programs prepare students for entry or mid-level skills jobs. See the Non-Credit Program section of this catalog for more information on programming.

For current information about HCC Continuing Education programs, visit the college's website at **www.housatonic.edu/CE** or call 203-332-5057.

ORGANIZATION

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

The system was established under Public Act 330 enacted in 1965 and amended in 1989 when the separate community college and technical college systems were merged. In July 2011, one governing board, the Connecticut Board of Regents for Higher Education, was established for all community colleges and state universities.

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

Currently, the state universities are: Central Connecticut (New Britain), Eastern Connecticut (Willimantic); Southern Connecticut (New Haven), and Western Connecticut (Danbury).

HOUSATONIC'S ADMINISTRATIVE OFFICERS:

The President: Dr. Paul Broadie II
The Dean of Academic Affairs: Ms. Elizabeth G. Roop
The Dean of Administration: Mr. Ralph T. Tyler
The Dean of Community Outreach: Ms. Denise Bukovan
The Dean of Students: Acting Dean James Connolly

THE HOUSATONIC COMMUNITY COLLEGE FOUNDATION, INC.

The Housatonic Community College Foundation, Inc. (HCC Foundation) was founded in 1990 by a group of Greater Bridgeport area residents and business and arts leaders to assist the college and its students beyond the fundamentals provided by the state, and to help the college grow as a unique educational resource for its students and the community.

The Foundation also serves as a vehicle generating funding for Housatonic student scholarships, student emergency assistance, child care assistance for parents enrolled at Housatonic, program enhancements and support of the Housatonic Museum of Art.

The HCC Foundation, is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. The mission of the HCC Foundation is to solicit, secure and manage contributions from the private sector through philanthropic individuals, corporations and foundations, for the benefit of Housatonic Community College students. All philanthropic funds received on behalf of Housatonic Community College are managed by the HCC Foundation. Contributions can be sent to:

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

ACCREDITATION

Housatonic is accredited by the Connecticut Board of Regents for Higher Education and by the **New England Association of Schools and Colleges, Inc. (NEASC),** a national, non-governmental organization whose affiliated institutions include elementary schools through institutions offering post-graduate instruction. Accreditation by the New England Association indicates that an institution meets or exceeds criteria for quality, institutional integrity, and continuity. The college is authorized to award the Associate in Arts and Associate in Science degrees.

To view the 2012 NEASC Self-Study document you may download it as a PDF file from the HCC web site (requires Acrobat Reader).

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of Housatonic Community College or to the New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA, USA, 01803 718-425-7700, www.neasc.org.

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

- Occupational Therapy Assistant
- Early Childhood Education

THE HOUSATONIC MUSEUM OF ART

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

Paintings, sculptures, and prints are displayed in small, thematic exhibitions throughout the college. The Burt Chernow Galleries presents rotating exhibitions that address topics relevant to the student body, that are inspired by the works in the collection, or traveling exhibitions that highlight regional, national or international artists. Programming between the museum, faculty and students further engages the students with the collection and exhibitions.

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

The Museum's Mission:

- To establish a collection of artworks that will serve as a repository of important artistic achievement.
- To introduce the Greater Bridgeport area to the pleasures and challenges that result from exposure to original art.
- To continue and expand The Housatonic Museum of Art as an expression of the serious commitment the college has made to cultural enrichment.
- To maintain and enhance the collection, with a focus on providing the college with an opportunity to engage students through object-based learning.

The Museum and The Burt Chernow Galleries are expressions of a serious commitment to cultural enrichment. The college considers it essential for students, faculty members, administrators and visitors to experience art as an integral part of the educational environment, as important as libraries, textbooks and teachers.

Visit the Museum web site at **www.HousatonicMuseum.org.**

STATEMENT OF NONDISCRIMINATION

Continuing Notice of Nondiscrimination

Housatonic 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.

Housatonic Community College no discrimina con base en la raza, color, creencias religiosas, edad, sexo, origen nacional, estado civil, descendencia, historia de enfermedades mentales presentes o pasadas, discapacitación física o mental, orientación sexual, identidad y expresión de género o información genética en sus programas y actividades. Además, Housatonic Community College no discrimina en el empleo con base adicional en el estatus de veterano o antecedentes criminales.

All programs are open to students. These programs are described in the Degree and Certificate Programs section of the *HCC College Catalog and Student Handbook.* There is selective admission criteria for the following Career and Technical Education Programs: Nursing and Occupational Therapy Assistant. Refer to the programs for special admission requirements.

The following person has been designated to handle inquiries regarding the non-discrimination policies: **Director of Human Resources/Equal Employment Opportunity Officer/Title IX, Mrs. Theresa Eisenbach Room LH-A203, phone (203) 332-5013; and Section 504/ADA Coordinator, Dean of Students Office, Room LH-A110, phone (203) 332-5183; Housatonic Community College, 900 Lafayette Boulevard, Bridgeport, CT 06604.**

GENERAL PHILOSOPHY

The College provides educational opportunities to people regardless of age, religion, racial or ethnic backgrounds or disabilities.

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

Nursing
Occupational Therapy Assistant

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

Admission Requirements

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

To apply for admissions, you must:

1. Obtain an application from the Admissions Office or from a high school guidance office, apply online, or download an application from the web site.
2. Return the completed application with a $20 non-refundable application fee, (personal check or money order), to the Admissions Office, or provide a fee waiver, if applicable.
3. Submit an official copy of your high school transcript (sent from your high school) showing graduation, or a copy of your diploma, or a copy of your G.E.D. Proof of high school completion must be provided before you can enroll in a degree or certificate program. Non-degree students are not required to provide proof until matriculating in a degree program.
4. Submit an official transcript of previous course work to the Admissions Office if you have attended another post-secondary institution (college/training institute).
5. Provide proof of compliance with the MMRV Immunization policy. See section on MMRV Immunization for complete information.(Not required for Part-time non-matriculating non-degree students and students taking only on-line courses)

Test waivers may be given for certain exceptions. Please see the section in this catalog on TEST WAIVERS.

Residency Requirements

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

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

Per Public Act 11-43, undocumented students shall be entitled to classification as an in-state student for tuition purposes, (A) if such person (i) resides in this state; (ii) attended any educational institution in this state and completed at least four years of high school level education in this state; (iii) graduated from a high school in this state, or the equivalent thereof, and is registered as an entering student, or is enrolled at a public institution of higher education in this state, and (B) if such person is without legal immigration status, such person files an affidavit with such institution of higher education stating that he or she has filed an application to legalize his or her immigration status, or will file such an application as soon as he or she is eligible to do so.

Admission Dates

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

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

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

Admissions Office
Housatonic Community College
900 Lafayette Boulevard
Bridgeport, CT 06604-4704

Measles/Rubella Vaccine Requirement

Connecticut General Statutes Section 10a – 155.

Beginning August 1, 2010, all incoming freshman are required to show proof of Measles, Mumps, Rubella, Varicella immunization.

STUDENTS ARE EXEMPT from showing proof if:

- born before January 1, 1957
- taking online courses only
- part-time not matriculated

Official Documents include:

- Physician's documentation of inoculations.
- Blood work indicating immunity.
- A physician's certification that the student had the disease.
- A physician's certification that inoculation is medically contraindicated.
- A signed statement that receiving immunizations is against your religious beliefs.

The first Measles, Mumps, Rubella, and Varicella inoculation must be after the student's first birthday. A second MMRV inoculation is required and must be at least thirty days after the first.

Documentation must be submitted **before** registration A Proof of Immunization form may be downloaded from the Admissions section of the HCC web site at **www.housatonic.edu** and submitted along with your application for admission.

For more information call 203-332-5097 or 203-332-5062 or fax information to 203-332-5063.

Placement Testing

Most first-time students admitted to HCC are required to take a placement test. See also **Test Waivers.**

Those required to take the test include:

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

- Any student electing to take English as a Second Language course.

New students needing the Accuplacer Placement test must first attend a required workshop, the Accuplacer Preparation Workshop (APW). Workshops are held on a walk-in basis in the Center for Academic Progress (CAP) in Lafayette Hall, Room LH-A209. Lab hours are posted on the HCC website. The workshop includes a practice test in reading, sentence skills, arithmetic, and algebra.

Upon completion of the Workshop, students can schedule an appointment for the Accuplacer test or may choose options for additional review prior to taking the Accuplacer test.

The Accuplacer placement test is an assessment of basic English, reading and math skills. This information assists students and the college in making decisions about the appropriate level of course placement based on the student's academic skills. The Accuplacer test is given throughout the year and is administered on a computer. Test scores remain valid for two years without the student needing to be retested.

Before taking the Accuplacer placement test, students should have a tuition payment strategy, and before registering, students should have financial aid in place.

Test Waivers

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

- Students who have completed a college-level English and/or math course with a grade of "C" or better (official documentation is required).
- Students who have an Associates Degree or higher may be exempt from testing. Official transcripts must be provided; however, unofficial transcripts may be used for advising and placement purposes.
- SAT/ACT Scores: Students with qualifying SAT scores (500+ in Math and/or 450+ in Critical Reading) or ACT scores (18+ in Math and/or 37+ in Combined English and Reading) may be exempt from the placement test. SAT and ACT scores are valid for 2 years only. Waiver forms are available in the Admissions office (**all waivers must be signed by the Director or Assistant Director of Admissions and include a copy of current SAT or ACT scores).

Credit (by examination) for Experiential Learning

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

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

CLEP/DSST Examinations

CLEP (College Level Examination Program) and DSST exams are widely accepted credit-by-examination programs which allow students to earn college credit by demonstrating college-level knowledge gained through prior academic study, independent study, or professional experience.

Exams are 1½ to 2 hours in length and cover a wide range of academic subjects. Upon successful completion, students are granted credit for equivalent courses as determined by the college. A list of HCC course equivalencies and credits awarded can be found on the HCC Testing Services website. The awarded credits will appear on a student's college transcript but will not be used in calculating grade point average (GPA) or eligibility for Academic Honors at graduation.

For more information about CLEP or DSST, visit the HCC Testing Services website. To schedule an appointment, contact Pat Costeines (LH-B119) at 203-332-5217.

Admissions to Special Programs

Please refer to the following program for special admission requirements:

Nursing

Occupational Therapy Assistant

Math and English Refresher Programs in the Center for Academic Progress (CAP)

The CAP offers free refresher programs for students who place into pre-college level courses in Reading, Writing and/or Math. There are six refresher programs: iReading, iWriting, iMath, and Jumpstart Reading, Writing and Math. Eligibility and enrollment for these programs are determined by CAP staff after students have taken a placement test. If completed, these programs allow students to retake that section of the placement test. These programs are a great opportunity to refresh skills before beginning college coursework. For information about these programs contact the CAP coordinator, Andrew Pelletier at apelletier@hcc.commnet.edu or call the CAP at 203-332-8585.

Lab Hours:

Computer lab hours are posted each semester at the lab and are available on the HCC website at www.housatonic.edu.

Students with Disabilities

While disabilities services are available to students at any time, new students are encouraged to register with the Disability Support Services Office immediately after acceptance by the college. Disabilities services are available to students at any time during their enrollment with the college but to ensure adjustments are in place for the entire semester students must have their documentation submitted to the DSS office and attend their scheduled appointment. To make an appointment please call 203-332-5018. We welcome students with disabilities and the opportunity to make their college experience a successful one.

Students with Medical Problems

It is the student's responsibility to notify the Dean of Students Office, LH-A110 or 203-332-5184 and instructors of any chronic medical problem which may require accommodations and/or adjustments. **Provision for Medical/Administrative withdrawals can only be made if supported with medical documentations that are substantiated.**

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

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

Programs for High School Students

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

High School Partnership Program (HSP)

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

College Career Pathway Program

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

College Career Pathways (CCP) serves as a link between secondary and post-secondary education and offers up to four years of a sequential program of study that includes mathematics, science, communication and a career course at the secondary and post-secondary levels to prepare students for career fields. Courses begin in the 10th grade and may result in an award of an associate degree or certificate after two years of post-secondary training.

The College Career Pathways program is designed to build student competency in academic subjects and provide academic preparation in a career area. High school students interested in this program should speak with their guidance counselor or the Housatonic Coordinator for High School Outreach Programs.

All Other High School Students

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

All students without a high school diploma or GED may be admitted to courses of study for which they satisfy the prerequisites. These students should have such maturity and other qualities indicating ability to profit from a program offered by the college. Maturity level may be determined through a personal interview. The credits earned shall be held until graduation from high school, at which time credits may be used to satisfy appropriate degree requirements or may be transferred to other colleges.

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

Admission of Senior Citizens & Veterans

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

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

Admission of Veterans

Housatonic's Veteran's Affairs Representative is located in LH-B109 and is available to answer questions regarding Veteran's tuition benefits.

Qualified veterans, who were residents of Connecticut when accepted for admission to Housatonic Community College, may be exempt from payment of tuition. You may also be eligible for the Post-9/11 GI Bill. Persons who believe they may qualify for this waiver of tuition should speak with the Veteran's Affairs Office for further information about eligibility requirements.

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

Tuition waivers are granted to all current CT Guard personnel in good standing as well as veterans who served 90 days or more during Desert Storm or other military operations in a time of war and were discharged honorably.

The dependent children of certain servicemen who have been declared missing in action, 100% disabled by the V.A., or prisoners of war may be eligible for benefits.

Admission of International Students

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

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

where applicable. (Official transcripts - all course work must be translated into English in order to be evaluated.) These credentials are evaluated in accordance with the college's general admissions requirements. Foreign college credits must be evaluated by accredited agencies such as World Educational Services (www.wes.org).

3. A **notarized** letter of residence must be submitted stating your intended local residential address in Connecticut while attending Housatonic.
4. You, the prospective international student, friend, relative or sponsor must provide a (notarized) financial affidavit letter. A letter stating ""who"" will be responsible for your total college expenses. (***IMPORTANT: This letter ""must"" state the total and exact expense amount. The government requires proof of your cost of living expenses, tuition, fees and books.***) **Note:** Housatonic is a commuter school; there are no housing facilities for students.
5. Financial Proof: Referring to #4, The Sponsor for the applicant must provide ""financial proof"" that they are able to do this. Financial proof: recent bank statements, notarized letter from the bank stating you presently have sufficient funds and/or equity, or scholarship certificates as proof of financial support totaling the exact tuition and fee amount. This must be in US Dollar equivalency.
6. Copy of Current passport/I-94 card (only for students who have a passport). You must bring the original and we will make copies of the front and back.
7. The college awards no financial aid, nor does the college make housing available.
8. International students are required to attend full time and will pay out-of-state tuition and fees.

Admission for a Second Degree

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

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

New England Regional Student Program

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

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

Transferring to Housatonic

Please see the Board Policy 3.17.1, Transfer in Appendix XV of this catalog.

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

Receiving Transfer Credit

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

1. An applicant who has attended another post-secondary institution (college/training institute) must request official transcript(s) of previous course work be sent to the HCC Admissions Office;
2. Official college transcript(s) from previous college(s) can be mailed directly or hand delivered in a sealed envelope to the Admissions Office. Official transcripts are imprinted with a raised college seal;
3. Transfer students are required to provide course descriptions for any course work completed ten years ago or more;
4. The applicant must be enrolled in a degree or certificate program and currently attending classes.

Checklist for Receiving Transfer Credits

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

1. **New and Transfer students:** notify the Admissions Office immediately about transfer credits from previous college(s). **Re-Admit and Continuing students** can bring copies of the unofficial transcript(s) to Academic Advising Center for advising purposes only. Official transcripts need to be sent to the Admissions Office. Please see #2.
2. **Request "Official" college transcript(s) f**rom previous college(s) be mailed directly to the Admissions Office. Official transcripts are imprinted with a raised college seal and can be **mailed or hand delivered** directly to the Admissions Office in a **sealed envelope.** The Admissions Office will not accept hand delivered transcripts that have been opened as being official.
3. The Admissions Office will notify students by mail upon receipt of their official college transcript(s). Once receipt of official college transcript(s) is confirmed by the Admissions Office, an academic advisor from the Academic Advising Center will evaluate the transcript(s) and award any applicable transfer credit. Courses accepted as transfer credit will appear on the student's HCC transcript which can be found online at **my.CommNet.edu**. The Academic Advising Center will notify students by mail once the transfer credit evaluation has been completed. **Note:** Not all credits accepted may apply to the major. Students are encouraged to see their faculty advisor for details.
4. **What if my "Official" transcripts are not available at this time?** Students must bring an "Unofficial" transcript for advising purposes. "Unofficial" transcripts can be photocopies of the transcript(s) or final semester grade reports. (You must follow up with Steps 2 and 3.)
5. Bridgeport Hospital School of Nursing graduates are responsible for having their official transcripts sent directly to the Admissions Office.
6. **Please note:** The Academic Advising Center evaluates transcripts as they are received from the Admissions Office, as expeditiously as possible. During Open and Late Registration periods, students are encouraged to bring a copy of their unofficial transcript(s) for advising and registration.

CONNECTICUT COMMUNITY COLLEGE
2015-2016 Schedule of Tuition and Common Fees
Effective Fall 2015

All Tuition and Fees are subject to change

CONNECTICUT RESIDENT (In-State)

Semester Hours	Tuition	College Services Fee	Student Activity Fee	Total
1	$150.00	$74.00	$5.00	$229.00
2	$300.00	$81.00	$5.00	$386.00
3	$450.00	$87.00	$5.00	$542.00
4	$600.00	$92.00	$5.00	$697.00
5	$750.00	$108.00	$5.00	$863.00
6	$900.00	$124.00	$5.00	$1,029.00
7	$1,050.00	$139.00	$5.00	$1,194.00
8	$1,200.00	$154.00	$5.00	$1,359.00
9	$1,350.00	$170.00	$5.00	$1,525.00
10	$1,500.00	$184.00	$5.00	$1,689.00
11	$1,650.00	$201.00	$5.00	$1,856.00
12 or more**	$1,800.00	$216.00	$10.00	$2,026.00
Annual Full-time	$3,600.00	$432.00	$20.00	$4,052.00

NON-RESIDENT

Semester Hours	Tuition	College Services Fee	Student Activity Fee	Total
1	$450.00	$222.00	$5.00	$677.00
2	$900.00	$243.00	$5.00	$1,148.00
3	$1,350.00	$261.00	$5.00	$1,616.00
4	$1,800.00	$276.00	$5.00	$2,081.00
5	$2,250.00	$324.00	$5.00	$2,579.00
6	$2,700.00	$372.00	$5.00	$3,077.00
7	$3,150.00	$417.00	$5.00	$3,572.00
8	$3,600.00	$462.00	$5.00	$4,067.00
9	$4,050.00	$510.00	$5.00	$4,565.00
10	$4,500.00	$552.00	$5.00	$5,057.00
11	$4,950.00	$603.00	$5.00	$5,558.00
12 or more**	$5,400.00	$648.00	$10.00	$6,058.00
Annual Full-time	$10,800.00	$1,296.00	$20.00	$12,116.00

NEBHE

Semester Hours	Tuition	College Services Fee	Student Activity Fee	Total
1	$225.00	$111.00	$5.00	$341.00
2	$450.00	$121.50	$5.00	$576.50
3	$675.00	$130.50	$5.00	$810.50
4	$900.00	$138.00	$5.00	$1,043.00
5	$1,125.00	$162.00	$5.00	$1,292.00
6	$1,350.00	$186.00	$5.00	$1,541.00
7	$1,575.00	$208.50	$5.00	$1,788.50
8	$1,800.00	$231.00	$5.00	$2,036.00
9	$2,025.00	$255.00	$5.00	$2,285.00
10	$2,250.00	$276.00	$5.00	$2,531.00
11	$2,475.00	$301.50	$5.00	$2,781.50
12 or more**	$2,700.00	$324.00	$10.00	$3,034.00
Annual Full-time	$5,400.00	$648.00	$20.00	$6,068.00

** ***Excess Credits Tuition Charge*** - An additional flat tuition charge of $100 per semester shall apply when total registered credits exceed 17 for the semester

Mandatory Usage Fees rates effective Fall 2015:

Laboratory Course Fee (Per registration)	$88.00
Studio Course Fee (Per registration)	$94.00
Clinical Program Fee-Level 1 (Per Semester)	$301.00
Clinical Program Fee-Level 2 (Per Semester)	$215.00

Fees are subject to change.

College presidents, with the approval of the Board, are authorized to waive General and Special Fees of students enrolled in special programs when the circumstances justify such action.

New England Regional Student Program

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

Tuition and Fees Payment Schedule

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

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

Continuing Education/Lifelong Learning Courses

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

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

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

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

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

Registration and Fee Deposit

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

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

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

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

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

Refunds of Tuition Only

Requests for the refund of tuition must be made in writing. Requests made by telephone or email will not be accepted. Fees will not be refunded. All refunds take 2 to 3 weeks for processing. Please refer to the appropriate schedule of classes for the semester that lists specific dates for registration, tuition payment deadline and refund dates.

Fall and Spring Semester Courses

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

If written notice of complete withdrawal from the college, indicated by completion of an official withdrawal form, is received by the last business day prior to the first day of classes for that semester, 100 percent of the total tuition, lab and studio fees for all courses in which one has registered will be refunded. If a notice of withdrawal is received through the first 14 calendar days of the semester, a 50 percent refund of tuition, lab and studio fees will be granted both full-time and part-time students. No refunds will be granted either full-time or part-time students beyond the 14th calendar day of the semester. The College Services Fee and Student Activity Fee are not refundable.

Summer School Courses Supported by the Educational Extension Account

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

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

FINANCIAL ASSISTANCE TO STUDENTS

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

General Guidelines

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

Applying for Financial Aid

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

Eligibility is determined by completing the Free Application for Federal Student Aid (FAFSA). Apply online at www.fafsa.gov. For more information on financial aid application procedures, please visit the financial aid website at **www.housatonic.edu**

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

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

Requirements for Student Financial Aid

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

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

How Financial Aid Works

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

Students should remember that:

- Financial aid cannot be used for non-credit courses offered through the Continuing Education Program.
- Financial aid cannot be used for audited courses.
- Withdrawal during the first two weeks of any semester will result in the cancellation of all financial aid. Students will be billed by the business office for 50 percent of their tuition, all fees, and any bookstore charges. For students that fall into this category, a Return of Title IV funds calculation will be completed to determine if the students are eligible for a post withdrawal disbursement.
- More information regarding withdrawals after the first 14 days of the semester is available in the section entitled "Policy for Refunds & Repayments of Cash Disbursements of Title IV Financial Aid (Withdrawal Information)".
- Financial aid does not cover the cost of any course and/or related books for which a student registers and never attends. The charges for any such course become the responsibility of the student who will be billed directly by the business office.
- Financial aid is NOT available for the Winter session.

Student Responsibilities

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

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

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

Students with questions concerning the accuracy or completeness of their

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

Late applications will be awarded on a funds available basis. Application materials cannot be accepted after a student's last date of attendance.

The only formal announcement of financial aid is an award letter or email sent by the Financial Aid Office. Information online at **myCommNet** is not official unless you have received an official email award notification or have been sent an award letter.

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

Satisfactory Academic Progress Policy For Student Financial Aid Recipients

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

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

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

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

The college will return unearned Title IV funds to the Department of Education as soon as possible but no later than 45 days after the date the college determined that the student withdrew.

Students who stop attending classes at any time during a semester are considered unofficial withdrawals. The college will perform the Title IV calculation and will assume that 50 % of your federal financial aid was earned.

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

Treatment of Title IV Aid When a Student Withdraws

The law specifies how Housatonic Community College must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law include, but are not limited to: Federal Pell Grants, Direct Loans, and Federal Supplemental Educational Opportunity Grants.

When you withdraw during your period of enrollment, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or Housatonic Community College or your parent received on your behalf) less assistance than the amount you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by Housatonic Community College and/or you.

The amount of assistance that you have earned is determined on a prorate basis. For example, if you completed 30% of your period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the period of enrollment, you earn all of the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a Post-withdrawal disbursement. If your Post-withdrawal disbursement includes loan funds, Housatonic Community College must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Housatonic Community College may automatically use all or a portion of your Post-withdrawal disbursement of grant funds for tuition and fees. Housatonic Community College needs your permission to use the Post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow Housatonic Community College to keep the funds to reduce your debt at the school.

There are some Title IV funds that you may have been scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or Housatonic Community College or your parent receives on your behalf) excess Title IV program funds that must be returned, Housatonic Community College must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

Housatonic Community College must return this amount even if it didn't keep this amount of your Title IV program funds.

Regarding the order of return of Title IV loan funds, unearned funds returned by the institution or the student must be credited to outstanding balances on Title IV loans made to the student or on behalf of the student for the payment period or period of enrollment for which a return of funds is required. Those funds must be credited to outstanding balances for the payment period or period of enrollment for which a return of funds is required in the following order:

- Unsubsidized Federal Direct loans
- Subsidized Federal Direct loans
- Federal Direct PLUS loans received on behalf of the student

Regarding the order of return of Title IV remaining funds, if unearned funds remain to be returned after repayment of all outstanding loan amounts, the remaining excess must be credited to any amount awarded for the payment period or period of enrollment for which a return of funds is required in the following order:

- Federal Pell Grants
- FSEOG Program aid

If Housatonic Community College is not required to return all the excess funds, you must return the remaining amount. Any loan funds that you must return you repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled

to receive. You must make arrangements with Housatonic Community College or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that Housatonic Community College may have. Therefore, you may still owe funds to Housatonic Community College to cover unpaid institutional charges. Housatonic Community College may also charge you for any Title IV program funds that the school was required to return. The Housatonic Community College Financial Aid, Bursar, and Registrar's Offices can provide you with more information about the school's refund policy and the requirements and procedures for officially withdrawing from the school. If you have questions about your Title IV program funds, you can also call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

How Financial Aid Credit Balances Are Processed

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

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

WHAT PROGRAMS ARE AVAILABLE

Federal Programs -

Pell Grant is a federal grant based on need and restricted to students pursuing a first undergraduate degree.

Federal Supplemental Educational Opportunity Grant is a federal grant usually awarded to Pell Grant recipients with the greatest financial need.

Federal Work Study is a federal program for students with financial aid eligibility which provides an opportunity for students to work and earn an income. It is expected that any earnings will be used for costs relating to attendance at the college.

William D. Ford Federal Direct Loan Program includes Federal Direct Subsidized Loans and Federal Direct Unsubsidized Loans. Financial aid eligibility must be determined before loan applications can be processed.

Federal Direct Subsidized Loan eligibility is determined by the student's FAFSA Expected Family Contribution (EFC). Federal Direct Subsidized Loans are student loans for which in some cases a borrower is not responsible for paying the interest while in an in-school, grace, or deferment period.

Federal Direct Unsubsidized Loan eligibility is not based on the student's FAFSA EFC. Federal Direct Unsubsidized Loans are student loans for which the borrower is fully responsible for paying the interest regardless of the loan status.

Direct PLUS Loan Program includes loans for eligible parents of dependent undergraduate students to help pay for the cost of the student's education. Parent borrowers of a Direct PLUS Loan must not have an adverse credit history or must obtain an endorser.

Housatonic Community College observes the Connecticut Community College System's Code of Conduct when working with providers of education loans. For more information, please visit the HCC Financial Aid web site at **www.housatonic.edu** and download the Financial Aid Code of Conduct from the ""Helpful Links"" section.

State Programs -

Connecticut Aid for Public College Students is a state grant awarded by the college in various amounts to full or part-time students with demonstrated financial need. Students must be Connecticut residents in order to qualify.

Governor's Scholarship is a state grant awarded by the college in various amounts to full or part-time students with demonstrated financial need. Students must be Connecticut residents in order to qualify.

Connecticut Community College Grant Program is a state program awarded by the college as a grant for full- or part-time students with demonstrated financial need. Students must be Connecticut residents in order to qualify.

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

VETERAN'S EDUCATIONAL BENEFITS

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

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

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

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

TAX CREDIT PROGRAMS

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

The Lifetime Learning Credit helps students offset the cost of education by providing a Lifetime tax credit of 20% of qualified tuition and fee expenses, up to $2,000 per year, with some income-based limitations.

For more information on these programs, consult your tax advisor or the IRS website at www.irs.gov

HOUSATONIC COMMUNITY COLLEGE FOUNDATION, INC. SCHOLARSHIPS

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

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

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

Awards & Scholarships for Incoming Students

Allison Foundation Scholarship Fund – Provides scholarships to be used for tuition, fees and book purchases for students attending HCC academic programs which lead to a degree or certificate. Full-time recipients of scholarships from the Fund shall be eligible for a stipend of $250 for a GPA of 2.5 – 2.9, $400 for a GPA of 3.0 – 3.5 and $500 for a GPA of 3.6 or higher, at the end of the fall and spring semesters. This stipend may be used for any purpose so designated by the student.

Klein Family Foundation Fund – Awards full/partial scholarships to be used for tuition and fees for students attending HCC to obtain a certificate in Manufacturing and/or a degree in Engineering.

Karen D. Torres Memorial Scholarship Fund – Provides scholarships to be used for tuition and fees for students registered in any of the Allied Health programs.

Richard E. Parent Memorial Scholarship Fund – Provides scholarships to be used for tuition, fees and book purchases for students who are registered for a Chemistry course. The scholarship was established in memory of HCC Chemistry Professor.

Pay It Forward Scholarship Fund – This student scholarship is funded 100 % by students established in 2010 to assist current or incoming students who demonstrate financial need, are in good academic standing and are not receiving financial aid.

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

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

Awards & Scholarships for Current Students

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

Mercy Learning Center "Mother's Advantage Scholarship" Fund – Established by HCC Foundation board member, Marianne Laska, and her husband, Robert, in memory of their mothers. The scholarship is available to graduates of the Mercy Learning Center who are mothers and are attending HCC.

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

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

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

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

Marguerite Sullivan Dunigan Endowed Scholarship Fund – Established to honor Marguerite Sullivan Dunigan's achievements as a single mother, grandmother, friend, sister, Housatonic student, and graduate. Awarded to a single mother currently attending HCC.

President Edward J. Liston Endowed Scholarship Fund – In honor of HCC's first president (1967 – 1973) established to provide funds for students enrolled in one of the college's two-year degree programs and who demonstrate academic achievement or financial need and involvement in extracurricular activities.

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

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

Dale Ward Endowed Scholarship Fund – Established in memory of HCC History Professor and Student Senate Advisoris awarded to graduating students who are the recipients of the HCC Senate Scholarship and who plan to continue their education.

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

Additional scholarship information for graduating students can be found in the Academic Support & Student Services section of the Catalog.

Early Childhood Laboratory School Funds

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

REGISTRATION

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

Students are strongly encouraged to be advised by an academic advisor or counselor. In addition, students must be in full compliance with all other college policies and requirements.

Registration is not complete until all forms are completed and submitted and tuition and fees are paid in full. Students who do not pay or make financial arrangements with the Business Office will have their registrations cancelled.

Full-time/Part-time Student Status

Students registering for 12 Credits or more at HCC are classified as Full-Time Student Status. Students registering between 6 and 11 Credits at HCC are classified as Part-Time Student Status.

Auditing Courses

A student not wishing credit may audit courses. This status may allow the student to participate in classroom activities. Tuition and fees are the same for audited classes.

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

Change of Major/Add a Secondary Program

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

Attendance

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

The college does not administer a uniform system of attendance regulations. At the beginning of each semester the instructor will provide a course outline and what he/she considers necessary for the successful completion of the subject matter. Students are expected to meet academic obligations or to assume the risks of failure.

The instructor will extend make-up of work missed because of absence or other reasons only when there is sufficient justification. Lack of attendance cannot be the sole ground for exclusion from a course.

Repeating a Course/Higher Grade Prevails

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

Incomplete Work

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

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

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

Withdrawing from College or Dropping a Course

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

1. Contact a counselor in the Counseling Office, The Academic Advising Center, or a faculty advisor and follow his or her instructions.
2. Obtain an add/drop notice form from the Registrar's Office.
3. Students who cannot appear in person to withdraw from the college should attempt to work with a counselor. No drop or withdrawal requests can be accepted by telephone or online.
4. During Fall and Spring semesters, for all students who withdraw from the college or drop a course prior to, or during, the first two weeks of class of the semester, the course will not appear on the student's transcript. Courses withdrawn from or dropped prior to the Summer or Winter sessions will not appear on the student's transcript.
5. Students who drop a course or withdraw from the college after two weeks, but prior to the end of six weeks after the start of classes for a standard semester are entitled to receive a grade of "W" in each course from which they have officially dropped or withdrawn. After that time, through the 12th week of a standard semester, the faculty member has the option to assign a grade of "W" or "F." Before dropping a course, it is recommended that the student discuss the matter with the faculty member. (Refer to the section on Grading.) After the 12th week, no course can be dropped.

Online and Hybrid Courses

Online Courses

Online courses incorporate various technological components. All online courses contain the essential resources such as course outline, syllabus, reading and written assignments, quizzes and/or tests including any additional resources deemed necessary to assist learners with the subject matter. Online courses are accompanied by a textbook or e-book, and interactive learning activities. A learner will interact with faculty and other

students either through discussion boards, blogs, journals, email, group collaborative assignments and/or synchronized learning (live chat), and audio or video technology. The online courses are accessible through the use of a home computer or any other supported technological hardware that provides Internet access. These courses are identified in the course schedule with the **ONLN** coding.

If you think you might be interested in taking an online course but aren't sure, take the self-assessment at **www.housatonic.edu/webct/DL** to help you decide whether online learning is right for you. Students should review the system technical computer requirements to ensure that they have the correct equipment for a successful online educational experience.

Online Environment Resources/Student Workshops

As a student at Housatonic Community College, you may find that many of your instructors utilize Blackboard. Through the use of Blackboard students now have course materials available online.

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

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

Accessing an Online Course

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

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

If you have never signed on before please follow the directions found at **www.housatonic.edu/webct/DL**

* What is my NetID?

If your Banner ID is: @01234567

Then your NetID will be: 01234567@student.commnet.edu (and your chosen password)

ONCLR – Online courses with campus requirement

Some online courses may require a student to come to the campus to complete an exam (final, midterm). These courses are identified in the course schedule with the **OLCR** coding.

Hybrid Courses

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

Hybrid Course Schedule

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

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

Terms You Need to Know

First Year Student: a student who has earned fewer than 30 credits towards the degree

Sophomore: a student who has earned at least 30 credits towards the degree

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

Definition of Credit Hour:

The college defines a credit hour* as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalence that reasonably approximates **not less than** -

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of credit over a different period of time;

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Standards for Credit Hour of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, Standards for Accreditation Revision, July 1, 2011. Adopted by Housatonic Community College Curriculum Committee, December 8, 2011.*

Full-time Student Status: students registering for 12 credits or more at HCC.

Part-time Student Status: students registering for less than 12 credits at HCC.

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

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

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

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

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

Through the Developmental Studies department, the college offers students the opportunity to take courses in both English and Mathematics in a self-paced, computer-based format during regular classroom meetings and through individualized instruction. Classes labeled "Self-Paced" are listed in the Housatonic online schedule each semester.

Self-Paced courses are designed for self-motivated students who are interested in pursuing course work using computers. These students may want a faster way to progress through their courses; alternatively, these students may prefer spending more time mastering the class material and want to move at a slower pace than a traditional class.

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

Located in Lafayette Hall in Room LH-A227, the Center for Academic Progress (CAP) assists students enrolled in a self-paced course; students do not need an appointment. Tutoring is available for foundational-level mathematics and English skills and for self-paced ENG 094 and MAT 095 courses.

For further information about self-paced courses, contact Professor Rebecca Samberg, Chairperson for Developmental Studies, by email at **rsamberg@hcc.commnet.edu** or by telephone at 203-332-5153. For further information about the Center for Academic Progress, contact Marianne Tecun, Director of the Center for Academic Progress, by email at **mtecun@hcc.commnet.edu** or by telephone at 203-332-5139.

Students in Self-Paced Studies may use the computer labs and receive course work assistance in the Center for Academic Progress (CAP), Room LH-A227, Lafayette Hall. Computer lab hours are posted each semester at the lab and are available on the HCC website at **www.housatonic.edu.**

GRADING

Grades are Available at *my*CommNet

Semester grades can be obtained by the student in their **myCommNet** account at **http://my.commnet.edu**. Mid-term grades are posted mid-semester, final grades are posted at the completion of each semester. Unofficial transcripts may be printed from **myCommNet** at no cost.

Explanation of Grading System

Adopted May 1983, amended April 1990, April 2000, April 2001, April 2002.

I. Credits

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

Definition of Credit Hour:

The college defines a credit hour* as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalence that reasonably approximates not less than -

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of credit over a different period of time;

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Standards for Credit Hour of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, Standards for Accreditation Revision, July 1, 2011. Adopted by Housatonic Community College Curriculum Committee, December 8, 2011.*

II. Semester Hours

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

III. Grades

Grades are an indication of the standard of academic work performed and/or the status of the student in relation to a course and/or the college. The academic grading system consists of five basic grades of student performance:

"A," "B," "C," "D," "F," and three grades of student status: "I," "M," "W". In addition, participants enrolled in non-credit courses through Continuing Education/Lifelong Learning may be awarded Continuing Education Units (CEUs) on a Pass/Fail (P/F) basis.

A letter grade of "A" through "F" indicates a student's performance in terms of what was done, how much was done, and how well the class work was done from the start to the completion of a class. Other academic grades indicate a student's status in terms of his/her entry or exit point from a class over time and condition (W) or at the close of the official grading period (I, M).

Administrative marks include: **AU.**

Academic Standard Grades

Grade	Grade Points per Credit Hour
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0
# following grade indicates	
Developmental Studies course	0
I (Incomplete)	0
M (Developmental Studies courses only)	0
P (Satisfactory progress, mid-term grade only)	0
W (Withdrawal)	0
U (Unsatisfactory progress, mid-term grade only)	0
Administrative Marks	
AU	0

IV. Mid-Term Grades

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

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

V. Statement on Satisfactory Progress*

1. The grading system employed by each college should accurately reflect the academic achievement of the student. In order to ensure appropriate use of State resources available for the education of its citizens, each college will develop procedures to monitor satisfactory progress through its warning, probation and suspension policy.
2. This policy shall be applicable to all students enrolled for developmental and/or credit courses, no matter the number of credits for which they are enrolled.
3. No course may be repeated for credit more than twice. The highest grade received will be used in calculating the student's academic average. This does not apply to those courses that are designed to be repeated for additional credit.
4. Satisfactory completion of fifty percent of the credits attempted (this phrase means actual continued enrollment beyond the add/drop period) will be the minimum standard for good standing.
5. Students who have completed 11 or fewer credits whose Cumulative Grade Point Average (CGPA) falls below 1.5 will be given a written warning. Students who have completed between 12 and 30 credits inclusive whose CGPA falls below 1.7, and those who have completed 31 or more credits whose CGPA falls below 2.0, will be given a written notice that they are placed on academic probation.
6. Students placed on academic probation will be required to take a reduced course load for one semester.
7. Students who, after being placed on academic probation for one semester and after taking a reduced course load, fail to attain the required CGPA as shown above will be notified in writing that they are suspended for one semester.
8. After the period of suspension, students may be reinstated, either as regular or probationary students, upon application to the college.
9. An appeals process will be established by each college, which provides for due process.
10. College procedures will be included in appropriate publications and communications.

(Adopted October 17, 1993, amended January 28, 2002, amended February 23, 2004, amended September 20, 2004)

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

Definition of Grades & Administrative Marks

A-F

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

I

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

M

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

P

Passing. "P" is used as a Midterm Grade to indicate satisfactory progress (See IV above "Midterm Grades"). It is also used for students enrolled in non-credit courses. The CEU is a measurement (one unit equals ten class contact hours) nationally recognized by business, industry and professional organizations for evaluating an individual's effort toward professional growth. When "P" is used for a non-credit course, it may reflect performance at any of the passing levels (A, B, C, D). Permanent records of CEUs are kept by the Office of Continuing Education programs.

U

Unsatisfactory progress, mid-term grade only.

AU

Audit. "AU" is used for students wishing to take a credit course for no credit. Students must pay the regular fees and audit status must be indicated within four weeks of the start of class. The audit student will receive no credit and a grade of "AU" and may not change to a credit basis. The student may in succeeding semesters take for credit any course he/she has previously audited. Audit courses will be reflected on the student's record as "AU." The student may not petition for credit for the audited course.

W

Withdrawal. "W" is used for students who formally withdraw from a course. Students who withdraw through the Registrar's Office within the first two weeks of the semester receive no grade for the course. Students who formally withdraw after the 2nd week, but prior to the end of the 6th week of classes, automatically receive a grade of "W." After six weeks and up to the 12th week of classes, a "W" may be awarded by the instructor only if formal withdrawal is initiated by the student, and at the discretion of the instructor.

Transcripts

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

Fresh Start for Readmit Students

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

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

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

A student must complete a minimum of 15 credits after returning to college under the Fresh Start Option to be eligible for a degree or certificate and for graduation honors. For more information, please contact the Counseling Center at 203-332-5097.

Definition of Readmit Student

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

Definition of a New Student

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

Appeal of Grades

A student who wishes to appeal an awarded grade should first confer with the faculty member concerned within 15 days from the time the Registrar posts grades. If the student is not satisfied with the outcome of that conference, the student may submit a written appeal with the Department Chair who will consult with the faculty member to help resolved the appeal. Once the Department Chair has concluded their review of the appeal and informed the student of their decision, the student may then contact the Academic Dean for further assistance. The written appeal must include the grade attained, the grade the student believes was earned in the course and the exact reason(s) the grade is incorrect. Reasons that a grade would be found to be incorrect are mathematical error or grade assigned on basis other than the criteria cited in the course syllabus.

Academic Standards Criteria

Satisfactory Progress:

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

Student Academic Standing:

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

Written Warning:

What it means: Student's cumulative grade point average is low, and the student is at risk of continued poor performance at the college. *(See chart for explanation.)*

Result: A student is limited to 4 courses totaling no more than 13 credit hours including any required remedial courses. Students in this standing should seek additional advising, tutoring or other help that is available at the college. Please contact the Advising Center (LH-A111), the Academic Support Center (LH-B116), or the Counseling Center (LH-A108) for further assistance. *(See chart for explanation.)*

GPA Probation:

What it means: Student's cumulative grade point average has fallen below the required level. *(See chart for explanation)*

Result: A student is limited to 2 courses totaling no more than 7 credit hours including any required remedial courses. If the student has registered for more than 2 courses, he or she must contact the Counseling Office (LH-A108) or the Advising Center (LH-A111) immediately or student's course load may be automatically reduced.

Progress Probation:

What it means: Student has not satisfactorily completed a minimum of 50% of student¹s class credits and is not making satisfactory progress towards the completion of his or her coursework, degree, and/or certificate. Grades of "F", "F#", "W", "N" and "N#" are considered unsatisfactory completions and can result in a student being placed into Progress Probation status. *(See chart for explanation.)*

Result: A student is limited to 4 courses totaling no more than 13 credit hours including any required remedial courses. If student has registered for more than 4 courses, student must contact the Counseling Office (LH-A108) or the Advising Center (LH-A111) immediately or student's course load may be automatically reduced.

GPA and Progress Probation:

What it means: Students who are on both GPA and Progress probation should read the two descriptions above. *(See chart for explanation.)*

Result: A student is limited to 2 courses totaling no more than 7 credit hours including any required remedial courses. If the student has registered for more than 2 courses, he or she must contact the Counseling Office (LH- A108) or the Academic Advising Center (LH-A111) immediately or student's course load may be automatically reduced.

GPA Suspension (prohibits registration):

What it means: Student's accumulated credits and cumulative grade point average are below the required level. Students who have been placed on GPA Probation for one semester and who have not attained the overall GPA to move back into good standing are placed on GPA suspension. *(See chart for explanation.)*

Result: The student is suspended and is not permitted to register for classes at Housatonic for the upcoming semester without prior approval. If student has already registered for the upcoming semester, the student will be automatically dropped from all classes one week before the start of classes.

Progress Probation and GPA Suspension (prohibits registration):

Description: Students who are on both Progress Probation and GPA Suspension should read the two descriptions above. *(See chart for explanation.)*

Result: A student is not permitted to register for classes at Housatonic for the upcoming semester without prior approval. If student has already registered for the upcoming semester, he or she will be automatically dropped from all classes one week before the start of classes.

Confidentiality of Student Records

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

These rights are included in the college Policies section in Appendix XVII.

Academic Honors

Dean's List Requirements: (As of Fall 2013 Semester)

Full-time students who are matriculated in a certificate or degree program and who have successfully completed 12 or more credits of work in qualifying semester with a GPA of 3.4 or higher. Part-time students who are matriculated in a certificate or degree program who have completed 12 or more credits with a cumulative GPA of 3.4 or higher. Subsequent recognition of the completion of an additional 12 or more credits with a cumulative GPA of 3.4 or higher, and at successive intervals of 12 credits may be achieved.

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

Grade Point Average (GPA)

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

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

Example:

Course	Credit Hours	Grade	Grade Points	x Credit Hrs	Grade Points
ENG* E101	3	B+	3.3 x	3 credits =	9.9
PSY* E111	3	D	1.0 x	3 credits =	3.0
MAT* E137	3	A	4.0 x	3 credits =	12.0
BIO* E105	4	B-	2.7 x	4 credits =	10.8
	13				35.7

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

Student Academic Standing

Cumulative Credit Hours	Overall GPA	Academic Standing	Maximum Credits Allowed
0.5 - 11.99 credits	0.0 - 1.49 GPA	Written Warning	13 credits
12 - 30.99 credits	0.0 - 1.69 GPA	GPA Probation	7 credits
31 - 999.99 credits	0.0 ¬ - 1.99 GPA	GPA Probation	7 credits
Satisfactory completion in less than 50% of credits		Progress Probation	13 credits
After one semester of GPA probation		GPA Suspension	0 credits

ACADEMIC HONOR SOCIETIES

Phi Theta Kappa

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

Psi Beta©

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

Alpha Beta Gamma

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

Tau Upsilon Alpha

Established in 2006 as a program of the National Organization for Human Services (NOHS), *Tau Upsilon Alpha* is a national honor society for students, alumni, and faculty in the field of Human Services. The purposes of the honor society are to honor academic excellence; to foster lifelong learning, leadership, and development; and to promote excellence in service to humanity.

Epsilon Pi Tau

Epsilon Pi Tau is an international honor society that encourages academic excellence in fields devoted to the general study of technology. Students who are enrolled in programs in science, engineering, and technology may be invited to be initiated into *Epsilon Pi Tau* upon completion of 30 credits in prescribed courses with a 3.00 GPA and the recommendation of their faculty advisor.

Honors Program

Available for selected students

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

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

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

To remain in the Honors Program, a student must:

- Maintain a 3.5 GPA;
- Earn grades of "B" or higher in all Honors courses.

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

- In-class honors (6 credits or more) - At least two regular degree program courses that the Honors student takes at a more personally challenging pace. For example: exploring and reporting on additional readings; completing advanced experiments, problems or case studies; teaching a class period; attending a seminar and reporting the information to the class.
- Honors Seminar (HN 200, 3 credits) - An interdisciplinary course that examines a topic from the differing perspectives of the major academic disciplines; humanities, natural and physical sciences, and social sciences. This special course is offered in the fall semester only, and the instructor, topic and content vary from year to year. (HN 200 satisfies an open elective requirement. Prerequisite: ENG* 102 and permission of the Honors Advisor; recommended: literature or philosophy, psychology or sociology, history, laboratory science).
- Honors Project (HN 225, 3 credits) - An original student project completed under the guidance of a faculty member that demonstrates the Honors student's ability to apply knowledge and skills learned in the Honors Seminar in a creative and scholarly manner. Independent study contracts must be completed, submitted, and approved during the semester preceding the term in which the project is actually performed. Satisfies an Open elective requirement. Prerequisite: HN 200 and permission of the Honors Advisor; completed Honors project contract.

The Housatonic Scholar

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

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

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

POLICIES

Please refer to the Faculty/Staff Reserve shelf in the Library or to the College Policies section of this catalog for the complete policies and texts concerning the following:

Academic Dishonesty

Students of Housatonic Community College are expected to do their own work on assignments, laboratory exercises, quizzes, examinations and any other academic work. Cheating in any form is viewed by the faculty, the students and the administration as a most serious offense. See T*he Board of Regents Student Code of Conduct,* Part D in Appendix I.

Academic dishonesty can result in your receiving an "F" grade on the paper or exam in question and/or an "F" grade in the course. "F" penalties are invoked by faculty members. Academic dishonesty can result in suspension from college or expulsion from college. The last two penalties can only be invoked through the Academic Dean.

Faculty members explain to students exactly what is meant by academic dishonesty and plagiarism and what the penalties are at the beginning of the semester. If you have any question on these issues, consult with the faculty member prior to undertaking the action or submitting the paper.

Housatonic Community College Copyright Policy for Students

Copyright refers to exclusive legal rights authors or owners have over their works for a specific period. These rights include copying whole or parts of works, creating derivative works, and distributing or performing the works. Non-compliance with copyright laws is a legal offense and can result in serious college penalties (see the Student Code of Conduct) and broader federal offenses. The full description of Copyright Policy for Students is in Appendix X.

Additionally, all copyright-protected material used must include the complete source citation and the rights holder. This information should appear on the same page as the material itself.

For copyright questions not answered by this information, please contact a librarian for assistance.

See **Appendix X** for the complete policy.

Blackboard e-Learning Platform

Blackboard is an e-Learning platform used by the Connecticut Community Colleges to deliver and manage course material on the web. All online and hybrid courses are taught using Blackboard. Additionally, all college faculty post their class syllabi on Blackboard and many also use Blackboard as a supplement to classroom instruction. For example, to post announcements and course materials, administer examinations, submit student grades, and communicate with their students through e-mail, discussion forums, etc. Students are required to check Blackboard for course activity information in the event of a course cancellation.

Students can learn about how to use Blackboard by visiting our distance Education office in Beacon Hall Room 272, calling Jose Labrador, Acting Director of Education Technology at 203-332-5206, or online at the Housatonic web site: **www.housatonic.edu/webct/DL**

OR by visiting the Frequently Asked Questions for BBLearn at **https://websupport.ct.edu/items/taxonomy/BBLearn/all**

Class Cancellations

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

Weather (or Other) Cancellations

Occasionally classes have to be cancelled because of extreme weather conditions or other emergencies. The most detailed information is on the HCC website **www.housatonic.edu** or by calling 203-332-5200. Students should login to myCommNet to sign up for myCommNet Alert text messages to receive weather cancellations and closings.

Students are required to check **Blackboard** for course activity information in the event of a class cancellation.

Faculty Absences

If a faculty member is going to be late or cannot meet a class because of an emergency, he or she will make every effort to have someone inform you. However, if any faculty member is late arriving for class (more than 20 minutes), you can:

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

Computer Policies

Using computers is a very important part of your education. The HCC computer laboratories in Lafayette Hall, Beacon Hall, and in the Library are available for use by current HCC students. The lab hours are posted on the college web site. Labs are usually open when classes are in session and at specific times when the college is open and classes are not in session.

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

For the complete policy see **Appendix IV**.

Bringing Your Children to School

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

Drug-Free Workplace

The Connecticut Board of Regents for Higher Education adopted the policy on drug-free workplaces for the system of community colleges.

No student or employee shall knowingly possess, use, distribute, transmit, sell, or be under the influence of any controlled substance on the college campus or off the college campus at a college-sponsored activity, function, or event. Use or possession of a drug authorized by a medical prescription from a registered physician shall not be a violation of this provision.

For the complete policy see **Appendix XII**.

Standards and Procedures for Student Discipline

The Connecticut Board of Regents for Higher Education has adopted the policy on student discipline for the system of community colleges.

For the complete policy see **Appendix I.**

Student Rights

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

For the complete policy see **Appendix II**.

Change of Address

The college must have your correct address and your correct name at all times. Therefore, you are required to report any change of address or name to the Registrar's Office immediately, using a Change of Personal Data form.

Cell Phones/Pagers (edited 8/26/15)

Cell phones and other electronic devices are to be used in class only for class related activities at the discretion of the instructor. Students who ignore this policy may be asked to leave class or face grade penalties. When there are extenuating circumstances that require students to be available by phone or pager, the students should inform the instructor prior to class, so that together they can arrive at an agreement concerning the device.

Gambling

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

Smoking

Smoking is not permitted anywhere in Housatonic Community College.

People with Disabilities

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

For the complete policy see **Appendix VI.**

Racism and Acts of Intolerance

The community colleges have long been committed to providing educational opportunities to all who seek and can benefit from them, as evidenced in the mission statements and policies concerning student rights, affirmative action, and equal opportunity. The Connecticut Board of Regents and the colleges recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differentness.

See **Appendix VI** for the complete policy.

Policy Against Sexual Harassment

Sexual harassment is a form of sex discrimination which is illegal under state and federal law and is also prohibited by the Connecticut Board of Regents for Higher Education Non-Discrimination Policy.

In accordance with the Board policy sexual harassment may be described as:

Any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive employment or educational environment.

For the complete description of conduct which may constitute sexual harassment see the Connecticut Board of Regents Sexual Misconduct, Sexual Assault, and Intimate Partner Violence Policy and the Connecticut Board of Regents Student Code of Conduct in Appendix I.

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

Policy Regarding Reporting Suspected Abuse or Neglect of a Child

The BOR acknowledges the special care required for those students under 18 years of age on its campuses and strives to protect them from any form of abuse or neglect.

According to state law, with the exception of student employees, any paid administrator, faculty, or staff, who in the course of their employment has reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required to report to the Department of Children and Families within 12 hours of becoming aware of or suspecting abuse, neglect or imminent harm to a child.

The BOR further requires report of any witnessed or suspected child abuse or neglect on a CSCU campus to their immediate supervisor in addition to DCF. The supervisor must report the incident to his or her director or vice president who must then inform the campus President and the System Office Vice President for Human Resources.

If the incident is determined to be credible, the Chief Human Resources Officer will assign an objective person to investigate the report.

For the complete policy on Reporting Child Abuse see **Appendix XX**.

Violence in the Workplace Prevention

The Connecticut Board of Regents for Higher Education has adopted a zero tolerance for violence in the workplace policy. "Violence" is defined as an overt act or threat of harm to any person or property, or any act that poses a substantial threat to the safety of any person or property.

For the complete policy see **Appendix VII**.

Domestic Violence

Domestic Violence knows no gender, class, religion, education, or economic standing. Housatonic is a community, and domestic violence needs to be addressed by the community. Knowledge and understanding are important and effective tools that faculty, students and staff can call upon to help a victim stay safe.

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

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

Heidi Szobota
Director, Early Childhood Lab School
203-332-5030, Room LH-B137a

In addition, resource material is available for viewing or loan in the Women's Center, room BH-371 in Beacon Hall.

AIDS and Other Communicable Diseases

The Connecticut Board of Regents for Higher Education 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. Students and employees with AIDS, HIV infection, and other communicable diseases must be accorded the same rights and assume the same responsibilities as all other members of the community college community.

For the complete policy see **Appendix V**.

Expectations for Student Use of Computers in Courses

Any Housatonic Community College course may require substantial computer based learning including use of the Internet, e-text books, instructional software, Blackboard*, research data bases, online assignments, etc., for the completion of class assignments, homework, research and assessments.

Computer- based learning experiences may be used in place of or in addition to traditional lectures for some lessons. All students have access to computer laboratories in both Beacon Hall and Lafayette Hall. Computer access is also available in the college library.

* Please see page 23 for more information about Blackboard use in college classes.

Academic Advising

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

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

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

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

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

ACADEMIC SUPPORT CENTER

The mission of the Academic Support Center (ASC) is to provide a full service testing and tutoring experience that cultivates student success.

The ASC is comprised of a dynamic collection of dedicated educators who strive to enhance the learning experience and academic and professional achievement of HCC students through comprehensive services which include:

- **Testing Center -**Provides placement, computer literacy, make-up, CLEP and DSST testing.
- **Tutoring Center** -Provides one-on-one, drop-in, group, and online tutoring in most subject areas.
- **Writing Across the Curriculum Center (WACC)** - Provides one-on-one writing tutoring to students in all subject areas.

By fostering a supportive environment, the ASC strives to inspire students at every level of preparedness to advance, to excel, and to reach their fullest potential.

The Academic Support Center (ASC) is located in rooms LH-B116, LH-B118, and LH-B120.

Tutoring Center *We Help You Help Yourself!*

- One-on-one tutoring: Make an appointment and work with a master or peer tutors. Most of the courses listed in each semester's schedule are covered .
- Online Tutoring: HCC students have free accounts and can log on and work with a tutor in real time or asynchronously. Log on to www.etutoring.org
- Drop-In Math: No appointment necessary and stay as long as you would like! Get the help you need in any level of math from excellent math tutors all day, every day.
- Mega Chem: No appointment necessary and stay as long as you would like! Get the help you need in chemistry.
- Group Tutoring: Meet with your classmates and your professor here at the ASC for a special supplemental tutoring session.
- Computers available: Eight state-of-the-art computers are available for student use. Type and print your paper, insert your course CD, or log in to the internet for research purposes.

Disability Support Services

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

- Students with disabilities are encouraged to meet with the Disability Support Services Coordinator, located in LH-B116, to view documentation and determine accommodations.
- Also located in LH-B116 is the Adaptive Technology Center that contains computers with software such as JAWS, WYNN and a closed circuit TV.

Testing Services

The following testing services are administered by the Testing Coordinator:

- Placement Testing (see additional information in the Admissions section of the catalog).
- Computer Literacy Exam—all students enrolling in a degree program at HCC are required to demonstrate basic computer literacy skills in order to graduate (see "Degrees & Certificates" section of the catalog for more information on the Computer Literacy Requirement). Students who do not have a Code "C" course built into their degree program can elect to take the Computer Literacy Exam to meet the requirement. To schedule an appointment to take the test, call 203-332-5217.
- CLEP and DSST testing is scheduled regularly throughout the year. Stop by Room LH-B119 or call 203-332-5217 for more information or to schedule an appointment.
- Make-up Testing—in extreme circumstances, instructors may allow students to complete a make-up exam. Make-up exams are scheduled through the Testing Coordinator in LH-B119.

The Writing Across the Curriculum Center

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

Center for Academic Progress (CAP)

The Center for Academic Progress (CAP) is designed to identify and support students who seek to better prepare themselves for college coursework. All new HCC students are required to take an Accuplacer Preparation Workshop at CAP before taking the Accuplacer placement test. Upon completion of the workshop, students are advised by CAP staff. Those seeking further practice before taking a placement test may choose from several review and practice options. After placement testing, CAP offers intensive refresher programs on an ongoing basis for students who need more skill preparation in math and/or English. The CAP Labs are located in Lafayette Hall, rooms LH-A227 and LH-A209.

Counseling Center

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

Counseling services can be used as follows:

- Academic advising helps you select courses to ensure that your Housatonic certificate and associate degree program requirements are satisfied. Counselors work closely with program advisors to make this process as easy as possible.
- If you want to change your academic program, you can work with counselors to make sure that your progress toward your career goals is uninterrupted. This is a very important aspect of your education and, by giving careful attention to the process, you can save time and effort.
- If you want to transfer to a four-year institution, Counseling Center counselors can make the transition easier by guiding you through the steps of the process. You can be assisted in checking admission and program requirements and transfer credit information.
- If you experience an academic problem, come to the Counseling Center and discuss your options with a counselor. Counselors can help with academic advising regarding grades, probation/suspension, graduation requirements and ways to improve your study skills.
- The Strong Interest Inventory is available in the Center Resource Room, LH-A108b. This computer program can help you assess work preferences. Counselors assist in interpreting the results and talk with you about career options, relating these options to educational programming. Resources and information concerning occupational opportunities are available in the Career Resource Center, room LH-A108b. Opportunities for employment are posted regularly.
- Personal counseling is available. Sometimes you want to just sit down and talk about personal or non-academic concerns. We recognize that many students are trying to balance work, school, and family responsibilities as well as personal needs. We understand that overwhelming pressures can build. We offer you a friendly ear in a confidential setting. Referrals to outside agencies are made when necessary.

Computer Support for Students

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

Computer lab hours are posted each semester at the lab* and are available on the HCC website at **www.housatonic.edu.**

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

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

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

Apple™ Computers

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

Library and Laptop Computers

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

Blackboard e-Learning Platform

Blackboard is an e-Learning platform used by the Connecticut Community Colleges to deliver and manage course material on the web. All online and hybrid courses are taught using Blackboard. Additionally, all college faculty post their class syllabi on Blackboard and many also use Blackboard as a supplement to classroom instruction. For example, to post announcements and course materials, administer examinations, submit student grades, and communicate with their students through e-mail, discussion forums, etc. Students are required to check Blackboard for course activity information in the event of a course cancellation.

Students can learn about how to use Blackboard by visiting our distance Education office in Beacon Hall Room 272, calling Jose Labrador, Acting Director of Education Technology at 203-332-5206, or online at the Housatonic web site: **www.housatonic.edu/webct/DL**

OR by visiting the Frequently Asked Questions for BBLearn at **https://websupport.ct.edu/items/taxonomy/BBLearn/all**

English as a Second Language

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

The six-hour courses are intensive and stress the development of listening and reading comprehension, speaking and writing skills to help students gain confidence and proficiency in the use of English to succeed in academic and career programs. Students entering the lowest level, ESL* E010, Combined Skills I, should have a little experience speaking and writing English before enrolling at the college. Students must demonstrate mastery of skills before progressing to the next level. After successful completion of the ESL sequence, students progress to ENG* 094 or ENG* 101.

Language Labs

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

Independent Study

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

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

To register for an Independent Study course: before the beginning of the semester in which the Independent Study course is to be taken, a written study outline or contract must be submitted by the student and approved in writing by the faculty member supervising the project, the department head and the Academic Dean. Full tuition and fees are charged for Independent Study courses.

Library

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

The Library maintains an open stack book collection of over 50,000 print volumes and an electronic book collection of 29,000 volumes. Books, with the exception of those in the Reference and Reserve sections, may be checked out. The Library maintains a substantial multi-media collection of film, CDs and audiobooks, most of which may be checked out. Media that cannot be checked out may be viewed and/or listened to by patrons in the Library. The collection offers both feature films and educational titles. Educational titles relate to all areas of the curriculum. The Library also provides access to Films on Demand, a video streaming service of 20,000 titles. The Library offers a print periodical collection of approximately 101 current titles. Periodicals are for use in the Library only.

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

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

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

Evening Division Office

The Evening Division office is open daily as well as every night and on weekends when classes are in session. The Evening Division is not open on weekends during the break between the fall and spring semesters or during the summer. Located in Beacon Hall, Room BH-116, the Evening Division office provides information and support services for faculty and students. To contact the Evening Division Office by telephone, call 203-332-5208.

Summer Sessions

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

Winter Session

Winter session classes include accelerated course work and are held between the end of the fall semester in December and the January start of the spring semester. Courses are open to continuing Housatonic students, new students, and students from other colleges. Generally, classes are held Monday through Friday from 9:00 a.m. to 12:00 noon. Laboratory time for science courses immediately follows the lecture class. Students can earn 3 or 4 credits a course. Waivers of tuition are not honored for winter session courses.

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

Online Access to College Services and Information

A new version of myCommNet is coming Summer 2015. Information about the new system will be available on the web-site at www.housatonic.edu

myCommNet Portal

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

In addition to activities for existing students, myCommNet also provides links to submit an application for admission and to search for courses offered by semester.

myCommNet Alert

Emergency Notification System

myCommNet Alert is a notification system that delivers critical information to students, faculty and staff of the Connecticut Community Colleges in the event of an emergency. The system delivers emergency messages through text messaging over cellular phones. Emergencies may include campus-related immediate health or safety situations and may also include weather-related class cancellation.

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

myCommNet Alert is powered through MIR3, a worldwide provider of emergency notification systems. The contact information you provide will only be used for this system. Contact information will not be shared for any commercial purposes. **myCommNet Alert** will only be used for emergency notifications, testing and maintenance of the system. Tests are expected to be conducted once a year. You will not receive spam through the **myCommNet Alert** system.

See the Housatonic web site for instructions for enrolling into **myCommNet Alert.**

Student Email Accounts

All Connecticut Community College students will receive an official email address (username@mail.ct.edu) to which all college-based communications will be sent. Students are provided with a Microsoft Office 365 account that includes:

- 25GB message storage capacity for each user
- Access to calendar entries and contacts, as well as e-mail from mobile devices
- Full-service web interface for accessing e-mail as well as compatibility with the industry-standard desktop e-mail program Microsoft Outlook
- The ability to search e-mail for details and save favorite searches for reuse. Share calendars with other Office 365 users and view multiple calendars side by side.
- Built-in anti-spam message filtering

Information and instructions for accessing these accounts can be found on the HCC website at **www.housatonic.edu/365**

Graduation

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

Graduation Is Not Automatic:

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

Catalog Selection:

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

- If you are not enrolled for 2 or more years you are a re-admit student and are evaluated under the re-admission catalog semester.
- If you change your degree program you are evaluated on the semester that your program was changed.

Graduation Process:

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

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

Transfer Credits:

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

Graduation Requirements:

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

Graduation Honors:

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

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

All graduation honors are recorded on the student's academic record.

Earning Multiple Degrees:

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

A student wishing to earn a certificate and degree in the same program must complete the requirements of the certificate program and apply for graduation prior to earning the degree.

Requests for additional degrees beyond the second require prior approval from the Academic Dean.

Completing HCC Degree Requirements at Other Colleges

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

Transfer from Housatonic to Other Colleges

Housatonic Community College Articulation & Transfer Agreements

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

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

- **University of Connecticut** (Stamford, Waterbury, Storrs) Agriculture, Health and and Natural Resources: 13 majors including Allied Health, Environmental Science, Nutrition; College of Liberal Arts & Sciences: 50 majors including American Studies, Biological Sciences, Communications,

Economics, History, Human Development & Family Studies, Maritime Studies, Mathematics, Psychology, Statistics, Women's Studies as well as Bachelor of General Studies, General, Business Administration, Accounting, Business Law

- **Albertus Magnus College**
  General, Human Services, Business Management
- **Central Connecticut State University**
- **Eastern Connecticut State University**
- **Southern Connecticut State University**
- **Western Connecticut State University**
- **Fairfield University**
  Engineering, Liberal Arts and Sciences, College of Arts & Sciences, School of Business, School of Nursing, School of Continuing Education
- **Lesley University**
  Fine Arts, Graphic Design
- **Marymount College**
  Graduates in all Associate Degree Programs
- **Monserrat College of Art**
  Fine Arts
- **New York University**
  Art, Music, Communication, Education, Nutrition, Public Health, Speech-Language Pathology, Applied Psychology, Social Work, School of Continuing and Professional Studies
- **Post University**
  Criminal Justice
- **Quinnipiac University**
  Accounting, Business Management, Marketing and Advertising, Entrepreneurship, Finance, International Business, Computer Information Systems, Communications, Journalism, Public Relations, Film, Video and Interactive Media, Sciences, Humanities, Theater, Game Design and Development, Computer Science, Social Services, Psychology, Sociology, Criminal Justice, Legal Studies, Mathematics, Biomedical Sciences, Health and Science Studies.
- **Sacred Heart University**
  General, Business Administration, Business Management, Accounting, Finance, Criminal Justice
- **Savannah College of Art and Design**
  Graphic Design
- **University of Bridgeport**
  General, Dental Hygiene, Human Services, Business, Computer Science/Engineering, Math, Accounting, Biology, Computer Applications & Information Systems, Marketing, Management, Journalism, Banking, Fine Arts, and Graphic Design
- **University of New Haven**
  Criminal Justice, Accounting, as well as a "Core-to-Core Transfer Agreement"
- **University of St. Joseph**
  School of Continuing Education
- **Wheelock College**
  Early Childhood Education

Transfer Course Agreements

- **Charter Oak State College**
- **Eastern Connecticut State University**
- **Fairfield University**
- **Quinnipiac University**
- **University of Connecticut**
- **University of Connecticut**
  Stamford/Waterbury/Hartford (with core courses also available in Torrington/School of Business) Business Data Analytics
- **University of St. Joseph**

UCONN Guaranteed Admissions Program (GAP)

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

To qualify for admission:

- Complete and submit an application for the GAP program before completing 30 transferable credits;
- Complete your associates degree in the appropriate LAS program;
- Earn a minimum cumulative grade point average of 3.0

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

UCONN Business Administration

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

To qualify for admission:

- Complete and submit an application for the UCONN Business Administration GAP program before completing 30 transferable credits;
- Complete your associates degree in the appropriate LAS program;
- Earn a minimum cumulative grade point average of 3.3;
- Complete program pre-requisites in English Composition, Economics, Accounting, Finite Math and Calculus, and Statistics with grades of B or better;
- Meet the second language requirement
  * All students must have passed the third level in a single foreign language in high school; OR, completed two years (four semesters) through the college Intermediate Level.

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

UCONN Business and Data Analytics Transfer Pathway Program

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

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

For more information on this agreement and the procedures, please contact Professor Edward Becker at 203-332-5138.

The Connecticut College of Technology

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

See the UCONN web site for details of the Program.

Transfer and Articulation Policy *(Adopted by the Board of Regents March 2012)*

Connecticut families deserve a system of public higher education whose primary purpose is to produce graduates who form an engaged and well-informed citizenry, as well as a robust and appropriately educated workforce. To achieve this purpose, we must demonstrate that we provide a quality education. At the same time, we must create a clearly marked pathway from admission to graduation for all students by clarifying and streamlining the degree-program structures and transfer processes in our state colleges and universities to help students complete their post-secondary certifications and degrees as efficiently as possible. The ultimate goal of this reform is that all graduating students be prepared as productive world citizens. For more information visit the CT BOR website at **http://www.ct.edu/initiatives/tap.**

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

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

There is no guarantee that all course credits earned at a Connecticut community college will be accepted for transfer to a university within the Connecticut State University System. However, all Guaranteed Admission students are guaranteed junior status and guaranteed that a minimum of 60 transfer credits will be applied toward a baccalaureate degree at the university. Graduates of a community college who meet the requirements for guaranteed admissions must still make application by the date and on the forms prescribed by each university within the CSU System, including the submission of all the required transcripts, documents, and fees.

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

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

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

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

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

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

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

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

Scholarships for Graduating Students

The Counseling Center and the Housatonic Community College Foundation (HCC Foundation) have scholarship information available for current Housatonic students and for graduates. These scholarships are offered by area businesses and organizations, the Foundation and other colleges and universities. These include scholarships based on outstanding academic achievement and/or financial need. The nature of the scholarships available each year may vary and the scholarships may have additional requirements. Some are available for study at Housatonic Community College and others are available to students graduating and transferring to 4-year colleges and universities.

If you are interested in learning more about available scholarship opportunities, you should contact the Counseling Center (LH-A108) or the Foundation Office (LH-B127).

Awards

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

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

The Lillian Andersen Award** – Presented to an outstanding student who has furthered the goals of the Art Program outside of regular assignments.

BlumShapiro Accounting Scholarship Award** – Presented to an outstanding student in the Business Administration: Accounting Department who will be continuing their degree in accounting at a four-year institution.

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

Burt Chernow Endowed Scholarship Fund ** – Established in memory of the founder of the Housatonic Museum of Art, Coordinator of the HCC Art Program, and Professor of Art and presented to a graduate continuing his or her education in art or art education at a four-year institution.

Connecticut Post Award –Presented by Post Publishing Company and the Connecticut Post to outstanding journalism students.

Salvatore Curiale Scholarship Fund** – Established in memory of the Director of Admissions at Housatonic and presented to a student continuing his or her education in nursing.

Ralph Fabrizio Scholarship Fund ** – Established in memory of a HCC Psychology Professor and awarded to an outstanding student in the behavioral sciences.

Academic Dean's Prize** – The prize is awarded to graduate students who have achieved the highest academic average at HCC.

George Endowed Scholarship Fund** – Established In honor of HCC Business Professor and presented to a graduating student in the Computer Science Associate Degree program who demonstrates academic achievement.

Joyce Gerber Early Childhood Education Endowed Scholarship Fund** – Established in honor of HCC Professor and Director of the HCC Early Childhood Lab School and presented to a student graduating with

a degree in Early Childhood Education and with the highest grade point average among graduates of the Early Childhood Education Program, who plans to transfer to a four-year college.

Maureen Maloney Scholarship Fund** – Established in honor of HCC Psychology Professor and awarded to a graduating student or students who are pursuing an education in the field of psychology or medicine at a four-year institution in Connecticut.

Jane Mahoney Memorial Award** – Established in memory of HCC English Professor and presented to a student who began his or her studies in developmental English classes.

Marshall Rachleff Scholarship Award** – Established in memory of a HCC History Professor and presented to an outstanding student in history, government, economics, or labor studies.

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

Swain Prize** – Established in honor of a HCC English Professor and awarded to the outstanding student in English.

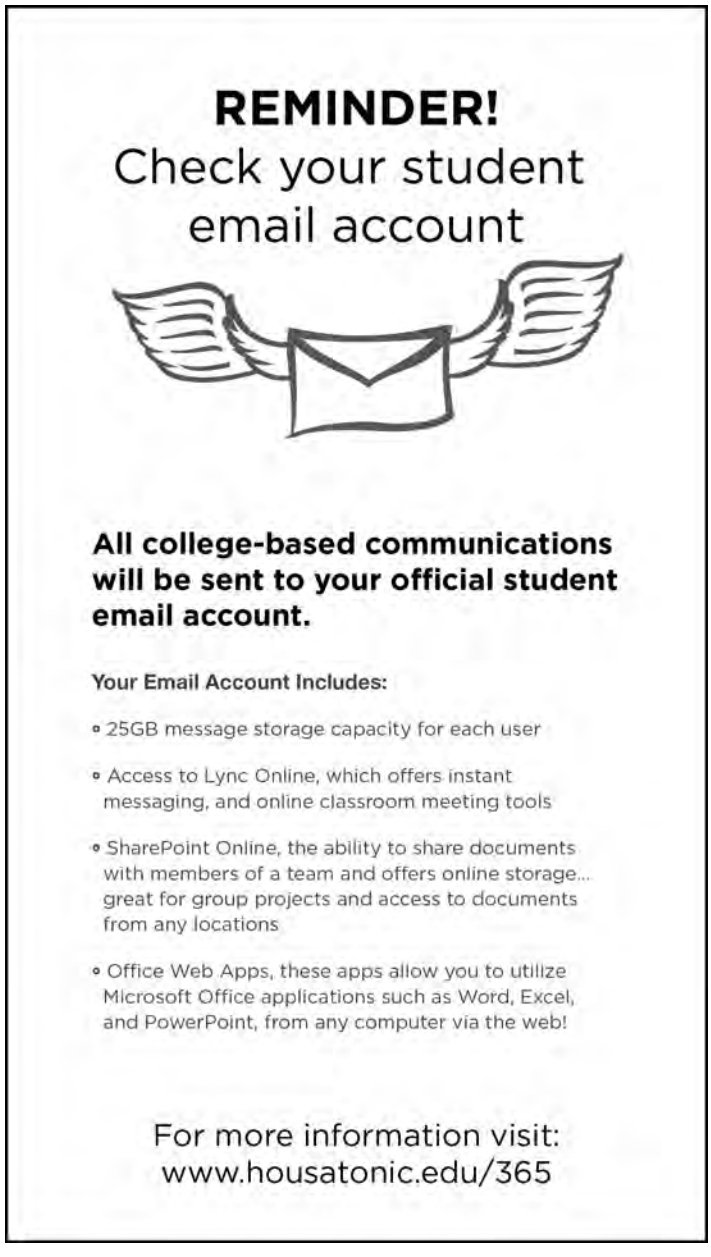
The Peter Ulisse Literature Award – Established by HCC English Professor and Chair of the Humanities Department and awarded to a graduating student who has demonstrated a passion for, and excellence specifically in, the field of literature.

Dale Ward Scholarship Fund – Established by the Student Senate in honor of a Housatonic History Professor and Senate advisor and presented to the graduates with the highest cumulative averages planning on **continuing their education.**

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

The Etherington Scholars Program – This scholarship program is named for Wesleyan's former president Edwin Etherington. It is for top graduates of Connecticut's community colleges and helps prepare them for a productive future in Connecticut. All applicants are considered for the Etherington Scholarship on the basis of financial need.

**Administered through the Housatonic Community College Foundation



Resources for Students

Bookstore

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

Cafeteria

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

Campus Safety

Central offices are located in LH-A105 off the main lobby of Lafayette Hall and BH-110 off the main lobby of Beacon Hall.

Housatonic Museum of Art

The Housatonic Museum of Art is located throughout the college. The Burt Chernow Galleries off the main lobby of Lafayette Hall in LH-A112 offer changing exhibitions. Visit the Museum's website at **www.housatonicmuseum.org.**

Men's Center

Located in Beacon Hall, BH 325 the Men's Center is an informal drop-in center open to all. The Center also functions as an educational resource with books, journals, magazines, and offers a variety of programs and workshops on men's issues. The center offers a variety of programs and is open during posted hours.

Student Life

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

Wellness Center

The Wellness Center, located in Room BH-117 of Beacon Hall, is open during posted hours. Enrolled students with an HCC Photo ID must complete an application to use the Center's fitness equipment and services. For information, contact the Student Activities Office at 203-332-5094.

Women's Center

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

Early Childhood Laboratory School

The nationally accredited Housatonic Early Childhood Laboratory School has a two-fold purpose: a high quality, pre-school program for the young children of students, faculty, staff, and the community; and a laboratory setting and resource for HCC's Early Childhood Inclusive Education Program and other disciplines in the college. It is located in Lafayette Hall in LH-B137near the Broad Street entrance.

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

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

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

Student Life

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

College Photo ID Cards

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

Student Senate

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

Student Publications

Horizons, HCC's student media outlet, is produced under the auspices of the college's journalism program and funded with a combination of student activities fees and support from the Humanities Department. Students can also receive credit for their work on Horizons by registering for our Publications Workshops classes. Student-led and student-produced *Horizons* offers insights into the news, issues, and interests of our diverse community online throughout the academic year at **www.housatonichorizons.com**. Twice a year, Horizons also produces a full-color print magazine, free to the HCC community, that focuses on longer-form features and showcases some of our best student work.

The college's literary magazine, *Images*, is published annually. Students are encouraged to submit essays, stories, poems, plays, and other works for consideration.

Student Clubs

College is more than just classes, homework and exams. It is making new friends, meeting new people and learning new skills.

Participating in Housatonic's student activities can help students feel more at home. Students will find others with common interests, experience new things, and gain leadership and management skills.

Housatonic clubs are open to all registered students. Check the online calendar at the HCC website, watch for signs announcing meetings and events, or contact the faculty/staff advisors for information. Clubs plan speakers, films, trips, parties, social events and community service activities. All student clubs and organizations are required to have a faculty or staff advisor. Please contact the Student Life Office for an updated list of student clubs, organizations and their advisors.

Student Clubs have included:

- A.L.A.S (Association of Latin American Students)
- Art Club
- STEM Club (formerly Biology Club)
- Black Student Union (BSU)
- Business Club
- C.A.N. (Community Action Network)
- Christian Studies Club
- Criminal Justice Club
- Early Childhood Club
- Gospel Choir (HGC)
- Graphic Design Club
- Healthy Living Club
- History Club
- Human Services Club
- Literary Club
- Music Club
- Muslim Student Association
- Occupational Therapy Club
- League of Adventurers Club
- PALS (Pagan Attitudes and Life Studies)
- Performing Arts Club
- Photography Club
- Political Action Club
- Psychology Club
- Table Tennis Club
- Unity Club (GSA)
- Veterans Club
- World Cultures and Traditions Club (Multi-Cultural Club)

Student Organizations

- Sigma Alpha Pi, The National Society of Leadership and Success

Activities & Events

If You Want to Plan or Publicize an Event

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

Scheduling Rooms for Activities

College areas may be used by any college club or organization for its activities. However, the limited number of rooms requires careful scheduling. To reserve a room, the individual in charge of the group should contact the Student Life Office (Beacon Hall BH317) or call 203-332-5094 to fill out the appropriate forms and obtain the necessary signatures. Areas are assigned on a first-come, first-served basis.

Housatonic also has facilities for outside groups to rent. Groups not affiliated with the college who wish to use college facilities should call 203-332-5971 for information.

Kiosks and Bulletin Boards

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

Fliers, notices, or posters pertaining to events or activities planned by student clubs and organizations must be approved and stamped by the Director of Student Activities in BH-317 prior to posting. All unapproved student, club, or organization postings will be removed. If a student or outside contact wishes to post other materials unrelated to student activities or events, the materials must be approved through the Director of the Student Activities.

Inviting Speakers to Campus

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

Charging Admission

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

Using Housatonic's Name

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

Cafeteria

Housatonic's main cafeteria in Lafayette Hall LH C112 overlooks the courtyard containing the sculpture garden. The grill offers sandwiches, snacks, and hot meals. An additional, smaller cafeteria is located in Beacon Hall BH-142. Cafeteria hours are subject to change. Check the cafeteria bulletin board for specific hours. Vending machines located in both buildings have sodas and snacks. The sculpture garden has picnic tables and is a pleasant place to eat when the weather is fine.

Campus Bookstore

Books required for HCC can be purchased at the Follett Bookstore in Beacon Hall on the HCC campus in room BH-137. The Bookstore also has notebooks and other supplies, laboratory equipment, newspapers, paperbacks, t-shirts, cards, and other items. During registration and the first two weeks of classes, the Bookstore has extended hours*. At the end of each semester the Bookstore has a textbook buyback session.

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

Parking and Public Safety

Parking

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

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

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

Temporary Special Parking permits are available for short-term parking needs (resulting from an injury, surgery, etc.). Contact the Director of Public Safety, located in Lafayette Hall LH-A105.

Housatonic assumes no responsibility for vehicles or the contents therein which are parked on College property. Parking is strictly at the owner's risk.

Public Safety

The Public Safety Offices are located in Lafayette Hall LH-A105, and in Beacon Hall BH-110 . There are satellite Public Safety Offices located throughout the campus.

Security patrols both the campus and the parking garage.

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

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

Call the Department of Public Safety at 203-332-5025 or dial ** from any of the voice over IP phones located throughout the campus to report any suspicious person or activity you may see. You may also use the "Blue Light" intercom stations located throughout the campus to report any suspicious persons or activity you may see.

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

WHERE TO GO FOR HELP

When classes are in session, campus offices are generally open between 8:30 a.m. and 4:00 p.m. on Monday through Friday. Some offices are open later. Please check with the individual office for specific hours. During the day, contact the Information Desk for general information. During evening hours, contact the Evening Division Office, BH-116, for assistance with advising, adding or dropping a class, and other information. Call the information desks at 332-5196 (Lafayette Hall) 332-4100 (Beacon Hall).

LH offices are in **Lafayette Hall**
BH offices are in **Beacon Hall**

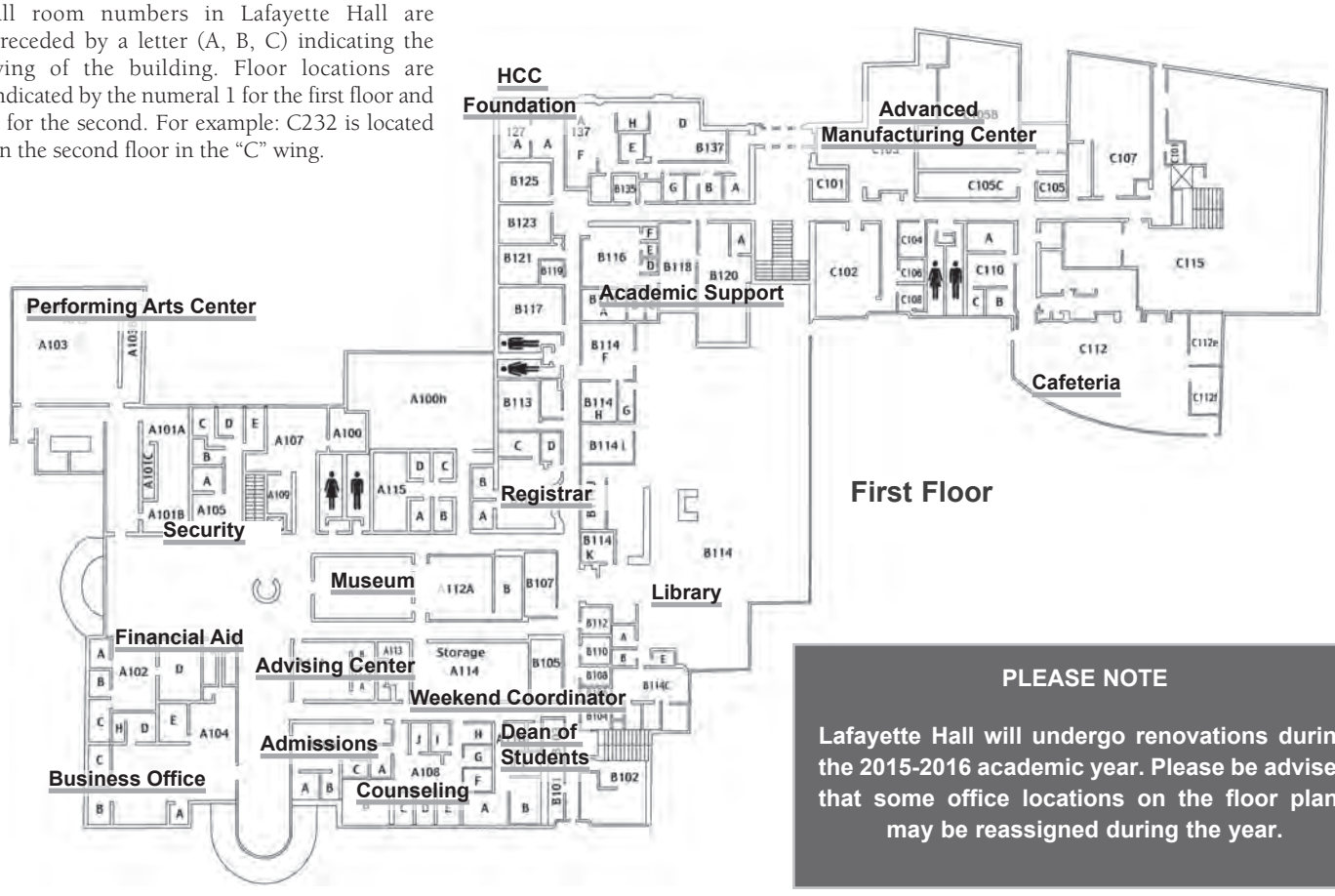
Absences from class ..... Your Instructor
Academic Calendar.....www.housatonic.edu
Academic Matters LH-A204a
Academic Advising LH-A111
Academic Standing LH-B109
Academic Support LH-B118
Accidents - Student ..... LH-A110 or LH-A105, BH-110
Admissions LH-A106
Affirmative Action LH-A203
Bookstore BH-137
Bursar LH-A104
Burt Chernow Galleries……LH-A112
CAP Assessment……..LH-A227
Career Development LH-A108
Center for Academic Progress (CAP) LH-227
Change of Name or Address..... LH-B109
Change of Program ..... LH-A111 or LH-A108
Computer Labs ..... Lab Assistants
Continuing Education BH-274
Counseling - Personal LH-A108
Disabilities Support Services..... LH-B116b
Discrimination LH-A203
Discipline LH-A110
Dropping a Course LH-B109
Early Childhood Laboratory School LH-B137
Employment (off-campus)..... LH-A108
Employment (work-study) LH-A102
Evening Division BH-116
Faculty Offices: .... Information Desk or www.housatonic.edu
Faculty Office Hours .....www.housatonic.edu
Financial Aid LH-A102
Financial Emergency Assistance LH-A110
.....or Foundation Office, LH-B127
Grades & Records LH-B109
Graduation - Evaluation & Requirements..... LH-B109
Grievances LH-A110
HCC Foundation Office..... LH-A127
Housatonic Museum of Art Office..... LH-B112
Identification Cards BH-317
Illness or Immunizations LH-A110
Inappropriate Conduct..... LH-A110, or LH-A105, BH-110
International Students Admissions LH-A106
Library Services LH-B114
Lost & Found LH-A105, BH-110
Manufacturing Center Office..... LH-C107
Men's Center BH-325
Parking Tags, Student ..... LH-A105 or Parking Garage Office
Placement Testing Scheduling..... LH-B119, LH-B116
President LH-A201
Public Relations BH-279
Registration Procedures LH-B109
Regulations, College LH-A110
Scheduling of non-College Events BH-317
Scholarship Info ..... LH-A108 or Foundation, LH-B127
Security LH-A105, BH-110
Student Activities/Authorization BH-317
Student Health Insurance LH-A110
Student Senate/Clubs BH-317
Testing Services LH-B116
Transcripts LH-B109
Transfer to other Colleges..... LH-A108
Transfer from other Colleges LH-A106
Tuition & Fees LH-A104
Tutoring LH-A227, LH-B116
Veteran's Affairs LH-B109
Withdrawing (Course or College) LH-B109
Women's Center BH-371
Writing Across the Curriculum LH-B120

WWW.HOUSATONIC.EDU is loaded with helpful information.

Visit WWW.HOUSATONIC.EDU for information on admissions, programs, registration, academic calendar, calendar of events, phone and email directory, and more!

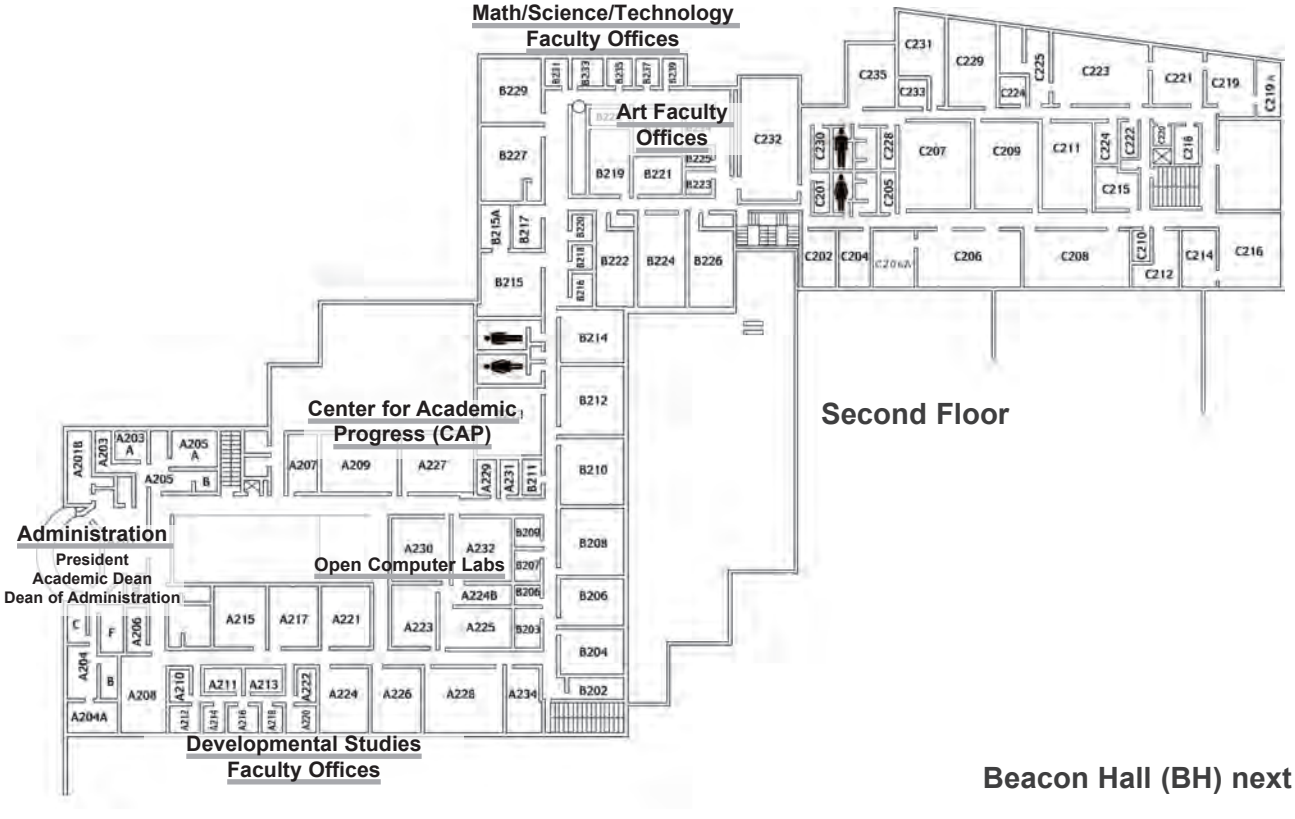
Lafayette Hall (LH)

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



PLEASE NOTE

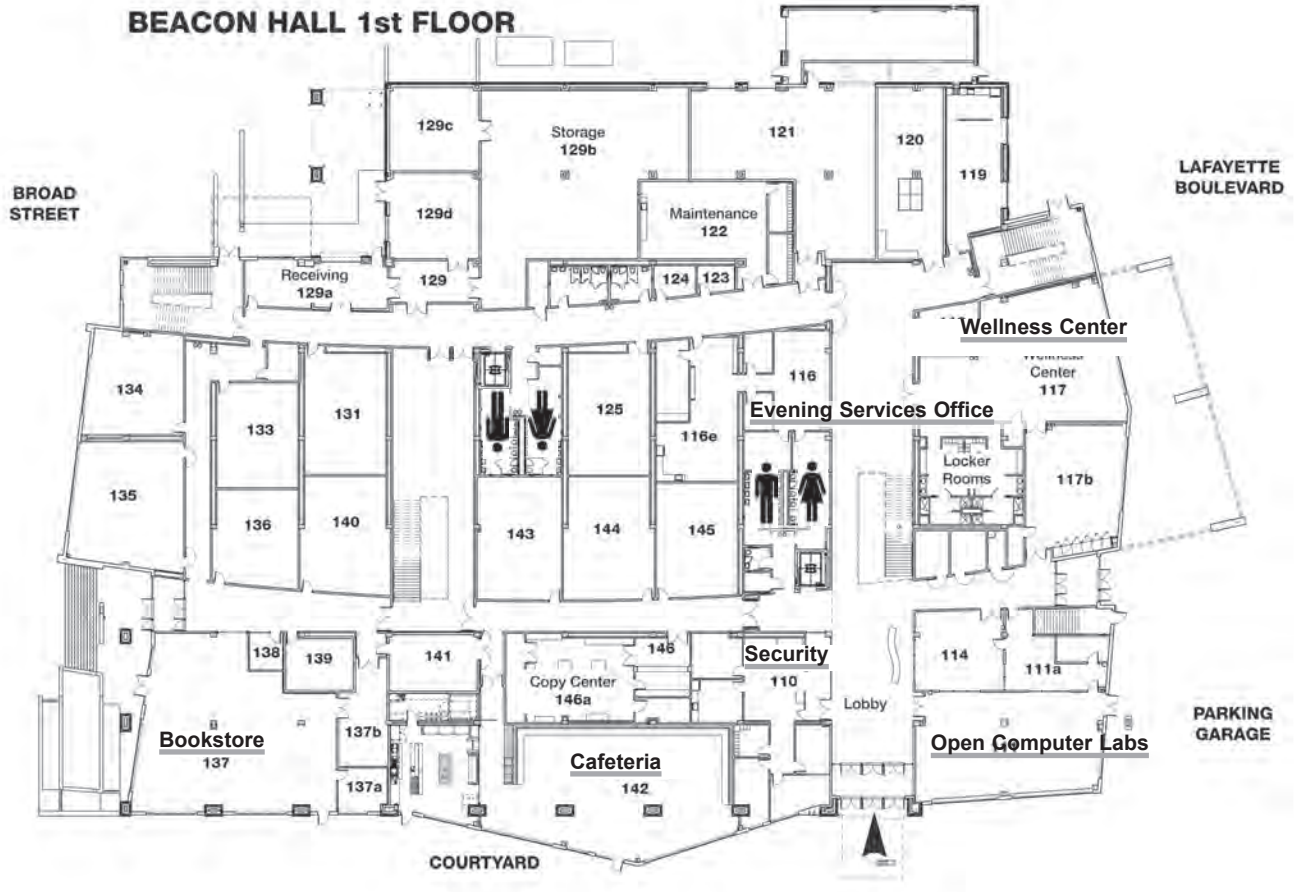
Lafayette Hall will undergo renovations during the 2015-2016 academic year. Please be advised that some office locations on the floor plans may be reassigned during the year.

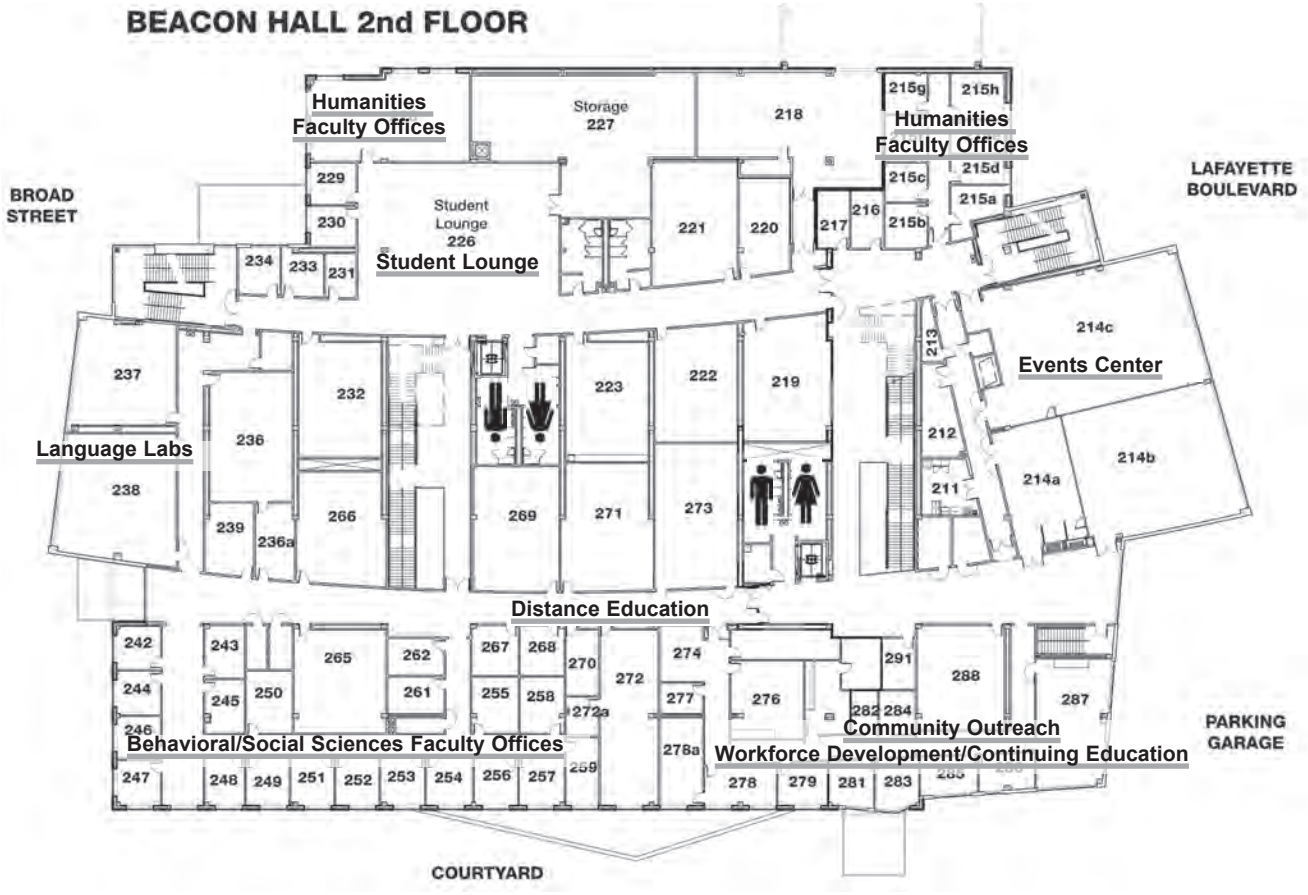


Beacon Hall (BH) next page...

Beacon Hall (BH)

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




BEACON HALL 2nd FLOOR
Humanities Faculty Offices
Storage 227
218
215g
215h
Humanities Faculty Offices
LAFAYETTE BOULEVARD
BROAD STREET
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230
Student Lounge 226
Student Lounge
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231
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214c
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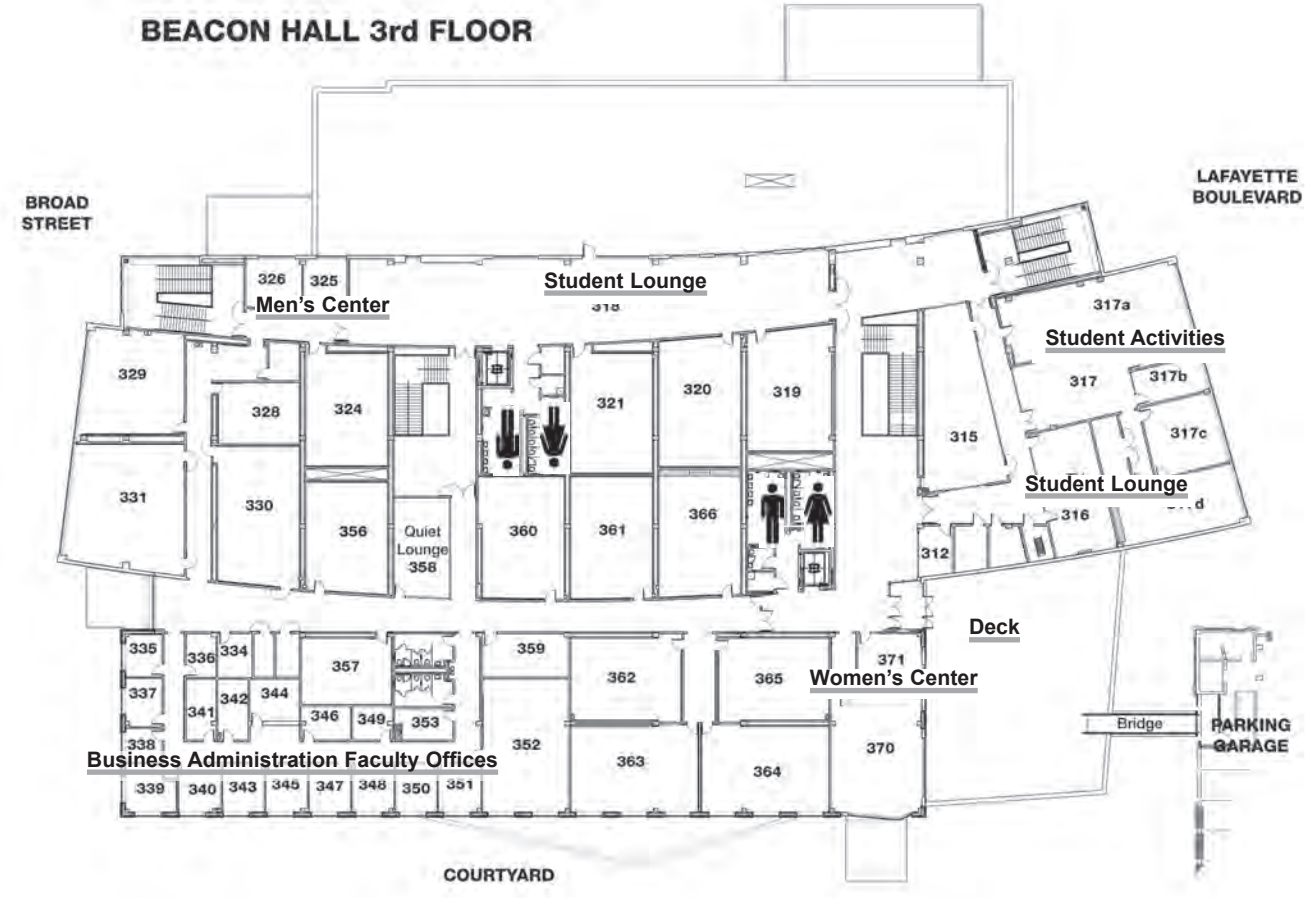
COURTYARD


BEACON HALL 3rd FLOOR
LAFAYETTE BOULEVARD
BROAD STREET
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Student Lounge
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COURTYARD

General Education Core

All degree programs at HCC share a common core of learning. This core, considered General Education, is that aspect of the college's instructional program that develops and integrates the student's knowledge, skills, and experiences so that the student can engage effectively in a lifelong process of inquiry and critical thinking.

General Education Core* courses are:

ENG* E101 and ENG* E102	6 credits
Mathematics	3-4 credits
Science	3-4 credits
Fine Arts	3 credits
Social Science	3 credits
Behavioral Science	3 credits
Humanities	3 credits
Total	24-26 credits

*In addition to the General Education core students must complete the computer literacy requirement.

Goals and Objectives of the General Education Core

The student will be able to:

1. Demonstrate a general knowledge of the liberal arts and sciences:
   - 1.1 Demonstrate a knowledge of the humanities and their methods;
   - 1.2 Demonstrate a knowledge of the behavioral and social sciences and their methods;
   - 1.3 Demonstrate a knowledge of the sciences and their methods;
   - 1.4 Demonstrate a knowledge of fine arts and their methods;
2. Develop the ability to think critically:
   - 2.1 State a problem clearly;
   - 2.2 Observe data accurately;
   - 2.3 Analyze and organize facts and ideas;
   - 2.4 Draw reasonable inferences from facts and ideas.
3. Develop the ability to communicate effectively:
   - 3.1 Write and speak clearly in standard English;
   - 3.2 Receive and comprehend written and oral information;
   - 3.3 Develop and explain a main idea;
   - 3.4 Develop an argument to persuade an audience.
4. Develop the ability to use print and electronic information systems:
   - 4.1 Collect and organize information about a topic;
   - 4.2 Access information from libraries using printed and electronic sources;
   - 4.3 Know the fundamentals of computer operation.
5. Develop the ability to make informed judgments concerning ethical issues:
   - 5.1 Recognize both personal and public ethical issues;
   - 5.2 Understand the consequences of a decision or a course of action.
6. Develop the ability to reason quantitatively:
   - 6.1 Apply arithmetic and basic algebraic skills to problem-solving;
   - 6.2 Interpret numerical information as presented in charts and graphs.

Computer Literacy Requirement

In today's global society, computer literacy has become an essential skill, comparable to reading, writing, and arithmetic. Computer literacy at the college level means the ability to use computer-based technology in communicating, problem solving, and acquiring information. Upon graduation, students should have the tools necessary to evaluate and learn new technologies as they become available.

In order to complete their education at Housatonic Community College, transfer to a four-year institution, or enter the workforce, HCC students must either complete a program-specific course showing computer literacy or successfully pass a test that shows ability to use word processing, presentation software, spreadsheets, the Internet, and email as tools to communicate and access electronic information.

All students enrolling in an associate degree program at HCC are required to fulfill the Computer Literacy Requirement prior to graduation and are encouraged to do so within the first 12 college-level credits.

The Computer Literacy Requirement can be satisfied in either of the following ways:

- Successful completion of a designated Code "C" course at HCC or an equivalent course from another accredited college (an official transcript must be submitted and a course description and course syllabus may be requested).
- Passing the HCC Computer Literacy Test* with a satisfactory score.

*Students who fail to pass the test after two attempts (one month apart) must satisfy the Computer Literacy Requirement by taking one of the designated Code "C" courses.

The Computer Literacy Requirement is built into some of the associate degree programs.

Elective Code "C" courses at HCC will teach students to meet the following computer literacy competencies adapted from digitalliteracy.gov:

- The ability to use a computer or mobile device, including use of a mouse, keyboard, icons, and folders;
- The ability to use software and applications as tools of communication, including proficiency in at least four of the following software types: word processing, spreadsheet software, presentation software, the Internet, and email.

Course Elective Codes

All degree and certificate programs require various courses that must be completed to meet graduation requirements. Many programs include elective courses in addition to specific courses.

The following codes are used to help you and your advisor determine which elective the course will satisfy. In addition to the codes indicated, all courses with course numbers at the 100 and 200 level (HSE* E101, as example) qualify as open electives. You are advised to pay special attention to program footnotes when selecting your electives.

Elective Codes:

B **Business elective**
BS **Behavioral Science elective**
C **Computer Literacy (satisfies requirement)**
CS **Computer Science Elective**
F **Fine Arts elective**
H **Humanities elective**
M **Mathematics elective**
S **Science elective**
SS **Social Science elective**
Open Elective **All courses numbered 100 or higher**

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Expectations for Student Use of Computers in Courses

Any Housatonic Community College course may require substantial computer based learning including use of the Internet, e-text books, instructional software, Blackboard*, research data bases, online assignments, etc., for the completion of class assignments, homework, research and assessments.

Computer- based learning experiences may be used in place of or in addition to traditional lectures for some lessons. All students have access to computer laboratories in both Beacon Hall and Lafayette Hall. Computer access is also available in the college library.

*** Please see page 23 for more information about Blackboard use in college classes.**

TERMS YOU NEED TO KNOW

- **Degree programs:** academic programs requiring 60 to 68 credit hours to complete and which earn the Associate in Arts or the Associate in Science degree designation. An Associate Degree requires a minimum of 60 credits.
- **Certificate programs:** short-term programs, usually 30 credits or less, intended for occupational training, upgrading, or retraining. Students receive a Certificate upon successfully fulfilling all requirements and applying for graduation.
- **Online courses:** courses offered via computer Internet connection, without regularly scheduled on-campus classes. For more information, contact the Director of Distance Learning, 203-332-5206.
- **Hybrid courses:** courses that combine traditional classroom lectures with online coursework. Normally 50% of course work is conducted by on-campus meetings. All hybrid courses meet in the classroom on the first scheduled day of class.
- **Prerequisite course:** a course that must be successfully completed before a student can enroll in the next course. Often a grade of "C" or higher is required.
- **Parallel course:** a course that must be taken during the same semester as another course in order to fulfill the prerequisite for that course.
- Electives: credit courses selected by the student to supplement the required courses in the program of study. Students should consult with their faculty advisors when choosing electives. The courses from which electives may be selected are specified in the program of study.
- **Behavioral Sciences electives:** courses in the behavioral sciences disciplines (anthropology, psychology, sociology). Listed as Elective Code: BS
- Social Sciences electives: courses included in the social sciences disciplines (economics, geography, government, history, political science) and CJS* E101, SOC* E220, and SOC*E222. Listed as Elective Code: SS
- **Business electives:** courses included under the following headings: accounting, business administration, business office technology, computer science, and economics. Listed as Elective Code: B
- **Fine Arts electives:** courses in ART* (except ART* E290), DGA* 283, music, theater (except THR* E190 and THR* E290), and creative writing (ENG* E281). Listed as Elective Code: F
- **Humanities electives:** courses in humanities, literature (except ENG* E281 and ENG* E282), philosophy, religion, foreign languages, and American Sign Language. Listed as Elective Code: H
- **Mathematics electives:** any mathematics course (except MAT* E075 and MAT* E095). Listed as Elective Code: M
- **Open electives:** courses whose credits can be applied toward graduation, numbered 100 or higher.
- **Computer Science electives:** any computer science course except CSA* E106, CSA* E163, and CSA* E220. Listed as Elective Code: CS
- **Science electives:** any course listed under biology, chemistry, engineering, natural science, and physics. Students planning to transfer should give serious attention to selecting a science elective with a laboratory. Listed as Elective Code: S

TRANSFER OPTIONS @ HCC

In addition to the HCC programs that have been developed to provide a seemless transfer to a four-year institution, the College offers various ways to transfer to another college or university upon graduation from HCC. Such programs include:

- **Articulation & Transfer Agreements with more than 15 four-year Colleges**
- **The UCONN Guaranteed Admission Program (GAP) (Students must apply before they have accrued 30 transferable credits.)**
- **Business Administration Transfer Option: UCONN-Stamford/Waterbury Transfer Program**
- **Guaranteed Admissions Agreement with CT State Universities (Students must apply before they have accrued 15 transferable credits.)**
- **The Connecticut College of Technology**

New students interested in transfer opportunities are encouraged to speak with their advisor, the Counseling Center in room LH-A108, or the Academic Advising Center in room LH-A111 as soon as possible to ensure that they are aware of the requirements for a particular transfer process. Please refer to www.housatinic.edu for more information on transfer opportunities for Housatonic students.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

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In addition to the academic programs that offer degrees, certificates, and transfer opportunities, Housatonic offers non-credit Continuing Education and Workforce Development programs that are shorter in duration and offer students career skills training.

See page 83 for more information on these programs.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Accounting (EA03)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BBG* E101 [2]	Introduction to Business	3
or BES E118*	*Small Business Management*	
ACC* E113	Principles of Financial Accounting	3
Humanities	Elective	3
ENG* E102	Literature & Composition	3
Science	Elective	3 - 4
Business [3]	Elective	3
ACC* E117	Principles of Managerial Accounting	3
ACC* E123	Accounting Software Applications	3

Sophomore Year

Fine Arts	Elective	3
BBG* E231	Business Law I	3
ACC* E271	Principles of Intermediate Accounting I	3
BFN* E201	Principles of Finance	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
BBG* E210	Business Communication	3
ACC* E272	Principles of Intermediate Accounting II	3
Business [3]	Elective	3
BBG* E232	Business Law II	3
Behavioral Science	Elective	3

Total Credits: 60 - 62

[1] MAT* E137 or higher.

[2] Alternate may not be taken as a Business elective.

[3] ACC* E125 or ACC* E241 are suggested for your Business Electives. See Accounting Academic Advisor for career objective advisement.

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

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

Accounting: Accounting for Small Business Option (EA61)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BES* E118 [2]	Small Business Management	3
or BBG E101*	*Introduction to Business*	
ACC* E101 [3]	Accounting Procedures I	3
CSA* E106	Introduction to Computer Applications	4
ENG* E102	Literature & Composition	3
Science	Elective	3 - 4
ACC* E125	Accounting Computer Applications I	3
ACC* E102 [3]	Accounting Procedures II	3
ACC* E117	Principles of Managerial Accounting	3

Sophomore Year

Fine Arts	Elective	3
BBG* E231	Business Law I	3
ACC* E123	Accounting Software Applications	3
Humanities	Elective	3
BFN* E201	Principles of Finance	3
BBG* E210	Business Communication	3
Business [4]	Elective	3
ACC* E241	Federal Taxes I	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
Behavioral Science	Elective	3

Total Credits: 61 - 63

[1] MAT* E103 or higher.

[2] BES* E118 and BBG* E101- cannot take both courses for credit.

[3] ACC* E101 and ACC* E102 are open to Accounting for Small Business Management associate degree and certificate students only.

[4] See Accounting Academic Advisor for career objective and advisement. ACC* E113 CANNOT be used as an elective.

NOTE: A minimum of 12 credits must be taken in 200-level courses.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Aviation Maintenance (EA30)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

ENG* E101	Composition	3
Mathematics	Elective	3 - 4
Science	Elective	3 - 4
Social Science	Elective	3
ENG* E102	Literature & Composition	3
Open	Elective	3 - 4
Humanities	Elective	3
Behavioral Science	Elective	3
Open	Elective	3 - 4
Fine Arts	Elective	3
AIR [1]	Airframe and Powerplant Mechanics Coursework	30

Total Credits: 60 - 64

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

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

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

Banking (EF08)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
MAT* E167	Principles of Statistics	3
ACC* E113	Principles of Financial Accounting	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications (4)*	
BFN* E125	Principles of Banking	3
ENG* E102	Literature & Composition	3
BMK* E201	Principles of Marketing	3
ACC* E117	Principles of Managerial Accounting	3
BFN* E201	Principles of Finance	3
BBG* E231	Business Law I	3

Sophomore Year

COM* E173	Public Speaking	3
BMK* E123	Principles of Customer Service	3
BMG* E210	Organizational Behavior	3
BFN* E211	Money & Banking (Fall only)	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
BBG* E210	Business Communication	3
Behavioral Science	Elective	3
Science	Elective	3 - 4
Restricted [1]	Elective	3
Humanities	Elective	3

Total Credits: 60 - 61

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Business Administration (EA67)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BBG* E101 [2]	Introduction to Business	3
or BES E118*	*Small Business Management*	
ACC* E113	Principles of Financial Accounting	3
BBG* E215	Global Business	3
ENG* E102	Literature & Composition	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications (4)*	
BMK* E201	Principles of Marketing	3
ACC* E117	Principles of Managerial Accounting	3
Behavioral Science	Elective	3

Sophomore Year

Fine Arts	Elective	3
BFN* E201	Principles of Finance	3
BBG* E231	Business Law I	3
Business [3]	Elective	3
Science	Elective	3 - 4
BMG* E210	Organizational Behavior	3
BBG* E210	Business Communication	3
Business [3]	Elective	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
Humanities	Elective	3

Total Credits: 60 - 62

[1] MAT* E137 or higher.

[2] Alternate may not be taken as a Business elective.

[3] Business electives should be selected in consultation with a Business advisor. Business electives may be chosen from Accounting, Business, Computer Science, alternate Economics course, and Business Office Technology.

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

See page 67 for Business Administration Transfer Option: UCONN-Stamford/Waterbury Transfer Program (EA67tr)

Business Administration: Customer Service/Marketing Option (EB55)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BBG* E101 [2]	Introduction to Business	3
or BES E118*	*Small Business Management*	
ACC* E113	Principles of Financial Accounting	3
Business (BMK) [3]	Business Marketing Elective	3
ENG* E102	Literature & Composition	3
BMK* E201	Principles of Marketing	3
Business (BMK) [3]	Business Marketing Elective	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications (4)*	
Science	Elective	3 - 4

Sophomore Year

Fine Arts	Elective	3
BMG* E210	Organizational Behavior	3
BFN* E201	Principles of Finance	3
BBG* E231	Business Law I	3
BMK* E207	Consumer Behavior	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
BBG* E210	Business Communication	3
Business (BMK) [3]	Business Marketing Elective	3
or BMK E241*	*Principles of Advertising*	
Humanities	Elective	3
Behavioral Science	Elective	3

Total Credits: 60 - 62

[1] MAT* E137 or higher.

[2] BBG* E101 is highly recommended. Please see your academic advisor.

[3] * Business Marketing Courses: BMK* E106, BMK* E123, BMK* E103, BMK* E216, BMK* E241, BMK* E205, BMK* E107, BMK* E212

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Business Administration: Finance Option (EA56)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BBG* E101	Introduction to Business	3
ACC* E113	Principles of Financial Accounting	3
BMK* E201	Principles of Marketing	3
ENG* E102	Literature & Composition	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications (4)*	
ACC* E117	Principles of Managerial Accounting	3
BFN* E201	Principles of Finance	3
Behavioral Science	Elective	3

Sophomore Year

Fine Arts	Elective	3
BBG* E231	Business Law I	3
BFN* E211	Money & Banking (Fall only)	3
BMG* E210	Organizational Behavior	3
ECN* E101	Principles of Macro-Economics	3
BBG* E210	Business Communication	3
ECN* E102	Principles of Micro-Economics	3
Science	Elective	3 - 4
BFN* E203	Investment Principles (Spring only)	3
Humanities	Elective	3

Total Credits: 60 - 62

[1] MAT* E137 or higher.

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

Business Administration: Global Business Option (EA65)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BBG* E101	Introduction to Business	3
ACC* E113	Principles of Financial Accounting	3
BBG* E215	Global Business	3
ENG* E102	Literature & Composition	3
BMK* E201	Principles of Marketing	3
BBG* E270	Import/Export Procedures	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications (4)*	
Science	Elective	3 - 4

Sophomore Year

Fine Arts	Elective	3
BMG* E210	Organizational Behavior	3
BFN* E201	Principles of Finance	3
BBG* E299	Independent Study in Business	3
BMK* E214	International Marketing	3
BFN* E235	International Finance	3
BBG* E210	Business Communication	3
Behavioral Science	Elective	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
PHL* E151	World Religions	3

Total Credits: 60 - 62

[1] Must be MAT* E137 or higher.

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Business Administration: Human Resource Management Option (EB56)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BBG* E101 [2]	Introduction to Business	3
or BES E118*	*Small Business Management*	
ACC* E113	Principles of Financial Accounting	3
BBG* E215	Global Business	3
ENG* E102	Literature & Composition	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications (4)*	
ACC* E117	Principles of Managerial Accounting	3
Science	Elective	3 - 4
Humanities	Elective	3

Sophomore Year

Fine Arts	Elective	3
BBG* E240	Business Ethics	3
BFN* E201	Principles of Finance	3
BBG* E231	Business Law I	3
BMG* E220	Human Resources Management	3
BMG* E210	Organizational Behavior	3
BBG* E210	Business Communication	3
BMG* E226	Negotiation	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
Behavioral Science	Elective	3

Total Credits: 60 - 62

[1] MAT* E137 or higher.

[2] BBG* E101 is highly recommended. Please see your academic advisor.

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

Business Administration: Management Option (EA60)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BBG* E101	Introduction to Business	3
ACC* E113	Principles of Financial Accounting	3
BBG* E215	Global Business	3
ENG* E102	Literature & Composition	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications (4)*	
Business [2]	Elective	3
ACC* E117	Principles of Managerial Accounting	3
Behavioral Science	Elective	3

Sophomore Year

Fine Arts	Elective	3
BFN* E201	Principles of Finance	3
BBG* E231	Business Law I	3
BBG* E240	Business Ethics	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
BMG* E220	Human Resources Management	3
BBG* E210	Business Communication	3
BMG* E210	Organizational Behavior	3
Science	Elective	3 - 4
Humanities	Elective	3

Total Credits: 60 - 62

[1] MAT* E137 or higher.

[2] Business elective must be selected in consultation with a Business Program advisor. Business electives may be chosen from Accounting, Business, Computer Science, alternate Economics course, or Business Office Technology.

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Business Administration: Small Business Management/Entrepreneurship Option (EA89)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BES* E118	Small Business Management	3
ACC* E113	Principles of Financial Accounting	3
BMK* E201	Principles of Marketing	3
ENG* E102	Literature & Composition	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications (4)*	
BMK* E103	Principles of Retailing	3
ACC* E117	Principles of Managerial Accounting	3
Behavioral Science	Elective	3

Sophomore Year

Fine Arts	Elective	3
BFN* E201	Principles of Finance	3
BBG* E231	Business Law I	3
ACC* E125	Accounting Computer Applications I	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
BBG* E210	Business Communication	3
Business [2]	Elective	3
BES* E218	Entrepreneurship	3
Humanities	Elective	3
Science	Elective	3 - 4

Total Credits: 60 - 62

[1] MAT* E137 or higher.

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

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

Business Office Technology: Executive Assistant Option (EB18)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

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

Sophomore Year

Business (restricted) [2]	Elective	3
ECN* E101	Principles of Macro-Economics	3
or ECN E102*	*Principles of Micro-Economics*	
BBG* E231	Business Law I	3
BOT* E215	Word Processing Applications II	3
Business [3]	Elective	3
BOT* E260	Administrative Management	3
or BMG E210*	*Organizational Behavior*	
BOT* E251	Administrative Procedures	3
BBG* E210	Business Communication	3
Business [3]	Elective	3
Behavioral Science	Elective	3

Total Credits: 60 - 62

[1] MAT* E075 and MAT* E095 not acceptable. MAT* E103 is preferred if going to a 4-year school, see your BOT Academic Advisor.

[2] Restricted Elective: BOT* E216, BOT* E218, or CSA* E220

[3] Approval of BOT advisor required. Business Electives: ACC, BBG, BES, BMG, BMK, BOT, CSA, CSC, CST. alternate ECN

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

College of Technology Pathway Program: Engineering Science Option (EB16)

Associate in Science Degree

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

Outcomes:

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

NOTE: All courses may not be offered at HCC.

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

Suggested Sequence of Courses:

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

Art [1]	Elective	3
Economics [1]	Elective	3
History [1]	Elective	3
Philosophy [1]	Elective	3
Programming [4]	CSC Directed Elective	3
MAT* E254	Calculus I	4
MAT* E256	Calculus II	4
MAT* E268	Calculus III: Multivariable	4
MAT* E285	Differential Equations	3
Major Specific [3]	Elective	3
Major Specific [3]	Elective	3
PHY* E221 [2]	Calculus-Based Physics I	4
PHY* E222 [2]	Calculus-Based Physics II	4
CHE* E121	General Chemistry I	4
CHE* E122	General Chemistry II	4
ENG* E101	Composition	3
ENG* E102	Literature & Composition	3
EGR* E211	Engineering Statics	3
EGR* E212	Engineering Dynamics	3

Total Credits: 64

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

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

[3] These Major Specific courses:
EGR* 214, EGR* 221, EET 252 (Electrical/Computer or Aerospace Engineering students)
CHE*211, EGR* 214, CHE*212 (Chemical Engineering students)
EGR* 214, MFG*102, any single CAD course (Mechanical or Civil Engineering or Engineering students) any BME* course (Biomedical Engineering students).

[4] This course must be approved the Math/Science Department Chair or by the student's Advisor.

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

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

College of Technology Pathway Program: Technology Studies (EF11)

Associate in Science Degree

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

Outcomes:

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

NOTE: All courses may not be offered at HCC.

Suggested Sequence of Courses:

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

ENG* E101	Composition	3
ENG* E102	Literature & Composition	3
COM* E173	Public Speaking	3
Fine Art/Humanities	Elective	3
History	Elective	3
CHE* E111 *or CHE* E112*	Concepts of Chemistry *Principles of Organic & Biochemistry*	4
PHY* E121 *or PHY* E122*	General Physics I *General Physics II*	4
MAT* E137	Intermediate Algebra	3
ECN* E102	Principles of Micro-Economics	3
SOC* E101	Principles of Sociology	3
CSA* E106	Introduction to Computer Applications	4
BBG* E101	Introduction to Business	3
BBG* E281	Writing and Research in Business and Industry	3
MAT* E186	Precalculus	4
MFG* E230	Statistical Process Control (SPC)	3
CAD* E133	CAD Mechanical AutoCad	3
MFG* E102	Manufacturing Processes	3
Directed Electives (4 courses) [1]		12

Total Credits: 67

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

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

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

See page 68 for Engineering Transfer Option: Engineering Science Pathway Program (Fairfield University) (EB16pfu)

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

College of Technology Pathway Program: Technology Studies: Electrical Option (EF06)

Associate in Science Degree

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

Outcomes:

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

NOTE: All courses may not be offered at HCC

Suggested Sequence of Courses:

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

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

Total Credits: 67

[1] Psychology or Sociology

[2] Art or Music

[3] History or Economics

[4] These electives may not be available at HCC.

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

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

College of Technology Pathway Program: Technology Studies: Industrial Technology Option (EF19)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
MAT* E137	Intermediate Algebra	3
CSA* E106	Introduction to Computer Applications	4
CAD* E133	CAD Mechanical AutoCad	3
History	Elective	3
ENG* E102	Literature & Composition	3
MAT* E186	Precalculus	4
CHE* E111	Concepts of Chemistry	4
or CHE E121*	*General Chemistry I*	
COM* E173	Public Speaking	3
MFG* E102	Manufacturing Processes	3

Sophomore Year

BBG* E101	Introduction to Business	3
MFG* E209	Engineering Processes	3
MFG* E230	Statistical Process Control (SPC)	3
PHY* E121	General Physics I	4
or PHY E221*	*Calculus-Based Physics I*	
ECN* E102	Principles of Micro-Economics	3
MFG* E120	Metrology	3
MFG* E226	Environmental, Safety, and Health Management	3
Fine Art/Humanities	Elective	3
BBG* E281	Writing and Research in Business and Industry	3
MFG* E258	Computer Numeric Control (CNC)	3
SOC* E101	Principles of Sociology	3

Total Credits: 67

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

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Computer Information Systems (EB60)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
CSA* E106	Introduction to Computer Applications	4
Computer Science [2]	Elective	3 - 4
CSC *E105	Programming Logic	3
ENG* E102	Literature & Composition	3
CSC*	Programming Language Elective	3 - 4
CST* E184	Network Administration I	3
Behavioral Science	Elective	3
Humanities	Elective	3

Sophomore Year

Fine Arts	Elective	3
CST* E150	Web Design and Development I	3
CST* E210	Operating Systems	3
Science	Elective	3 - 4
CSC* E231	Database Design I	3
CST* E231	Data Communications & Networks (Fall only)	3
ECN* E101 *or ECN* E102*	Principles of Macro-Economics *Principles of Micro-Economics*	3
Computer Science (2 courses) [2]	Electives	6 - 8
BBG* E210	Business Communication	3

Total Credits: 61 - 67

[1] Must be one of the following: MAT* E137, MAT* E186, MAT* E254

[2] Computer Science electives must be selected in consultation with the program advisor based on student's concentration. Applications – hardware – programming – networking - graphics.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Criminal Justice (EB13)

Associate in Science Degree

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

Outcomes:

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

A General Studies Degree with a concentration in Criminal Justice is available for students wishing to complete a 60-credit degree with an emphasis in Criminal Justice. Please see a Criminal Justice Program Advisor for additional information.

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
POL* E111	Introduction to American Government	3
PSY* E111	General Psychology I	3
SOC* E101	Principles of Sociology	3
CJS* E101	Introduction to Criminal Justice	3
ENG* E102	Literature & Composition	3
HIS* E201	U.S. History I	3
or HIS E202*	*U.S. History II*	
Mathematics [1]	Elective	3
CJS* E201	Criminology	3
Criminal Justice [2]	Elective	3

Sophomore Year

CJS* E211	Criminal Law I	3
Criminal Justice [2]	Elective	3
Science	Elective	3-4
Fine Arts	Elective	3
Restricted [3]	Elective	3
CJS* E213	Evidence and Criminal Procedure	3
CJS* E290 [4]	Practicum in Criminal Justice	3
CJS* E259	Writing and Research for Law Enforcement	3
Open	Elective	3
Humanities	Elective	3

Total Credits: 60 - 61

[1] MAT* E075, MAT* E095 not acceptable.

[2] Criminal Justice electives should be based on the student's career objectives and should be made after consultation with the program advisor.

[3] Restricted electives cannot be Criminal Justice courses. Restricted electives should be selected after consultation with the program advisor.

[4] Practicum requires Program Coordinator approval.

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

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Early Childhood Inclusive Education (EA95)

Associate in Science Degree

This program is designed to prepare qualified students to become teachers and teachers' assistants in the field of early care and education. This program equips students with the skills and competencies to work effectively with young children 0-8 years old or to apply to a four/five year teacher certification program for elementary school-age children. Instruction is designed to be practical and heavily supplemented with field observations, internships, workshops, and seminars.

Outcomes:

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

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

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

State approved for the CT Early Childhood Teacher Credential

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
PSY* E111	General Psychology I	3
Science [2]	Elective	3 - 4
ECE* E101	Introduction to Early Childhood Education	3
ECE* E103	Creative Experiences	3
ENG* E102	Literature & Composition	3
SOC* E101	Principles of Sociology	3
PSY* E202	Child Psychology & Development	3
ECE* E190	ECE Behavior Management	3
ECE* E210	Observation, Participation and Seminar	3

Sophomore Year

Humanities [2]	Elective	3
Mathematics [1]	Elective	3 - 4
HIS* E201	U.S. History I	3
ECE* E207	Natural Science and Safety for Children	3
ECE* E215	The Exceptional Learner	3
Fine Arts [2]	Elective	3
ECE* E222	Methods & Techniques in ECE	3
ECE* E231	Early Language and Literacy Development	3
ECE* E295	Student Teaching Practicum	6

Total Credits: 60 - 62

[1] MAT* E075 or MAT* E095 not acceptable.

[2] All electives should be based on student's career objectives. It is recommended that selection of electives be discussed with the program advisors.

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

Early Childhood Associate Degree naeyc ACCREDITED

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Fine Arts: Art Option (EB20)

Associate in Arts Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
ART* E101	Art History I	3
ART* E121	Two-Dimensional Design	3
ART* E111	Drawing I	3
Mathematics [1]	Elective	3 - 4
ENG* E102	Literature & Composition	3
ART* E102	Art History II	3
ART* E109	Color Theory	3
ART* E112	Drawing II	3
Behavioral Science	Elective	3

Sophomore Year

Humanities	Elective	3
ART* E103	Art History III	3
Art (sculpture) [2]	Sculpture Elective	3
ART* E113	Figure Drawing I	3
Science	Elective	3 - 4
Art (painting) [3]	Painting Elective	3
Social Science	Elective	3
GRA* E111	Introduction to Computer Graphics	3
Art	Elective	3
Open [4]	Elective	3 - 4
ART* E290	Portfolio Preparation I	1

Total Credits: 61 - 64

[1] MAT* E075, MAT* E095 not acceptable.

[2] Choose from ART* E131 or ART* E163

[3] Choose from: ART* E157, ART* E253, ART* E155.

[4] Cannot be an art course. A 200-level course is recommended.

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

General Studies (EB30)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
Science	Elective	3 - 4
Social Science	Elective	3
Behavioral Science	Elective	3
Humanities	Elective	3
ENG* E102	Literature & Composition	3
Fine Arts	Elective	3
Science	Elective	3 - 4
Social Science	Elective	3
Behavioral Science	Elective	3
Humanities	Elective	3
Open Electives		24

Total Credits: 60 - 63

[1] MAT* E075, MAT* E095 not acceptable.

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

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

NOTE: It is recommended that students take one year of a foreign language.

General Studies Concentrations

See next page for General Studies concentrations by subject:

- **Criminal Justice**
- **Foreign Language - French**
- **Foreign Language - Spanish**
- **Theater Arts**

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

General Studies: Criminal Justice Concentration (EB30cj)

Associate in Science Degree

This concentration is designed to enable students with a demonstrated interest in the field of Criminal Justice to obtain a focused General Studies Degree in this discipline. Specifically, this degree concentration is geared toward students who solely wish to obtain the sixty college credits required to sit for most police department examinations. All other students with a demonstrated interest in this field are strongly encouraged to enroll in the Criminal Justice Parent Degree Program. Please consult a Criminal Justice Program faculty member for additional information.

Outcomes:

- Develop knowledge of law enforcement, court and correctional system, including knowledge of how these systems interact.
- Develop knowledge of law as it impacts the criminal justice system.
- Develop knowledge of psychological/sociological impacts on the criminal justice system.
- Develop knowledge of historical/political impacts on the criminal justice system.
- Develop an understanding of ethical issues and dilemmas that occur in criminal justice professions.

Suggested Sequence of Courses:

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

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
Science	Elective	3 - 4
POL* E111	Introduction to American Government	3
SOC* E101	Principles of Sociology	3
Humanities	Elective	3
ENG* E102	Literature & Composition	3
Fine Arts	Elective	3
CJS* E101	Introduction to Criminal Justice	3
PSY* E111	General Psychology I	3
Humanities	Elective	3
Open (2 courses)	Electives	6
HIS* E201	U.S. History I	3
or HIS E202*	*U.S. History II*	
CJS* E201	Criminology	3
CJS* E211	Criminal Law I	3
CJS* E213	Evidence and Criminal Procedure	3
CJS* E220	Criminal Investigation	3
CJS* E225	Forensic Science	3
CJS* E259	Writing and Research for Law Enforcement	3

Total Credits: 60 - 62

[1] MAT* E075, MAT* E095 not acceptable.

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

NOTE: It is recommended that students take one year of a foreign language.

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

General Studies: Foreign Language Concentration - French (EB30flf)

Associate in Science Degree

The objective of the General Studies foreign language concentration is to provide students with an interest in foreign languages a recognizable avenue to explore those interests, to prepare students for possible transfer into a major or minor in foreign languages in a four year institution, and to prepare students for the modern, multicultural workplace.

Outcomes:

- Demonstrate proficiency in multiple languages.
- Demonstrate the ability to engage in multiple communicative environments.
- Develop necessary communication skills to become an active participant in our global society.
- Student transfer to a baccalaureate degree program or enter job market with ability to communicate in multiple languages.

Suggested Sequence of Courses:

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

First Semester

FRE* E101	Elementary French I	3
or FRE E102*	*Elementary French II*	
ENG* E101	Composition	3
Mathematics	Elective	3 - 4
Science	Elective	3 - 4
Social Science	Elective	3

Second Semester

FRE* E102	Elementary French II	3
or FRE E201*	*Intermediate French I*	
Foreign Language [1]	Elective	3
ENG* E102	Literature & Composition	3
Behavioral Science	Elective	3
Humanities	Elective	3

Third Semester

FRE* E201	Intermediate French I	3
or FRE E202*	*Intermediate French II*	
Foreign Language [2]	Elective	3
Fine Arts	Elective	3
Science	Elective	3 - 4
Open	Elective	3 - 4

Fourth Semester

Humanities	Elective	3
Behav./Soc.Science	Elective	3
Open	Elective	3 - 4
Open	Elective	3 - 4
Social Science	Elective	3

Total Credits: 60 - 66

[1] Foreign language elective must be chosen from the following courses: LAT *E101, ITA* E101, SPA* E101, SPA* E109, SPA* E201

[2] Foreign language elective must be chosen from the following courses: LAT *E102, ITA* E102, SPA* E102, SPA* E109, SPA* E201, SPA* E202

NOTE: A student will need to complete 9 credits in a one foreign language and 6 credits in another.

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

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

General Studies: Foreign Language Concentration - Spanish (EB30fls)

Associate in Science Degree

The objective of the General Studies foreign language concentration is to provide students with an interest in foreign languages a recognizable avenue to explore those interests, to prepare students for possible transfer into a major or minor in foreign languages in a four year institution, and to prepare students for the modern, multicultural workplace.

Outcomes:

- Demonstrate proficiency in multiple languages.
- Demonstrate the ability to engage in multiple communicative environments.
- Develop necessary communication skills to become an active participant in our global society.
- Student transfer to a baccalaureate degree program or enter job market with ability to communicate in multiple languages.

Suggested Sequence of Courses:

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

First Semester

Spanish Requirement [1]	See Footnote	3
ENG* E101	Composition	3
Mathematics	Elective	3 - 4
Science	Elective	3 - 4
Social Science	Elective	3

Second Semester

Spanish Requirement [2]	See Footnote	3
Foreign Language [3]	Elective	3
ENG* E102	Literature & Composition	3
Behavioral Science	Elective	3
Humanities	Elective	3

Third Semester

Spanish Requirement [4]	See Footnote	3
Foreign Language [5]	Elective	3
Fine Arts	Elective	3
Social Science	Elective	3
Open	Elective	3 - 4

Fourth Semester

Humanities	Elective	3
Behavioral Science	Elective	3
Open	Elective	3 - 4
Open	Elective	3 - 4
Social Science	Elective	3

Total Credits: 60 - 65

[1] Spanish course must be one of the following: SPA*E101, SPA*E102, SPA*E109, or SPA*E201.

[2] Spanish course must be one of the following: SPA*E102, SPA*E109, SPA*E201, SPA*E202.

[3] Foreign language elective must be one of the following: LATIN* E101, ITA* E101, FRE* E101, FRE* E102, FRE* E201

[4] Spanish course must be one of the following: SPA* E201, SPA* E202, SPA* E251

[5] Foreign language elective must be one of the following: LATIN* E102, ITA* E102, FRE* E102, FRE* E201, FRE* E202

NOTE: A student will need to complete 9 credits in a one foreign language and 6 credits in another.

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

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

General Studies: Theater Arts Concentration (EB30ta)

Associate in Science Degree

The objective of the General Studies: Theater Arts Concentration degree at Housatonic Community College is to provide a foundation in the Theater Arts as a creative and practical enterprise, and to serve as a means to empower the students to develop to their full potential through self-discovery, discipline, teamwork and creative thought inherent in the Theater Arts process.

Outcomes:

- Complete the general education core requirements.
- Complete the computer fundamentals requirement.
- Explore areas of interest via extensive coursework in liberal arts, business, and career areas in anticipation of employment or transfer.
- Student transfer to a baccalaureate degree program or professional training program.

Suggested Sequence of Courses:

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

First Semester

THR* E110	Acting I (Fall only)	3
ENG* E101	Composition	3
Mathematics	Elective	3 - 4
Science	Elective	3 - 4
Social Science	Elective	3

Second Semester

THR* E120	Stagecraft (Spring Only)	3
THR* E190	Theater Arts Practicum I (Spring Only)	3
ENG* E102	Literature & Composition	3
Behavioral Science	Elective	3
Humanities	Elective	3

Third Semester

THR* E112	Voice and Diction (Fall only)	3
or THR E115*	*Improvisation (Fall Only)*	
Fine Arts	Elective	3
Science	Elective	3 - 4
Social Science	Elective	3
Open	Elective	3 - 4

Fourth Semester

THR* E210	Acting II (Spring only)	3
or THR E225*	*Directing (Spring only)*	
Humanities	Elective	3
Behavioral Science	Elective	3
Open (2 courses)	Electives	6

Total Credits: 60 - 64

NOTE: THR 101, THR 112, THR 114, THR 115, THR 210, THR 225 can be used to satisfy FINE ARTS and OPEN ELECTIVE Requirements. THR 290 can be used to satisfy an OPEN ELECTIVE Requirement.

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

NOTE: ENG 214 and ENG 233 can be used to satisfy HUMANITIES ELECTIVE Requirements.

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Graphic Design (EB33)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

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

Sophomore Year

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

Total Credits: 61 - 64

[1] MAT* E075, MAT* E095 not acceptable.

[2] Choose from ART* E101, ART* E102, or ART* E103

[3] It is suggested that students discuss selection of elective with program coordinator.

[4] Cannot be an ART/GRA course.

Graphic Design: Multimedia Option (EB70)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
ART* E121	Two-Dimensional Design	3
ART* E111	Drawing I	3
ENG* E102	Literature & Composition	3
GRA* E111	Introduction to Computer Graphics	3
ART* E109	Color Theory	3
GRA* E151	Graphic Design	3
GRA* E230	Digital Imaging I	3
Behavioral Science	Elective	3

Sophomore Year

Humanities	Elective	3
Social Science	Elective	3
Science	Elective	3 - 4
ART* E250	Digital Photography I	3
ART* E103	Art History III	3
GRA* E241	Digital Page Design	3
GRA* E261	Web Design	3
GRA* E271 *or GRA* E272*	Computer Animation *3D Animation: MAYA*	3
DGA* E283	Digital Video Editing	3
Art [2]	Elective	3
Open [3]	Elective	3 - 4
ART* E290	Portfolio Preparation I	1

Total Credits: 64 - 67

[1] MAT* E075, MAT* E095 not acceptable.

[2] Choose from: ART* E101, ART* E102, ART* E112, ART* E155, ART* E157, ART* E244, ART* E253, ART* E280

[3] Cannot be an ART/GRA course.

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

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Human Services (EB35)

Associate in Science Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

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

Sophomore Year

Fine Arts	Elective	3
COM* E173	Public Speaking	3
Mathematics [1]	Elective	3 - 4
HSE* E202	Introduction to Counseling/Interviewing	3
HSE* E291 [3]	Human Services Internship I	3
Human Services [2]	Elective	3
HSE* E235	Professional & Ethical Issues in Human Services	3
HSE* E292 [3]	Human Services Internship II	3
Humanities	Elective	3
Open [2]	Elective	3 - 4

Total Credits: 60 - 63

[1] MAT* E075, MAT* E095 not acceptable.

[2] It is required that students discuss selection of elective with Program Coordinator.

[3] Internship courses (HSE* E291 and HSE* E292) must be taken in separate semesters and approved in advance by the Program Coordinator.

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

See page 22 for information on Housatonic's HONORS PROGRAM

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

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

Associate in Arts Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
HIS* E101	Western Civilization I	3
or HIS E102*	*Western Civilization II*	
Science	Elective	3 - 4
Foreign Language [2]	Elective	3
Mathematics [1]	Elective	3 - 4
ENG* E102	Literature & Composition	3
HIS* E201	U.S. History I	3
or HIS E202*	*U.S. History II*	
Science	Elective	3 - 4
Foreign Language [2]	Elective	3
Mathematics [1]	Elective	3 - 4

Sophomore Year

Fine Arts	Elective	3
Behavioral Science	Elective	3
Open	Elective	3 - 4
Social Science	Elective	3
Humanities	Elective	3
English	Elective	3
Open	Elective	3 - 4
Open	Elective	3 - 4
Behavioral Science	Elective	3
Humanities	Elective	3

Total Credits: 60 - 67

[1] MAT* E075, MAT* E095 not acceptable.

[2] Foreign Language Elective: Two semesters of the same language.

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

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Liberal Arts & Sciences: Journalism/Communications Concentration (EB46)

Associate in Arts Degree

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

Outcomes:

- Prepare for and conduct interviews.
- Write basic news articles.
- Conduct in-depth reporting and research.
- Write feature stories.
- Write a variety of opinion pieces.

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics	Elective	3 - 4
COM* E101	Introduction to Mass Communications	3
COM* E222	Basic News Writing	3
HIS* E101	Western Civilization I	3
ENG* E102	Literature & Composition	3
COM* E223	Feature and Magazine Writing	3
COM* E116	Publications Workshop I	3
Science	Elective	3 - 4
HIS* E102	Western Civilization II	3

Sophomore Year

COM* E216	Publications Workshop II	3
Behavioral Science	Elective	3
Science	Elective	3 - 4
Fine Arts	Elective	3
Humanities [1]	Elective	3
Literature	Elective	3
Behav./Soc.Science	Elective	3
Humanities [1]	Elective	3
Open (2 courses)	Electives	6

Total Credits: 60 - 63

[1] One Year of foreign language recommended.

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

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

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

Associate in Arts Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
HIS* E101	Western Civilization I	3
Foreign Language [1]	Elective	3
Mathematics (4-credit) [2]	Elective	4
Science (4-credit) [3]	Elective	4
ENG* E102	Literature & Composition	3
HIS* E102	Western Civilization II	3
Foreign Language [1]	Elective	3
Mathematics (4-credit) [2]	Elective	4
Science (4-credit) [3]	Elective	4

Sophomore Year

Mathematics (4-credit) [2]	Elective	4
Science (4-credit) [3]	Elective	4
Fine Arts	Elective	3
Foreign Language [1]	Elective	3
Social Science	Elective	3
Mathematics (4-credit) [2]	Elective	4
Foreign Language [1]	Elective	3
Open	Elective	3 - 4
Computer Science [4]	Elective	3 - 4
Behavioral Science	Elective	3

Total Credits: 67 - 69

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

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

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

[4] Recommended from CSC* E106 or CSC* E205

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

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Liberal Arts & Sciences: Pre-Engineering Science Concentration (EB47)

Associate in Arts Degree

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

Outcomes:

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

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
MAT* E254	Calculus I	4
PHY* E221 [2]	Calculus-Based Physics I	4
CHE* E121	General Chemistry I	4
ENG* E102	Literature & Composition	3
MAT* E256	Calculus II	4
PHY* E222 [2]	Calculus-Based Physics II	4
Programming [1]	CSC Directed Elective	3
CHE* E122	General Chemistry II	4

Sophomore Year

Fine Arts	Elective	3
MAT* E268	Calculus III: Multivariable	4
Social Science	Elective	3
Humanities	Elective	3
MAT* E285	Differential Equations	3
Behavioral Science	Elective	3
Humanities	Elective	3
Open (2 courses)	Electives	6

Total Credits: 61

[1] This course must be approved the Math/Science Department Chair or by the student's Advisor.

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

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

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

Associate in Arts Degree

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
MAT* E254	Calculus I	4
Social Science	Elective	3
Science (restricted) [1]	Elective (see footnote)	4
Science (restricted) [1]	Elective (see footnote)	4
ENG* E102	Literature & Composition	3
MAT* E256	Calculus II	4
Behavioral Science	Elective	3
Science (restricted) [1]	Elective (see footnote)	4
Science (restricted) [1]	Elective (see footnote)	4

Sophomore Year

Fine Arts	Elective	3
Mathematics [2]	Elective	3 - 4
Humanities	Elective	3
Restricted [3]	Elective	3
Computer Science [4]	Elective	3 - 4
Humanities	Elective	3
Behav./Soc.Science	Elective	3
Mathematics [2]	Elective	3 - 4
Open	Elective	3 - 4
Restricted [3]	Elective	3

Total Credits: 66 - 70

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

[2] MAT* E075, MAT* E095 not acceptable.

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

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

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

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Medical Assisting (EA10)

Associate in Science Degree

Students successfully completing the program will function as entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with the following capabilities:

- Eligibility to sit for a national medical assisting certification examination
- Medical assisting skills to perform at entry level competency
- Demonstrated ability to accurately maintain healthcare records while upholding all related laws and regulations
- Demonstrated accurate problem solving in classroom and clinic
- Communicate effectively with peers, supervisors, families and other healthcare providers
- Demonstrated behaviors consistent with the Medical Assisting Code of Ethics
- Ability to competently function within the medical assisting scope of practice
- Ability to competently function within an interdisciplinary healthcare team

Third Semester - Students must acquire certification from the American Red Cross in CPR and First Aid before beginning the third semester.

Fourth Semester - Medical Assisting Externship - 160-200 hours in a supervised non-classroom setting. The first weeks of course will be classroom based simulations prior to the off campus experience. This course is the final 10 weeks of the semester after completion of all other MED requirements.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
MAT* E104	Quantitative Reasoning	3
BIO* E105	Introduction to Biology	4
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications(4)*	
MED* E125	Medical Terminology	3

Second Semester

ENG* E102	Literature & Composition	3
PSY* E111	General Psychology I	3
MED* E111	Administrative Medical Assisting	3
MED* E113	Healthcare Insurance	2
MED* E115	Medical Coding & Billing	2
MED* E170	Law and Ethics for Health Professionals	3

Third Semester

Art	Elective	3
MED* E133	Clinical Medical Assisting	4
MED* E245	Clinical Laboratory Procedures	4
MED* E250	Principles of Pharmacology	3
MED* E250L	Principles of Pharmacology Lab	1

Fourth Semester

Social Science	Elective	3
Humanities	Elective	3
MED* E216	Electronic Medical Records Management	3
MED* E281	Medical Assisting Externship	4

Total Credits: 60

Nursing (EB30n)

Associate in Science Degree

This degree program is limited to Bridgeport Hospital School of Nursing students who have completed the RN by 2017.

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

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

Outcomes:

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

Admission to the Program

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

NOTE: Students should initially and frequently consult with the Coordinator of the Nursing Program at HCC in order to assure proper sequencing and progression through the college core courses before applying to BHSN.

Suggested Sequence of Courses:

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

Courses to be taken at HCC

ENG* E101	Composition	3
ENG* E102	Literature & Composition	3
PSY* E111	General Psychology I	3
PSY* E202	Child Psychology & Development	3
SOC* E101	Principles of Sociology	3
COM* E173	Public Speaking	3
Humanities [1]	Elective	3
BIO* E211 [2]	Anatomy & Physiology I	4
BIO* E212 [2]	Anatomy & Physiology II	4
BIO* E235 [2]	Microbiology	4

Nursing specialty courses to be taken at the Bridgeport Hospital School of Nursing

Level I [3]	Nursing I **	6
Level II [3]	Nursing II **	8
Level III [3]	Nursing III, IV, and V **	19

Total Credits: 66

[1] See Coordinator for appropriate choices.

[2] Specific math and science prerequisites apply. Please see program coordinator.

[3] **The credit award for the hospital diploma program is based on an assessment conducted by the New York State Board of Regents' National Program on Noncollegiate Sponsored Instruction.

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

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Occupational Therapy Assistant (EA77)

Associate in Science Degree

The Occupational Therapy Assistant Program is designed to prepare graduates for employment in hospitals, long term care facilities, rehabilitation centers, clinics, and schools. Upon program completion, students are eligible to take to take the national certification examination administered by the NBCOT and apply for state licensure. See the OTA page on the college website (www.housatonic.edu) the most current information on pass rates for the national certification examination.

Occupational Therapy Assistants develop, administer and modify treatment plans based on the assessment and recommendation of Registered Occupational Therapists. The purpose of Occupational Therapy is to assist people in maximizing independence after illness, trauma, disability, or injury has altered their physical, emotional, or mental abilities.

The curriculum combines the general college core courses in the humanities and sciences with clinical courses. Area school and health care facilities provide the environment where students study occupation, dysfunction, interpersonal skills, treatment planning, and intervention skills.

Outcomes:

- Demonstrate an understanding of the essential role of occupation in treatment.
- Utilize treatment planning principles and techniques that demonstrate sensitivity to the whole person including physical, cognitive, social, emotional, economic, and cultural diversity factors.
- Develop and implement a plan of treatment using appropriate modifications and grading.
- Demonstrate effective communication techniques with patients, families, caregivers, peers, and supervisors.
- Understand how OT service provision is influenced by social responsibility.
- Recognize, assess, take action, and accommodate unique treatment situations as they arise.
- Demonstrate professional behaviors with patients, families, caregivers, peers, and supervisors.
- Collaborate with patients, families, and teams to provide efficient, effective, and respectful care plans and treatment.

Admission to the Program

Admission to the program is selective and competitive. Prior to applying to the program, students must have completed all developmental course work, completed at least 3 college courses and obtained a GPA of 3.0 or higher. Other admission requirements include, but are not limited to , documented direct experience working with people with disabilities, observation and write up of an OT treatment session, successful completion of the computer literacy requirement as well as successful completion of the OTA clinical reasoning/writing test.

Attendance at an information session is a mandatory prerequisite for those applying to the program. At this time students meet with the program director who will explain the admissions requirements, answer any questions and go through the application process in detail. Dates for upcoming sessions can be found on the HCC website.

Applicants are responsible for obtaining the most current OTA application requirements and paperwork at a mandatory information session.

Program Requirements and Accreditation

In addition to academic requirements, students must meet non academic essentials and technical standards in order to complete the program. A separate Occupational Therapy Assistant Student Handbook details additional requirements specific to the program.

Students are subject to a drug screening and criminal background check prior to Fieldwork placement at their own expense. Commission of a felony may effect a student's ability to take the national exam.

Accreditation

The Occupational Therapy Assistant program at Housatonic Community College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449

AOTA's phone number is (301) 652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination.

Suggested Sequence of Courses:

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

Liberal Arts & Sciences Courses

ENG* E101	Composition	3
ENG* E102	Literature & Composition	3
BIO* E117	Biological Basis of Health and Disease	4
PSY* E111	General Psychology I	3
Psychology [1]	Elective	3
Fine Arts	Elective	3
Mathematics [2]	Elective	3 - 4
Social Science	Elective	3

OTA Core Courses

OTA* E111	Foundations of Occupational Therapy	3
OTA* E113	Task Analysis	1
OTA* E115	Occupational Therapy Assistant I	4
OTA* E121	Kinesiology	4
OTA* E123	Occupational Therapy Assistant II	4
OTA* E125	Group Dynamics in Occupational Therapy	3
OTA* E127	Occupation in Treatments	1
OTA* E213	Occupational Therapy Assistant III	4
OTA* E217	Case Studies in Occupational Therapy	4
OTA* E219	Occupational Therapy Assistant Seminar	2
OTA* E221	Professional Preparation	1
OTA* E231	Clinical Practicum - Level IIA	5
OTA* E233	Clinical Practicum - Level IIB	5

Total Credits: 66 - 67

[1] One upper level Psychology course required. PSY* E245 (Abnormal Psychology) or PSY* E201 Lifespan Development are highly recommended options.

[2] Math 103 or higher is required.

NOTE: In order to be eligible to apply the student must complete the Computer Literacy Requirement.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Paramedic Studies (EA12)

Associate in Science Degree

This Associate in Science Degree program is a collaborative effort between the Bridgeport Emergency Medicine Institute and Housatonic Community College. It provides a pathway for graduates of the Bridgeport Emergency Medicine Institute who have passed the National Registry as Paramedics to obtain their Associate in Science Degree from Housatonic Community College so that they can then move into a four-year program or a registered nursing program. Graduates of BEMI from 1995 and later, when the program which was accredited in 2014 was substantively in place, are eligible for the Associate Degree, provided the Paramedic has maintained licensure.

Outcomes:

- Graduate from Bridgeport Emergency Medicine Institute
- Pass the National Registry for Paramedic status
- Complete the general education courses in satisfaction of the associate degree requirements

Admission to the Program:

An Emergency Medical Technician (EMT) or Advanced Emergency Medical Technician (AEMT) certification is required for entry into the Paramedic Program. Candidates for the Paramedic Program must have and maintain their EMT or A-EMT Certification and must apply to and be accepted into the program at the Bridgeport Emergency Medicine Institute. All Paramedic clinical training is done at the Bridgeport Emergency Medicine Institute located at Bridgeport Hospital and related sites.

Students may take their EMT and Paramedic courses before, during or after the non-clinical pre-requisites taken at Housatonic Community College. Following completion of the courses below, students can apply for the Associates in Science in Paramedic Studies, provided they have also successfully completed their Paramedic courses and passed their licensure exam with the National Registry of Emergency Medical Technicians.

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

Fall Semester

ENG* E101	Composition	3
Mathematics[1]	Elective	3-4
PSY* E111	General Psychology I	3
BIO* E105	Introduction to Biology	4
Open[2]	Elective	3-4

Spring Semester

ENG* E102	Literature and Composition	3
Fine Arts[3]	Elective	3
PSY* E201	Lifespan Development	3
Social Science[2]	Elective	3
Humanities[2]	Elective	3

Paramedic Courses

Paramedic Courses[4]	Taken at the Bridgeport Emergency Medicine Institute	30

Total Credits: 61-63

[1] Must be MAT* E104 or higher. Consult advisor for appropriate choices.

[2] Must be 200-level course. Consult advisor for appropriate choices.

[3] Suggest ART*E250, Digital Photography I.

[4] Paramedic courses at the Bridgeport Emergency Medicine Institute have been assessed by the University of the State of New York, Regents Research Fund National College Credit Recommendation Service (National CCRS).

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Pathway to Teaching Careers (EC35)

Associate in Arts Degree

The goal of this program is to offer a course of study that provides students with a strong foundation in both the liberal arts and their chosen field of specialization. Students will be prepared to transfer to the teacher preparation program at Southern Connecticut State University where students will work toward a baccalaureate degree with secondary education certification in their area of specialization. Areas of specialization are those identified by the State Department of Education as experiencing current and projected teacher shortages. These areas are Biology, Chemistry, English, Foreign Language, Mathematics and Physics.This transfer program closely parallels the core requirements of the first two years of most four-year college teacher preparation programs in Connecticut. Students are advised to review the requirements of the transfer institution prior to course selection.

Outcomes:

- Complete the general education courses and content area specialization courses to fulfill the first two years of the baccalaureate degree requirements at SCSU, thereby exhibiting an educational background in the arts, humanities, mathematics, science and social and behavioral sciences.
- Meet the requirements for admission into the SCSU School of Education
- Demonstrate effective oral and written communication skills.
- Demonstrate an understanding of basic statistics and/or integral calculus.
- Demonstrate knowledge of the history of the United States and the Western World to understand life and events in the past and how they relate to one's own life experiences.
- Identify and explain basic theories of psychological behavior and interpersonal relationships.
- Identify and explain basic educational theory and how it applies to the learner, including those with special needs.

NOTE: The agreement states that students must have a 2.7 G.P.A., pass the state-mandated skills examination (PRAXIS I) and must complete an interview process prior to being admitted into the SCSU School of Education. Students should consult with a faculty advisor regarding other specifics of this agreement.

NOTE: **Students should consult with their department advisor prior to selecting any courses for transfer.**

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
HIS* E101	Western Civilization I	3
or HIS E102*	*Western Civilization II*	
Mathematics (restricted)	Content Area by Specialization	3-4
Restricted	Content Area by Specialization	3-4
BIO* E121	General Biology I	4
ENG* E102	Literature & Composition	3
PSY* E111	General Psychology I	3
COM*E173	Public Speaking	3
Restricted	Content Area by Specialization	3-4
Social Science [1]	Elective	3

Sophomore Year

Literature [2]	Elective	3
HIS* E201	U.S. History I	3
or HIS E202*	*U.S. History II*	
Restricted [4]	Foreign Language Requirement by Advisement	3-4
or	*Content Area by Specialization*	
Restricted	Content Area by Specialization	3-4
ECE* E215	The Exceptional Learner	3
EDU* E201 *	Foundations in Education	3
Fine Arts [3]	Elective	3
Restricted [4]	Foreign Language Requirement by Advisement	3-4
or	*Content Area by Specialization*	
Restricted	Content Area by Specialization	0-7

Total Credits 60-63

[1] Social Science Elective: Choose from ECN* E101, ECN* E102, GEO* E111, POL* E101 or POL* E111

[2] English Literature: except ENG* E214, ENG* E233 or ENG* E281

[3] Fine Arts Elective: Choose from ART* E101, ART* E102, ART* E103 or MUS* E101

[4] Foreign Language Requirement by Advisement - Students must meet with their advisor regarding the foreign language requirement at SCSU.

* **NOTE:** Until the course is offered at HCC it can be taken at SCSU as EDU 201

Restricted Electives/Content Area by Specialization:

Biology Specialization: BIO* E122, BIO* E235, CHE* E121, CHE* E122, MAT* E254, PHY* E121 or PHY* E221

Chemistry Specialization: CHE* E121, CHE* E122, CHE* E211, CHE* E212, MAT* E254, MAT* E256 (PHY* E221 and PHY* E222 can be substituted for CHE* E211 and CHE* E212 if the course is not offered at HCC)

English Specialization: ENG* E233, ENG* E281, FRE/ITA/SPA* E102 or higher, Chemistry (4-cr) or Physics (4-cr), MAT* E167 or MAT* E254, Open Electives

Foreign Language Specialization: SPA* E201, SPA* E202, SPA* E251, SPA* E252, Chemistry (4-cr) or Physics (4-cr), MAT* E167 or MAT* E254, Open Electives (second language recommended)

Mathematics Specialization: MAT* E254, MAT* E256, MAT* E268, CSC* E205, CSC* E223, Chemistry (4-cr) or Physics (4-cr)

Physics Specialization: PHY* E221, PHY* E222, CHE* E121, CHE* E122, MAT* E254, MAT* E256

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Theater Arts (EB61)

Associate in Arts Degree

The objective of the Theater Arts Program at Housatonic Community College is to provide a strong foundation in the Theater Arts as a creative and practical enterprise, to prepare the students for transfer, internship or employment opportunities by ensuring a working knowledge of the responsibilities and requirements of these positions, and to serve as a means to empower the students to develop to their full potential through self-discovery, discipline, teamwork and creative thought inherent in the Theater Arts process.

Outcomes:

- Attain an expanded awareness and critical understanding of theater methods, practices and responsibilities.
- Demonstrate competency in theater performance, production, and administrative techniques.
- Demonstrate a creative approach to interpretation and problem solving.
- Identify and construct a collaborative connection between a theater company and its community.
- Apply creative, cooperative and disciplined approach to career and personal challenges.
- Attain an expanded awareness and critical understanding of theater methods, practices and responsibilities.

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics	Elective	3 - 4
THR* E110	Acting I (Fall only)	3
THR* E101	Introduction to Theater	3
THR* E112	Voice and Diction (Fall only)	3
ENG* E102	Literature & Composition	3
Open [1]	Elective	3 - 4
Science	Elective	3 - 4
Humanities	Elective	3
THR* E120	Stagecraft (Spring Only)	3

Sophomore Year

THR* E115	Improvisation (Fall Only)	3
Fine Arts	Elective	3
Humanities	Elective	3
Behavioral Science	Elective	3
THR* E114	Modern Dance	3
Fine Arts	Elective	3
Social Science	Elective	3
Open [1]	Elective	3 - 4
THR* E210	Acting II (Spring only)	3
THR* E225	Directing (Spring only)	3

Total Credits: 60 - 64

[1] THR* E190 and THR* E290 are strongly recommended.

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

NOTE: For Humanities, Fine Arts, and/or Open electives, the Theater Program strongly suggests selecting from the following courses: ART* E206, BMG* E226, BMK* E201, BMK* E216, BIO* E111, COM* E173, COM* E201, ENG* E214, and ENG* E233.

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

In addition to the HCC programs that have been developed to provide a seemless transfer to a four-year institution, the College offers various ways to transfer to another college or university upon graduation from HCC. Such programs include:

- **Articulation & Transfer Agreements with more than 15 four-year Colleges**
- **The UCONN Guaranteed Admission Program (GAP) (Students must apply before they have accrued 30 transferable credits.)**
- **Business Administration Transfer Option: UCONN-Stamford/Waterbury Transfer Program**
- **Guaranteed Admissions Agreement with CT State Universities (Students must apply before they have accrued 15 transferable credits.)**
- **The Connecticut College of Technology**

New students interested in transfer opportunities are encouraged to speak with their advisor, the Counseling Center in room LH-A108, or the Academic Advising Center in room LH-A111 as soon as possible to ensure that they are aware of the requirements for a particular transfer process. Please refer to www.housatinic.edu for more information on transfer opportunities for Housatonic students.

Business Administration Transfer Option: UCONN-Stamford/Waterbury Transfer Program

(EA67tr)

Associate in Science Degree

UCONN-Stamford/Waterbury Transfer Agreement

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

Outcomes:

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

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
Mathematics [1]	Elective	3 - 4
BBG* E101 [2]	Introduction to Business	3
or BES E118*	*Small Business Management*	
ACC* E113	Principles of Financial Accounting	3
BBG* E215	Global Business	3
ENG* E102	Literature & Composition	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications (4)*	
BMK* E201	Principles of Marketing	3
ACC* E117	Principles of Managerial Accounting	3
PSY* E111	General Psychology I	3

Sophomore Year

Fine Arts	Elective	3
BFN* E201	Principles of Finance	3
BBG* E231	Business Law I	3
ECN* E102	Principles of Micro-Economics	3
Science (with Lab) [3]	Elective (with Lab)	4
BMG* E210	Organizational Behavior	3
BBG* E210	Business Communication	3
BBG* E232	Business Law II	3
ECN* E101	Principles of Macro-Economics	3
PHL* E101	Introduction to Philosophy	3

Total Credits: 61 - 62

[1] MAT* E137 or higher.

[2] Alternate may not be taken as a Business elective.

[3] The science elective may be met with any lab course (4 credits) in Biology, Chemistry, or Physics.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Engineering Transfer Option: Engineering Science Pathway Program (Fairfield University) (EB16pfu)

Associate in Science Degree

Academic Alliance for Degree Completion at Fairfield University

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

Housatonic Community College and the Fairfield University School of Engineering have established an articulation agreement that allows Housatonic graduates to transfer their courses to Fairfield University. By this arrangement, Housatonic students who have earned their A.S. in Engineering Science and wish to complete a four-year bachelor of science degree in engineering at Fairfield University can do so in minimal time and in a cost-effective manner. Students can enroll in the bachelor's degree program in electrical engineering or mechanical engineering. The articulation agreement allows the transfer of credits as shown below. Students interested in completing their degrees in either software engineering or computer engineering should contact Fairfield's School of Engineering directly by calling (203) 254-4147 or emailing Associate Dean Bill Taylor at htaylor@fairfield.edu.

At Fairfield University, class sizes are kept small so that students have the opportunity to work closely with their professors and classmates. The engineering faculty at Fairfield have outstanding academic credentials, as well as industrial experience. They assist in transforming their students into professional engineers. They employ hands-on teaching techniques, including in-class projects and computer simulations. Learning in the classroom is reinforced in state-of-the-art laboratories which are upgraded annually with sophisticated instrumentation. The six-credit capstone class, the Senior Design Project, provides a crucial learning experience for all engineering students.

Once at Fairfield, students can take advantage of a full spectrum of academic and career services, including out-of-class assistance by faculty-level tutors, and career counseling at the University's Career Planning Center.

An important feature of the Fairfield University program is the placement of students in paid internships arranged by the School of Engineering.

If you are interested in completing your engineering degree at Fairfield University, please contact the Alliance Coordinator, Prof. Robert Ryder RRyder@hcc.commnet.edu, (203) 332-5158, or in LH-B223 on the Housatonic campus.

Outcomes:

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

HOUSATONIC		CREDITS	FAIRFIELD		CREDITS
ART* E101	Art History	3	AH 10	Orig & Trans in Western Art	3
CAD* E133	CAD	3	CD 211	Engineering Graphics I	3
CHE* E121	General Chemistry I	4	CH 11	General Chemistry I	4
CHE* E122	General Chemistry II	4	CH 12	General Chemistry II	4
CSC*	Any Computer Programming	3	SW 131	Fundamentals of Programming for Engineers	3
ECN* E102	Principles of Microeconomics	3	EC 11	Intro to Microeconomics	3
EGR* E211	Engineering Statics	3	ME 201	Engineering Statics	3
EGR* E212	Engineering Dynamics	3	ME 203	Kinematics & Dynamics	3
ENG* E101	Composition	3	EN 11	Texts and Contexts I	3
ENG* E102	Literature & Composition	3	EN 12	Texts and Contexts II	3
HIS* E101	Western Civilization I	3	HI 10	Origins of the Modern World	3
MAT* E254	Calculus I	4	MA 145	Calculus I:(Eng/Physics majors)	4
MAT* E256	Calculus II	4	MA 146	Calculus II:(Eng/Physics majors)	4
MAT* E268	Calculus III: Multivariable	4	MA 245	Calculus III: (Eng/Physics majors)	4
MAT* E285	Differential Equations	3	MA 321	Ordinary Differential Equations	3
MFG* E102	Manufacturing Processes	3	EG 31	Fundamentals of Engineering I	3
PHL* E151	World Religions	3	RS 101	Intro to Religious Studies	3
PHY* E221	Calc-based Physics I [1]	4	PS 15	General Physics I (Eng/Physics majors)	4
PHY* E222	Calc-based Physics II [1]	4	PS 16	General Physics II (Eng/Physics majors)	4
TOTAL TRANSFER		**64**			**64**

[1] This course is offered in the SUMMER SESSION ONLY at HCC. It may also be taken at another Community College.
Several additional core courses may be transferred, but the student should check with Fairfield University first.
NOTE: A minimum of 15 credits must be taken in 200-level courses.
NOTE: For degree completion the student must complete the Computer Literacy Requirement.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Liberal Arts & Sciences: Psychology Transfer Concentration (EB45psy)

Associate in Arts Degree

The Psychology Transfer Concentration provides a recommended sequence for those considering transfer to a Baccalaureate program in Psychology.

This transfer program parallels the core requirements of the first two years of most four-year colleges. The experiences in this area of academic study provide the foundation for specialization as a psychology major at a four year institution. Core courses and psychology electives prepare students to enter the upper level courses encountered upon transfer. Students are advised to review the requirements of the desired transfer institution prior to course selection.

Outcomes:

- Recognize and understand the relationship between individuals and their behavior.
- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Explain the scientific methodology used for behavioral scientific research.
- Understand the basic research methods in psychology, including research design, data analysis, and interpretation.
- Demonstrate the ability to communicate orally and in written form.
- Students will respect and use critical and creative thinking and when possible the scientific method to solve problems related to behavior and mental processes.
- Identify and understand the responsibilities of ethical decision making.
- Recognize, understand, and respect diversity.
- Develop insight into their own and others behavior and mental processes.
- Students will receive a broad based liberal arts education.

Suggested Sequence of Courses:

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

Freshman Year

ENG* E101	Composition	3
PSY* E111	General Psychology I	3
Foreign Language [1]	Elective	3
Science (4-credit) [2]	Elective	4
MAT* E167	Principles of Statistics	3
HIS* E101	Western Civilization I	3
or HIS E102*	*Western Civilization II*	
ENG* E102	Literature & Composition	3
PSY* E112	General Psychology II	3
Foreign Language [1]	Elective	3
Science (4-credit) [2]	Elective	4

Sophomore Year

HIS* E201	U.S. History I	3
or HIS E202*	*U.S. History II*	
Psychology [3]	Elective	3
Psychology [3]	Elective	3
Open	Elective	3 - 4
SOC* E101	Principles of Sociology	3
Humanities	Elective	3
Psychology [3]	Elective	3
Psychology [3]	Elective	3
Fine Arts	Elective	3
Open	Elective	3 - 4

Total Credits: 62 - 64

[1] Foreign Language Elective: Two semesters of the same language.

[2] The science elective has to be a full year of a laboratory science.

[3] All psychology electives should be based on student's career objectives. It is recommended that selection of psychology electives be discussed with the program advisor, psychology faculty, or academic advisor prior to selection.

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

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Business Certificate:

Administrative Support Assistant (BOT) (EJ09)

Certificate

This program allows students to specialize in areas of interest and obtain entry-level office positions. The role of the receptionist who must deal with the public will receive emphasis. Students who complete this program will find employment opportunities in professional offices and business firms. Course credits may be applied to an associate degree program in BOT.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
ACC* E113	Principles of Financial Accounting	3
BOT* E111	Keyboarding for Information Processing I	3
or BOT E112*	*Keyboarding for Information Processing II*	
BOT* E137	Word Processing Applications	3
Business [1]	Elective	3

Second Semester

BOT* E112	Keyboarding for Information Processing II	3
Business [1]	Elective	3
BOT* E251	Administrative Procedures	3
BBG* E210 [2]	Business Communication	3
BMG* E210	Organizational Behavior	3

Total Credits: 30

[1] Business electives must be approved by the BOT Academic Advisor. Business electives may be chosen from Accounting, Business, Computer Science, Economics, and Business Office Technology.

[2] BBG* E210 requires permission of the instructor or permission of the Academic Advisor.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Business Certificate:

Retail Banking (EK04)

Certificate

The objective of this certificate program is to provide fundamental knowledge and skills to individuals seeking entry-level positions in Connecticut's retail banking industry – primarily in branch banking and direct customer service/sales. However, completion of the program would help a student obtain an administrative support role in this industry.

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

Outcomes:

- Explain the fundamental principles of economics, money and banking
- Demonstrate an understanding of the role of retail financial institutions in our society and personal lives.
- Clearly understand the basic retail banking products.
- Engage others in discussions of personal financial management – borrowing, saving, bill paying, etc..
- Evaluate competitive banking products
- Demonstrate analytical, problem-solving and decision-making skills applicable to customer service in a retail banking environment.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
BMK* E123	Principles of Customer Service	3
BFN* E125	Principles of Banking	3
BFN* E211	Money & Banking (Fall only)	3

Second Semester

ECN* E101	Principles of Macro-Economics	3
BBG* E210 [1]	Business Communication	3
BMK* E106	Principles of Selling	3

Total Credits: 21

[1] BBG* E210 requires permission of the instructor or permission of the Business Academic Advisor.

Note: It is imperative that you see your Business Program Academic Advisor.

Business Certificate:

Small Business Management/Entrepreneurship (EK05)

Certificate

This program is designed to provide students with basic knowledge and skills to operate a small business. The following topics will be covered: market analysis, advertising strategy, and retail site selection, operations management, and financial considerations. Students will become familiar with an automated accounting package. Small business and entrepreneurial skills will encompass problem solving while utilizing analytical skills in decision making. The students will write a business plan for a start-up organization. Credits can be applied toward an associate degree in Small Business Management/Entrepreneurship.

The Small Business Management/ Entrepreneurship certificate will provide the students with the following managerial skills needed for the positions within small business:

Outcomes:

- A proficiency to analyze marketing strategy emphasizing competitive advantage and the ability to provide recommendations.
- A proficiency in the selection of advertising methods, pricing strategy and site selection strategy.
- A proficiency in management operations regarding forms of organization, human resource management, and e-commerce.
- The ability to prepare financial statements.
- The ability to produce automated financial statements.
- The ability to write a business plan for a start-up organization.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
BES* E118	Small Business Management	3
ACC* E113	Principles of Financial Accounting	3
CSA* E105	Introduction to Software Applications	3
or CSA E106*	*Introduction to Computer Applications*	
ACC* E125	Accounting Computer Applications I	3

Second Semester

ACC* E123	Accounting Software Applications	3
BBG* E210 [2]	Business Communication	3
BES* E218	Entrepreneurship	3
Restricted [1]	Elective	3

Total Credits: 27

[1] Three credits are restricted to: BMK*E103 Principles of Retailing, BMG*E220 Human Resource Management, or BBG*E215 Global Business. Restrictive elective should be made after consultation with the Program Advisor.

[2] BBG*E210 Business Communication – requires permission of the Instructor or Permission of the Academic Advisor

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Computer Information Certificate:

PC Applications (EJ01)

Certificate

Designed to provide students with introductory skill knowledge in the areas of word processing, spreadsheet applications, and data base management. This program is aimed at those currently using PCs in business operations and wishing to improve their skills in the changing technology of PC software, and those wishing to gain entry-level skills for employment in businesses utilizing PCs.

Suggested Sequence of Courses:

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

ENG* E101	Composition	3
BOT* E111	Keyboarding for Information Processing I	3
CSA* E106	Introduction to Computer Applications	4
BOT* E137	Word Processing Applications	3
BOT* E215	Word Processing Applications II	3
BOT* E216	Spreadsheet Applications	3
BOT* E218	Database Management	3
CSA* E220	Web Graphics	3

Total Credits: 25

Computer Information Certificate:

Personal Computer Repair Technology (EJ02)

Certificate

Designed to prepare personal computer technicians by providing basic instruction in computer applications, microcomputer systems, basic electronics, digital/integrated circuits, trouble-shooting and the use of diagnostic techniques. Qualified individuals will find a variety of opportunities open to them as technicians, including career upgrading and retraining opportunities for those currently in, or seeking employment in, the personal computer field.

Suggested Sequence of Courses:

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

ENG* E101	Composition	3
CSA* E106	Introduction to Computer Applications	4
CST* E144	Introduction to Electronics	4
CST* E184	Network Administration I	3
or CST E231*	*Data Communications & Networks (Fall only)*	
CST* E145	Digital Circuits and Logic (Fall only)	4
CST* E141	Computer Hardware	4

Total Credits: 22

Computer Information Certificate:

Web Design Technology (EK07)

Certificate

This program is designed to provide the technical computer skills required to design business web sites. The program has as its learning outcomes the demonstrated proficiency in these skills, which are the following:

- The ability to create web sites by programming in HTML, the industry standard language for Internet presentation. Students will demonstrate this skill by using HTML programming to create functional web sites that employ the all of fundamental aspects of HTML, including HTML syntax, links, tables, images, frames, forms, and cascading style sheets.
- The ability to create web sites that incorporate the graphical elements required of business web sites. Students will demonstrate this skill by creating web sites that employ all of the major industry standard graphical file formats and graphical compression techniques.
- The ability to produce dynamic web sites that interact with the user. Students will demonstrate this skill by creating web sites that employ the fundamental client side interactive Internet technologies, such as Javascript, Dynamic HTML, and Macromedia Flash.
- The ability to produce web sites that serve as user interfaces to computer programs and databases. Students will demonstrate this ability by designing web sites that pass data to and from databases that reside on a web server.

Suggested Sequence of Courses:

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

ENG* E101	Composition	3
CST* E150	Web Design and Development I	3
CSA* E220	Web Graphics	3
CST* E250	Web Design and Development II	3
CST* E258	Fundamentals of Internet Programming	4

Total Credits: 16

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Criminal Justice Certificate:

Corrections (EJ62)

Certificate

This program prepares students with the educational background needed for entry into the field of corrections or for advancement possibilities to those currently employed in the field. Credits may be applied to an associate degree program in Criminal Justice.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
PSY* E111	General Psychology I	3
SOC* E101	Principles of Sociology	3
CJS* E101	Introduction to Criminal Justice	3

Second Semester

CJS* E102	Introduction to Corrections	3
COM* E173	Public Speaking	3
Criminal Justice (3 courses) [1]	Electives	9

Total Credits: 27

[1] Electives must be chosen from CJS* E240, CJS* E244, PSY* E217, or HSE* E206.

Criminal Justice Certificate:

Criminal Investigation (EJ61)

Certificate

This program prepares students for advancement to investigative positions in their current employment or to enter employment as an investigator. Credits may be applied to an associate degree program in Criminal Justice.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
PSY* E111	General Psychology I	3
SOC* E101	Principles of Sociology	3
CJS* E101	Introduction to Criminal Justice	3

Second Semester

CJS* E220	Criminal Investigation	3
COM* E173	Public Speaking	3
Criminal Justice (3 courses) [1]	Electives	9

Total Credits: 27

[1] Electives must be chosen from CJS* E139, CJS* E221, CJS* E222, CJS* E225, CJS* E237, CJS* E295, PSY* E217, or PSY* E290.

Criminal Justice Certificate:

Police Management and Administration (EJ06)

Certificate

The objective of this Certificate program is to provide specialty, in-depth training to students interested in pursuing a career in police management and/or administration. This program may also be used as a training opportunity for professional advancement for individuals already employed in law enforcement-related professions

Suggested Sequence of Courses:

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

ENG* E101	Composition	3
PSY* E111	General Psychology I	3
SOC* E101	Principles of Sociology	3
CJS* E101	Introduction to Criminal Justice	3
CJS* E105	Introduction to Law Enforcement	3
CJS* E259	Writing and Research for Law Enforcement	3
COM* E173	Public Speaking	3
CJS* E250	Police Organization and Administration	3
CJS* E251	Police Management Seminar	3

Total Credits: 27

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Early Childhood Education Certificate:

Early Childhood Education (EJ89)

Certificate

Designed for the student who is interested in, or presently employed in the field of early childhood education. Instruction is designed to provide for teaching methods in early care and education centers. Credits may be applied to an associate degree program in Early Childhood Education.

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

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
PSY* E111	General Psychology I	3
ECE* E101	Introduction to Early Childhood Education	3
ECE* E106	Music & Movement for Children	3
or ECE E103*	*Creative Experiences*	

Second Semester

ECE* E190	ECE Behavior Management	3
ECE* E210	Observation, Participation and Seminar	3
PSY* E202	Child Psychology & Development	3

Third Semester

ECE* E207	Natural Science and Safety for Children	3
ECE* E222	Methods & Techniques in ECE	3
ECE* E231	Early Language and Literacy Development	3

Total Credits: 30

Early Childhood Education Certificate:

Early Childhood Education Administrator (EJ79)

Certificate

Students will know, understand and be able to implement strategies to administer an early childhood program. They will be able to use learned strategies to supervise early childhood educators and to effectively communicate with parents and community members about issues concerning the care and education of young children.

Suggested Sequence of Courses:

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

Required Courses

ECE* E101	Introduction to Early Childhood Education	3
ECE* E206	Administration and Supervision of Early Childhood Programs	3
ECE* E212	Administrative Leadership in Early Childhood Programs	3
ECE* E275	Child, Family, and School Relations	3

Total Credits: 12

Early Childhood Education Certificate:

Infant/Toddler (EJ07)

Certificate

This program is designed to serve people who are interested in, or working as child care providers, and who wish to be certified in this area. Some credits may be applied to an associate degree program in Early Childhood Education.

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

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
ECE* E103	Creative Experiences	3
ECE* E141	Infant/Toddler Growth & Development	3
PSY* E111	General Psychology I	3
ECE* E207	Natural Science and Safety for Children	3

Second Semester

ECE* E190	ECE Behavior Management	3
ECE* E210	Observation, Participation and Seminar	3
ECE* E231	Early Language and Literacy Development	3
ECE* E241	Methods and Techniques for Infants and Toddlers	3
PSY* E202	Child Psychology & Development	3

Total Credits: 30

Early Childhood Education Certificate:

Child Development Associate Preparation (CDA) (EJ73)

Certificate

This option is for Head Start, Day Care, Nursery, or Family Day Care providers who wish to obtain a CDA through the National Credentialing Program. To prepare for a CDA, an individual must successfully complete:

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

Suggested Sequence of Courses:

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

CDA Credential

ECE* E101	Introduction to Early Childhood Education	3
Early Childhood Education Elective		3
ECE* E180	CDA Credential Preparation	3

Total Credits: 9

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

English as a Second Language Certificate:

Advanced English Proficiency (EJ03)

Certificate

The Advanced ESL Program is designed for students whose native language is not English. Each of the courses in the program will prepare students in the English language skills necessary for success in academic studies or in careers. After successfully completing the courses in the program with a grade of "C" or higher, students will receive a Competency Certificate in English as a Second Language.

Note: All courses in this sequence are applicable to associate degree programs. Up to twelve credits from among ESL* E150, ESL* E155, ESL*E160, and ESL* E167 may be used as foreign language/humanities or open electives. ENG*E101 and ENG*E102 are required in all transfer programs. COM*E173 is required in various programs or may be used as an open elective in others.

Suggested Sequence of Courses:

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

ESL* E150	Combined Skills V	6
ESL* E160	Combined Skills VI	6
ESL* E167	Oral Communications VI	3
ESL* E155	Grammar V	3
ENG* E101	Composition	3
ENG* E102	Literature & Composition	3
COM* E173	Public Speaking	3

Total Credits: 27

Note: A departmental replacement for one of the first four courses listed above may be approved for certain advanced students whose initial placement test scores or course performance indicates a high degree of language competence. Possible English-medium courses include: ENG* E222 or above, SOC* E101, POL* E111, HIS* E201, or HIS* E202.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Graphics Certificate:

Graphic Design (EJ91)

Certificate

This program is designed to provide the enrolled student with the basic skills of graphic design which include the development of visual arts abilities and graphic media presentations. It also provides students with basic skills to obtain entry-level jobs in the graphic design field or the necessary training to continue in an advanced program of study. Credits may be applied towards a degree program in Graphic Design.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
GRA* E111	Introduction to Computer Graphics	3
ART* E121	Two-Dimensional Design	3
ART* E111	Drawing I	3

Second Semester

ART* E109	Color Theory	3
ART* E112	Drawing II	3
GRA* E230	Digital Imaging I	3
GRA* E151	Graphic Design	3

Third Semester

GRA* E221	Illustration I	3
ART* E250	Digital Photography I	3
ART* E103	Art History III	3
GRA* E241	Digital Page Design	3

Total Credits: 36

Graphics Certificate:

Web Design Graphics Foundation (EK06)

Certificate

The objective of the Certificate Program is to provide the essential skills necessary to individuals seeking a career in Web Design.

The Web Design- Graphics Foundation Certificate provides students with the basic knowledge and skills required to create and maintain dynamic web pages. It combines the technical and creative aspects of web design into one comprehensive program. This includes developing clean sophisticated layouts, strong use of typography, proficiency with Photoshop, Illustrator, Dreamweaver, and Flash, and a working knowledge of X/HTML and CSS. Students are introduced to server-side programming techniques, developing web sites that interact with servers, managing user session, and storing and retrieving data from databases.

Program content is continuously updated to reflect the current state of the art in internet computing and web programming. Students completing the Web Design – Graphics Foundation Certificate may apply the majority of the courses to the Graphic Design: Associate Degree Parent Program or to the Associate Degree in Graphic Design: Multimedia Option.

Suggested Sequence of Courses:

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

Required Courses

ENG* E101	Composition	3
ART* E121	Two-Dimensional Design	3
GRA* E151	Graphic Design	3
GRA* E111	Introduction to Computer Graphics	3
GRA* E230	Digital Imaging I	3
CST* E150	Web Design and Development I	3
CST* E258	Fundamentals of Internet Programming	4
GRA* E261	Web Design	3
GRA* E271	Computer Animation	3

Total Credits: 28

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Health Careers Certificate:

Health Careers Pathways (EK55)

Certificate

This program is designed to assist the students to achieve success in health care programs. Students will be provided with the foundation necessary for health care professions. Credits from this program may be applied toward health care program requirements within Connecticut's Community College System. However, completion of this program does not guarantee an automatic acceptance into any health care program. Students are responsible for verifying specific requirements for their program of interest.

Outcomes:

- Demonstrate competence in written and oral communication.
- Demonstrate critical thinking, logical reasoning and problem solving skills.
- Effectively utilize and interpret medical terminology.
- Identify a variety of career opportunities and roles available in health care professions.
- Meet most requirements for entrance into health care programs.
- Demonstrate an understanding of the impact of psychological principles and how they relate to the health care field.
- Use and apply scientific methods.

Suggested Sequence of Courses:

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

Required Courses

HLT* E103	Investigations in Allied Health	3
ENG* E101	Composition	3
MAT* E137	Intermediate Algebra	3
BIO* E105	Introduction to Biology	4
or BIO E121*	*General Biology I*	
CHE* E111	Concepts of Chemistry	4
PSY* E111	General Psychology I	3
BIO* E211	Anatomy & Physiology I	4
BIO* E212	Anatomy & Physiology II	4

Total Credits: 28

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Human Services Certificate:

Behavioral Healthcare Specialist Track I (EJ67)

Certificate

This program will prepare individuals for employment in entry-level professional positions in public and private agencies serving mentally ill and substance abusing patients. Instruction is also provided to allow for the continuation of studies at two- and four-year programs in the areas of substance abuse and mental health.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
PSY* E111	General Psychology I	3
HSE* E202	Introduction to Counseling/Interviewing	3
HSE* E210	Group and Interpersonal Relations	3
HSE* E141	Addiction and Mental Illness in Behavioral Health Care	3

Second Semester

PSY* E140	Psychology of Addiction	3
PSY* E245	Abnormal Psychology	3
HSE* E147	Change Theory and Strategies in Behavioral Health Care	3
HSE* E286	Practicum in Behavioral Health Care	3

Total Credits: 27

Human Services Certificate:

Behavioral Healthcare Specialist Track II (EJ68)

Certificate

This program will prepare individuals with prior higher education and professional experience for career advancement and certification in public and private agencies serving mentally ill and substance abusing patients. Instruction is also provided to allow for the continuation of studies at two- and four-year programs in areas of substance abuse and mental health.

Suggested Sequence of Courses:

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

First Semester

PSY* E140	Psychology of Addiction	3
HSE* E141	Addiction and Mental Illness in Behavioral Health Care	3

Second Semester

HSE* E147	Change Theory and Strategies in Behavioral Health Care	3
HSE* E286	Practicum in Behavioral Health Care	3

Total Credits: 12

Human Services Certificate:

Children & Youth Mental Health (EJ71)

Certificate

This program prepares individuals to work with children, youth and parent populations in a variety of mental health agencies and community based programs. It is also designed to enhance the skills of professionals currently working with children and families in governmental agencies such as the Department of Children and Families (DCF), Department of Social Services, Department of Health and others. Instruction is also provided to allow for continuation of studies at two- and four-year programs in the areas of human services, mental health, social work, and counseling psychology.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
PSY* E111	General Psychology I	3
HSE* E134	Introduction to Mental Health	3
HSE* E121	Strategies for Developing Capable Children and Youth	3

Second Semester

PSY* E202	Child Psychology & Development	3
PSY* E205	Adolescent Development	3
HSE* E202	Introduction to Counseling/Interviewing	3
HSE* E222	Emotional Disorders in Children and Youth	3
HSE* E285	Practicum in Children and Youth Mental Health	3

Total Credits: 27

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Human Services Certificate:

Disabilities Specialist (EJ72)

Certificate

This program prepares individuals for work with citizens with disabilities in a variety of community treatment and supportive environments. It is designed to bridge the gap between a constantly increasing need of programming and community services for people with disabilities, and a well-trained cadre of professionals to meet that need. Further, it is designed to assist community agencies with their requirements for continuing, professional education of their current workforce in this field. Instruction also allows for continuation of studies at two- and four-year programs in the areas of disabilities, human services, mental health, social work, counseling, and psychology.

Suggested Sequence of Courses:

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

First Semester

ENG* E101	Composition	3
PSY* E111	General Psychology I	3
HSE* E202	Introduction to Counseling/Interviewing	3
HSE* E161	Disabilities Across the Lifespan	3

Second Semester

HSE* E210	Group and Interpersonal Relations	3
HSE* E261	Community Support Skills for Persons with Disabilities	3
HSE* E262	Positive Behavioral Supports for Persons with Disabilities	3
HSE* E266	Professional and Ethical Issues in Disability Services	3
HSE* E280	Practicum in Disability Services	3

Total Credits: 27

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Manufacturing Certificate:

Advanced Manufacturing: Machine Technology Level II (EJ84)

Certificate

Advanced Manufacturing Program

The Southwestern Connecticut Advanced Manufacturing Center, established at Housatonic Community College in 2012, is part of a statewide initiative to provide skilled employees for the growing manufacturing industry.

The Advanced Manufacturing Program is a one school year (9 month) certificate program. It is an intense thirty-five hour per week, thirty-four college credits* program designed to provide students with the 21st Century manufacturing skills needed by today's manufacturers. Students can choose a day or night schedule.

Admission to the Program

All students need to complete the program information package and admissions process. Admission to the program is selective and completion of minimum requirements does not guarantee acceptance. Applicants are responsible for obtaining the most current Advanced Manufacturing Program application requirements and paperwork. Once admitted, students are required to maintain a grade of "C" in each program course for progression in the program. For more information, please contact the Director of the Advanced Manufacturing program, Michael Gugger, at 203-332-5963.

The Advanced Manufacturing: Machine Technology Certificate is designed to provide students with an advanced level of manufacturing skills for employment in machine technology and CNC manufacturing environments. Building on the skills developed in the first semester, students develop advanced manufacturing skills in mathematics, blueprint reading, principles of quality control, Lathe I, Milling I, and CNC I. Students will spend approximately half their time in classroom activities and half in hands-on activities in the Advanced Manufacturing Center. In the second semester, students in good standing (grade of "C" or better in all classes and a strong attendance record) will be allowed to participate in the Internship Program. Students find, or are placed into, internships at local manufacturing organizations gaining insight and understanding of the full production environment. Interns will be evaluated by the participating company. Poor on-the-job performance will mean loss of the internship opportunity.

The student who completes this program will be able to:

Outcomes:

- Demonstrate a knowledge and understanding of the application of various geometric and trigonometric functions
- Demonstrate a knowledge and understanding of advanced blueprint reading skills
- Demonstrate a knowledge and understanding of the safe use of manufacturing equipment
- Demonstrate a knowledge and understanding of quality control methods and procedures
- Demonstrate an advanced knowledge and understanding and be able to run manufacturing machinery including drill presses, saws, grinders, lathes, and milling machines
- Set up and operate CNC equipment, evaluate the quality of completed parts determine the source of any quality error found

Suggested Sequence of Courses:

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

MFG* E124	Blueprint Reading I	2
MFG* E151	Manufacturing Machinery – Drill Press and Saw	1
MFG* E152	Manufacturing Machinery – Grinding	2
MFG* E153	Manufacturing Machinery – Benchwork	2
MFG* E154	Manufacturing Machinery – Lathe I	2
MFG* E155	Manufacturing Machinery – Milling I	2
MFG* E156	Manufacturing Machinery – CNC I	2
MFG* E105	Manufacturing Math II	3
MFG* E125	Blueprint Reading II	3
QUA* E114	Principles of Quality Control	3
MFG* E254	Manufacturing Machinery –Lathe II	3
MFG* E255	Manufacturing Machinery –Milling II	3
MFG* E256	Manufacturing Machinery –CNC II	3
CAD* E110	Introduction to CAD	3

Total Credits: 34

* Additional non-credit courses are included in the curriculum. The non-credit classes include, Manufacturing Math I (MFT E5008) Introduction to Lean Manufacturing (MFT E5009), Metrology (MFT E5010), Computer Applications (MFT E5011), Career Awareness (MFT E5012), Solidworks (MFT E5013) and CMM (MFT E5014).

Note: Test-out opportunities from the non-credit Manufacturing Math I and the non-credit Computer Applications are available.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Math/Science Certificate:

Electrical (EN12)

Certificate

This program offers those who have completed the electrical training general education courses that will provide them with the knowledge and skills valuable at the work site and for promotional opportunities. The Directed Electrical courses are available through the Independent Electrical Contractors of Connecticut.

Suggested Sequence of Courses:

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

First Semester

MAT* E137	Intermediate Algebra	3
PHY* E121	General Physics I	4
Computer Science	Elective	3 - 4
Directed Electrical		3
Directed Electrical		3

Second Semester

ENG* E101	Composition	3
CHE* E111	Concepts of Chemistry	4
Directed Electrical		3
Directed Electrical		3

Total Credits: 29 - 30

Theater Arts Certificate:

Performance Track (EJ08)

Certificate

The objective of the Theater Arts Certificate: Performance Track is to provide a strong foundation in the performance related skills in Theater Arts as a creative and practical enterprise, to prepare the students for transfer, internship or employment opportunities by ensuring a working knowledge of the responsibilities and requirements of professional actors, and to serve as a means to empower the students to develop to their full potential through self-discovery, discipline, teamwork and creative thought inherent in the Theater Arts process."

Suggested Sequence of Courses:

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

THR 101	Introduction to Theater	3
THR 110	Acting I (Fall only)	3
THR 112	Voice & Diction (Fall only)	3
THR 115	Improvisation (Fall only)	3
THR 225	Directing (Spring only)	3
THR 210	Acting II (Spring only)	3
THR 190	Theater Arts Practicum I (Spring only)	3

Total Credits: 21

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

continued...

Housatonic Community College's Continuing Education is a fast track, high quality, low cost, non-credit program developed to offer you educational courses with experienced instructors. HCC's Strategic Solutions Group offers workforce training programs designed to meet the client's needs.

The following is a partial list of courses and programs offered by HCC's Continuing Education and Stragegic Solutions Group (Workforce Development).

For more information visit the Continuing Education website at www.housatonic.edu/CE or the Strategic Solutions Group (SSG) website at www.housatonic.edu/SSG

Or email us at HO-ContinuingEd@hcc.commnet.edu

Allied Health

Certified Nurse Aide

This program prepares students to work in long-term care facilities, hospitals, and private duty. Housatonic Community College's program prepares the students for the State of Connecticut's Certification exam to practice as a Certified Nurse Aide (CNA). The students will learn to deliver all aspects of personal care to patients under the supervision of a registered nurse (RN).

Certified Professional Coder

A Certified Professional Coder translates a healthcare provider's analysis and procedural phrases into codes, or alpha numeric designations. It is necessary for CPC's to understand the health records and their content in order to conduct proper research and provide the correct coding. With five required courses, individuals will become Certified Professional Coders.

Courses include:

- Medical Terminology 1 (online)
- Human Anatomy & Biology
- Medical Coding CPT
- Medical Coding ICD-9 and HCPC
- Medical Coding ICD-10-CM
- Certified Professional Coder Review and (national) Exam
- Additional Option: Certified Medical Reimbursement Specialist (CMRS) (see description below)

Certified Medical Reimbursement Specialist

Certified Medical Reimbursement Specialists (CMRS) are skilled in facilitating the claims paying process from the time a service is rendered by a health care provider until the balance is paid. The CMRS is knowledgeable in ICD-9, ICD-10, CPT4 and HCPCS Coding, Medical Terminology, insurance claims and billing, appeals and denials, fraud and abuse, HIPAA, OIG Compliance, information and web technology, reimbursement, and much more. CMRS Billers play a critical role in a health care provider's daily business operations. This course prepares students to take the CMRS certification exam, which is awarded by the Certifying Board of the American Medical Billing Association (CBAMBA).

Community Health Worker

A Community Health Worker (CHW) is a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the CHW to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. A CHW also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy.

Patient Care Technician Certification (PCT)

The Patient Care Technician is a multi-skilled health care worker who initially earns a Certified Nursing Assistant (CNA) certification and then gains additional skills to perform routine patient care treatments including simple lab tests, EKG's, simple dressing changes, and phlebotomy.

Pharmacy Technician Certification

This course is a pre-certification course to prepare students for the official Pharmacy Technician Certification exam. This comprehensive, 60-hour course will prepare students for an entry level position in a community pharmacy, hospital, or long term care or other institutional setting. During this course, students will also receive an excellent review for the Pharmacy Technician Certification Board (PTCB) national certification exam.

Emergency Medical Technician (EMT)

EMT curriculum in compliance with all State of CT Office of Emergency Management Services requirements, including CPR/AED, basic life support skills, medical legal issues, medical, pediatric and respiratory emergencies and patient assessment, EMS and ambulance operations, disaster management, trauma, extraction, hazardous materials, mass casualty incidents and proper documentation including HIPPA

Business & Technology

National Certified Bookkeeper

Whether you have limited bookkeeping experience or several years under your belt, there's always time to become certified. The Certified Bookkeeper (CB) designation, awarded by the American Institute of Professional Bookkeepers, demonstrates an individual's skills and knowledge in all bookkeeping functions. This program prepares students for the six-part CB exam. The program prepares students to take the Certified Bookkeeping (CB) exam through the American Institute of Professional Bookkeepers (AIPB).

Business & Technology courses include:

- Grant Writing
- QuickBooks
- Real Estate Principles and Practices
- Introduction to Microsoft Office
- (includes Word, Excel, and Powerpoint)

Graphics & Design

- AutoCAD – Introduction
- AutoCAD – Intermediate
- Introduction to Adobe Illustrator
- Introduction to Photoshop

Manufacturing Technology

CNC Programming and Setup

These classes are flexible and specifically designed in modular delivery format to capitalize on your employees' existing knowledge and skills at any level. CNC Programming Content includes Basic G & M code definitions and functions, Part design to X,Y&Z coordinate procedures & mathematics, proper program structure and development for Fanuc, Haas and other G code controls Multi tool programming, Basic and advanced feed & speed calculations and 2-3 & 4 axis programming.

Solidworks (CAD program)

Solidworks is a feature based, parametric solid modeling design tool used in the common Windows operating system. Learn how to build parametric models of parts and assemblies and make simple, fully dimensioned drawings of those parts & assemblies

Geometric Dimensioning & Tolerancing (GD&T)

Offers an in-depth understanding of geometric dimensioning and tolerancing concepts as adopted by the American National Standards Institute (ANSI) and published by the American Society of Mechanical Engineers.

Blueprint reading

Offers basic skills for a manufacturing environment. Course includes view orientation, drawing, symbols, dimensioning, views, title block, machining specifications and more.

Shop Math

Offers skills needed to read engineering drawings, production charts and graphs, and inspecting parts and fits to tolerances. Topics include whole numbers, fractions, decimals, measurement, percentages, fundamentals of SI metric measurement, and applied mathematics in a manufacturing environment.

Metrology

Course covers methods to test instrument calibration using precision artifacts to ensure gages work to calibration. Content includes: introduction to measurement; precision hand tools and gaging (micrometers, calipers, indicators and gages); measurement instruments; surface and form instruments; optical measurement instruments; and methods for analyzing the repeatability and reproducibility of measurement instruments.

Communication & Language

Individual Communication & Language courses include:

- Reading, Writing and Communication Skills
- ESL for Families
- ESL Level 1 - Essentials of English in the USA
- ESL Level 2 - ESL for Everyday Life
- ESL Level 3 - ESL for Experienced Learners

Hospitality, Sports/Fitness, and Leisure

S.M.A.R.T Professional Bartending Certification

Learn how to shake, stir, strain, and pour! Learn how to make special shots, highball drinks, cocktails, and tropical drinks! In addition to mixing drinks, this professional Bartending course also includes the state and national SMART certification (Servers and Managers Alcohol Responsibility Training) recognized by the Connecticut Department of Liquor Control and police departments. Upon successful completion of the course, students will be qualified to work in any environment that serves liquor, including restaurants, clubs, hotels, and catering companies. Students will receive both a certificate of completion and the SMART certification. ***Prerequisite: Must be 18 years of age and provide a license or picture ID with date of birth.***

Personal Trainer National Certification

Whether a career move or for your own personal knowledge get all the information you need to become a Certified Personal Trainer. This challenging course is taught over a 8-week period for better retention and skill competency. The National Exam is held on the 9th week. This course is formatted as a 62-hour program and is comprised of 16 hours of lecture, 16 hours of practical training and a 30-hour internship. It covers topics including biomechanics, exercise physiology, fitness testing, equipment usage and health assessment. CPR/AED is needed to receive the certificate. W.I.T.S. (World Instructor Training Schools) is the only major certifying body in the country providing comprehensive practical training and internship components

Safe Boating/PWC Certification

Become certified to operate a recreational vessel with this complete and basic, safe boating certification course taught in one 8-hour day. All students receive an official diploma and state certificate application upon successful completion of the course.

Corporate Training & Workforce Development

The Strategic Solutions Group is the business training arm of Housatonic Community College.

SSG provides a fully turn-key workforce development operation--needs assessment, training development, program coordination, participant and program evaluations—all at a fraction of the cost of training organizations, management consulting and out-of-state employee development services.

SSG programs are tailored for technical as well as non-technical staff, office as well as front-line production workers. We have the ability to custom craft a solution to your specific needs, and build a program entirely from scratch.

The reach of our training solutions includes a portfolio of more than 100 training options including programs in:

- Communications,
- Business Operations,
- Supervisory & Management Training,
- Digital Office Systems, and

Programs developed specifically for the workforce development needs of companies in the Greater Bridgeport area include:

- Workplace ESL and Reverse ESL
- Shop Floor Leadership Training
- Silos to Synergy Teambuilding Training
- Organizational Health Checkups
- Team Building I.Q. Assessments

Let us demonstrate how our full-service program can meet and exceed the goals you have set for your organization's professional development objectives.

Please read ***Expectations for Student Use of Computers in Courses*** on page 41 of this catalog.

Course Elective Codes

All degree and certificate programs require various courses that must be completed to meet graduation requirements. Many programs include elective courses in addition to specific courses.

The following codes are used to help you and your advisor determine which elective the course will satisfy. In addition to the codes indicated, all courses with course numbers at the 100 and 200 level (HSE* E101, as example) qualify as open electives. You are advised to pay special attention to program footnotes when selecting your electives.

Elective Codes:

- **B** Business elective
- **BS** Behavioral Science elective
- **C** Computer Literacy (satisfies requirement)
- **CS** Computer Science Elective
- **F** Fine Arts elective
- **H** Humanities elective
- **M** Mathematics elective
- **S** Science elective
- **SS** Social Science elective
- **Open Elective** - All courses numbered 100 or higher

What is a prerequisite or parallel?

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

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

Expectations for Student Use of Computers in Courses

Any Housatonic Community College course may require substantial computer based learning including use of the Internet, e-text books, instructional software, Blackboard*, research data bases, online assignments, etc., for the completion of class assignments, homework, research and assessments.

Computer- based learning experiences may be used in place of or in addition to traditional lectures for some lessons. All students have access to computer laboratories in both Beacon Hall and Lafayette Hall. Computer access is also available in the college library.

*Blackboard e-Learning Platform

Blackboard is an e-Learning platform used by the Connecticut Community Colleges to deliver and manage course material on the web. All online and hybrid courses are taught using Blackboard. Additionally, all college faculty post their class syllabi on Blackboard and many also use Blackboard as a supplement to classroom instruction. For example, to post announcements and course materials, administer examinations, submit student grades, and communicate with their students through e-mail, discussion forums, etc. Students are required to check Blackboard for course activity information in the event of a course cancellation.

Students can learn about how to use Blackboard by visiting our distance Education office in Beacon Hall Room 272, calling Jose Labrador, Acting Director of Education Technology at 203-332-5206, or online at the Housatonic web site:

www.housatonic.edu/webct/DL

OR by visiting the Frequently Asked Questions for BBLearn at **https://websupport.ct.edu/items/taxonomy/BBLearn/all**

Accounting (ACC)

ACC* E101 Accounting Procedures I 3 c.h.

A study of bookkeeping principles and procedures for the small business. Emphasis is placed on the use of journals, general and subsidiary ledgers and financial statement preparation as related to service and merchandising entities. Practice set projects are used to enhance student knowledge and proficiency in applying these principles and procedures. Course is open to Accounting for Small Business Management Associate Degree and Certificate students only.

ACC* E102 Accounting Procedures II 3 c.h.

Prerequisite: ACC E101*

Continues the study of bookkeeping principles, procedures and responsibilities for the small business begun in Accounting Applications I. Emphasis is placed on bank reconciliations, payroll computations and payroll tax computations and reporting requirements. Attention is also given to bookkeeping issues for specific assets and the partnership and corporate forms of business. Practice set projects are used to enhance student knowledge and proficiency in applying these principles and procedures. Course is open to Accounting for Small Business Management Associate Degree and Certificate students only.

ACC* E113 Principles of Financial Accounting 3 c.h.

Previously: AC 101 Elective Code: B

Prerequisite or Parallel: ENG E043*

A study of the basic principles and procedures of the accounting process as they relate to the recording, measurement, and communication of the business entity's financial data. Emphasis is placed on the recording process, income determination and the development of financial statements .Substantial lab time will be required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

ACC* E117 Principles of Managerial Accounting 3 c.h.

Previously: AC 102 Elective Code: B

Prerequisites: ACC E113 or ACC* E101 and ENG* E043, each with a grade of C or higher*

A basic study of Managerial Accounting concepts as they relate to the planning, implementation, control and evaluation of the entity's financial performance. Emphasis is placed on cost behavior and control and the preparation and use of budgets as a management tool. Substantial lab time will be required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

ACC* E123 Accounting Software Applications 3 c.h.

Elective Code: B

Prerequisite or Parallel: ACC E117*

This course demonstrates the use of accounting information utilizing spreadsheet software. The following applications and applications and techniques will be covered: spreadsheet basics, what-if analysis, financial statement analysis, inventory, payroll, fixed assets, amortization, and managerial accounting topics.

ACC* E125 Accounting Computer Applications I 3 c.h.

Previously: AC 104 Elective Code: B

Prerequisite: ACC E113 or ACC* E101*

Use of a pre-written computer program to simulate actual accounting applications on microprocessors; programs include general ledger, accounts receivable, accounts payable, and payroll. Additional projects may be prepared using spreadsheet programs. No previous computer

knowledge is required. Substantial lab time will be required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

ACC* E170 Forensic Accounting & Fraud Examination 3 c.h.

Prerequisite: ACC E113*

This course is a study of the basic principles and skills of Fraud Examination and Forensic Accounting. Emphasis is placed on financial forensic, prevention, deterrence, and detection of fraud.

ACC* E231 Cost Accounting I 3 c.h.

Previously: AC 203 Elective Code: B

Prerequisite: ACC E117*

Develops the principles of cost accounting introduced in ACC* E117. The student will relate the position of cost accounting to the overall financial structure. Various types of cost accounting systems and their applications in industry are also covered.

ACC* E241 Federal Taxes I 3 c.h.

Previously: AC 204 Elective Code: B

Prerequisite: ENG E101*

An examination of the theory and problems of federal income tax regulations for individuals. Includes the preparation of tax returns for individuals.

ACC* E271 Principles of Intermediate Accounting I 3 c.h.

Previously: AC 210, ACC 275 Elective Code: B

Prerequisite: ACC E117*

Detailed examination of financial accounting principles relative to the valuation and disclosure procedures of assets as reported in the typical balance sheet. .Substantial lab time will be required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

ACC* E272 Principles of Intermediate Accounting II 3 c.h.

Previously: AC 211, ACC 276 Elective Code: B

Prerequisite: ACC E117*

Continues the detailed examination of financial accounting principles in ACC*E271 with emphasis on valuation and disclosure practices pertaining to non-current assets, liabilities and stockholders equity. ACC*E272 can be taken before ACC*E271. Substantial lab time will be required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

Anthropology (ANT)

ANT* E101 Introduction to Anthropology 3 c.h.

Previously: AN 101 Elective Code: BS

Prerequisite or Parallel: ENG E101*

An introduction to the discipline of anthropology. Emphasis is upon the evolution and diversity of humans (physical anthropology) and upon the environments and cultures of various peoples (ethnology). Archaeology and linguistics are covered briefly.

ANT* E105 Introduction to Cultural Anthropology 3 c.h.

Previously: AN 201 Elective Code: BS

Prerequisite: ANT E101 and ENG* E101 or permission of the instructor*

A study of anthropological techniques, cultures, archaeological evidence from early cultures, the evolution of people from primitive technological cultures, the study of the ethnological, environmental, economic factors as they influence culture, and the effects of family structure, kinship systems, religion, magic and art with the culture.

Arabic (ARA)

ARA* E101 Elementary Arabic I 3 c.h.

Elective Code: H

This course is intended to bring students with no prior experience in the Arabic language to a proficiency level of Novice Mid (as per *American Council on the Teaching of Foreign Languages* or *ACTFL* guidelines) in Speaking, Listening, Reading and Writing, with a focus on effective spoken communication. Elements of Culture and Civilization will also be studied. To this end, written Modern Standard Arabic (MSA) and colloquial spoken forms will receive equal emphasis in coursework. No prerequisites.

ARA* E102 Elementary Arabic II 3 c.h.

Elective Code: H

Prerequisite: ARA E101 or Permission of the instructor.*

Arabic 102 is the second semester in the two-year basic language sequence and it builds on the basic language skills learned in ARA E101. It is communicative in approach, emphasizing oral communication as a foundation for building balanced proficiency in the four communication skills of listening, speaking, reading, and writing. Topics include basic structures, vocabulary, pronunciation, and writing, as well as further elements of culture and civilization.

Art/Digital Arts/Graphics (ART, DGA, GRA)

ART* E101 Art History I 3 c.h.

Previously: AR 121 Elective Code: F

Prerequisite or Parallel: ENG E101*

A survey of the visual arts from Paleolithic cave paintings through the art of Europe in the thirteenth century. The course will cover outstanding examples of image making and architecture across a wide range of ancient civilizations. A field trip to a major New York museum can be expected.

ART* E102 Art History II 3 c.h.

Previously: AR 122 Elective Code: F

Prerequisite or Parallel: ENG E101*

A survey of the visual arts from fourteenth century Florence to Paris in the first half of the nineteenth century. Beginning with the innovations of Renaissance humanism, the course will follow the succession of styles that ultimately led to the eclectic revivals of neo-classic art. A field trip to a major New York museum can be expected.

ART* E103 Art History III 3 c.h.

Previously: AR 123 Elective Code: F

Prerequisite or Parallel: ENG E101*

A survey of the visual arts from the origins of modernism through the art of our own time. In the past 150 years, artists in Europe and America have come up with stylistic innovations at an ever-accelerating pace. This course traces the actions and reactions among artists, critics, and the public as these movements competed for recognition. A field trip to a major New York museum can be expected.

ART* E107 Introduction to Studio Art **3 c.h.**

Previously: AR 100 Elective Code: F

Introduces a wide range of art experiences using numerous drawing and painting techniques including pastels, paint, printmaking, mixed-media, and collage. Experiences in visual thinking will help students solve problems in other academic areas. Intended for the non-art majors who wish to gain confidence in their ability to work with art materials.

ART* E109 Color Theory **3 c.h.**

Previously: AR 104 Elective Code: F

An examination of color theory and terminology. Studio projects will allow students to develop a sensitivity to color interactions. Advanced projects will combine theory and practical problem solving.

ART* E111 Drawing I **3 c.h.**

Previously: AR 105 Elective Code: F

An examination of the fundamentals of drawing. Students will work on the skillful use of line, value distribution, composition, and perspective systems. Drawing as a tool for visual thinking will also be introduced.

ART* E112 Drawing II **3 c.h.**

Previously: AR 106 Elective Code: F

Approaches the study of drawing and the improvement of drawing skills with increased opportunities for personal expression in drawings that consider the content of a picture as well as the form.

ART* E113 Figure Drawing I **3 c.h.**

Previously: AR 245 Elective Code: F

A drawing course that takes the human figure as its primary theme. Students will analyze the figure for its esthetic and expressive potential. Additional assignments will expand on themes and techniques introduced in Drawing I and II.

ART* E121 Two-Dimensional Design **3 c.h.**

Previously: AR 103 Elective Code: F

An exploration of the concepts underlying visual organization in fine art and graphic design. Students will undertake a series of studio projects aimed at uncovering basic design elements, properties, and principles. Experiences in visual thinking will enable students to improve their thinking skill in productive problem solving.

ART* E131 Sculpture I **3 c.h.**

Elective Code: F

Students will be introduced to basic sculptural principle employing traditional and contemporary materials and techniques for working three dimensionally. Emphasis will be placed on the creative process and interpretation.

ART* E132 Sculpture II **3 c.h.**

Elective Code: F

Prerequisite: ART 131 or permission of the instructor*

A course that builds upon the experience gained in Sculpture I. Students will have more freedom to develop their own style of creating sculpture and explore content in their work. In this course students will further explore the process of making sculpture by adding more complex design, techniques, procedures, and conceptual challenges. A primary goal is to continue to advance the students awareness and personal knowledge of contemporary sculpture, its prototypes, various functions, and role in a culturally diverse global market.

ART* E141 Photography I **3 c.h.**

Elective Code: F

Prerequisite: ENG 101 or permission of the instructor*

The fundamentals of camera operations and dark room procedures. Study of photography as a fine art and as a means of communication. Students must provide their own 35mm manually adjustable camera, film, paper, and developing supplies. Some work will be done in the Darkroom.

ART* E152 Painting II **3 c.h.**

Elective Code: F

Prerequisites: ART 157 Acrylic Painting I or ART* 253 Oil Painting I*

A course that builds on knowledge and techniques acquired in Painting I. Students will have more freedom to further develop their personal style of painting and explore content in their work. This course emphasizes the principles of composition through the exploration of both traditional and contemporary subjects with the goal of development of individual artistic expression.

ART* E155 Watercolor I **3 c.h.**

Previously: AR 252 Elective Code: F

This course develops skills in the challenging medium of watercolor employing fast-drying transparent paints. A full range of watercolor techniques will be explored from traditional procedures to contemporary experiments.

ART* E157 Acrylic Painting I **3 c.h.**

Previously: AR 250 Elective Code: F

An exploration of the particular attributes of acrylics. A full range of acrylic techniques will be explored from traditional procedures to contemporary experiments.

ART* E163 Ceramic Handbuilding **3 c.h.**

Previously: AR 248 Elective Code: F

An examination of the physical properties of clay with an emphasis on the development of personal imagery. Students will work with traditional pottery techniques beginning with the coil and slab and extending these experiences to include combinations of media.

ART* E167 Printmaking I **3 c.h.**

Previously: AR 114 Elective Code: F

A survey of printmaking techniques including various forms of relief, intaglio, and experimental processes. Students will create editions of their original work using a mechanical press as well as individualized hand printing.

ART* E184 Teaching Children Art **3 c.h.**

Previously: AR 115 Elective Code: F

An Art workshop course designed for those who will be teaching or working with children in schools, day care centers, hospitals, community centers, etc. Students will examine various methods of teaching art while working with a wide variety of materials.

ART* E200 History of American Art **3 c.h.**

Previously: AR 240 Elective Code: F

Prerequisite or Parallel: ENG E101*

An exploration of the unique character of American art ranging from the Colonial past through the present day. The course will emphasize the emergence of New York City as a major art center. Works from the Housatonic Museum of Art will be studied and a field trip to New York galleries can be expected.

ART* E203 Introduction to African Art **3 c.h.**

Previously: AR 241 Elective Code: F

Prerequisite: ENG E101*

An introduction to the art of Africa. The course is intended to develop an understanding of African art on its own terms: its sources and meanings; its cultural and intellectual perspectives; its connections with the larger society and modernism. The course will conclude with a preview of contemporary African art and translations of African art in the visual traditions of blacks in the Diaspora (the Americas and the Caribbean).

ART* E206 Film Study **3 c.h.**

Previously: AR 242 Elective Code: F

An exploration of the art of the cinema through analysis of representative dramatic, documentary and experimental films. Among the topics covered are: comparisons between films and other artistic expressions; the major aspects of film style; the nature and importance of film genres; film functions (as art, entertainment, social and political statement, propaganda, education, and experiment).

ART* E250 Digital Photography I **3 c.h.**

Previously: AR 210 Elective Code: F

Prerequisite: ENG E101 or permission of the instructor*

Fundamentals of digital camera operation and digital darkroom procedures. This course will study digital photography as a fine art and as a means of communication. Students will supply their own digital cameras, photo quality paper, and other supplies. The camera must be a manually adjustable digital camera.

ART* E253 Oil Painting I **3 c.h.**

Previously: AR 251 Elective Code: F

A course to develop skills in oil painting through a variety of studio projects. The various techniques of oils from transparent applications to impasto effects are included, and a study of the masters will be compared with contemporary developments.

ART* E280 Advanced Digital Photography **3 c.h.**

Prerequisites: ART E250, ENG* E101, or permission of the instructor*

Advanced study of photographic aesthetics, capture and printing techniques, and the history of photography. Students will utilize the latest image editing software including Abobe Photoshop, Bridge, Aperture and Lightroom to create a portfolio of sophisticated digital images that reflect their personal creativity and vision. Students are required to provide their own digital cameras (SLR preferred), printing substrate as specified, and other photographic equipment and materials; a complete list is available from the instructor. *A manually adjustable digital camera is a requirement for this course.*

ART* E290 Portfolio Preparation I **1 c.h.**

Prerequisite: Matriculation in one of the following programs: Fine Arts - Art, Graphic Design, Graphic Design (Multimedia Option), Graphic Design Certificate; permission of the art coordinator.

The advisor will work with students individually to create a portfolio for their specific needs. There is no set schedule for class meetings. Students may be required to work independently to create additional artwork or refine preexisting work to strengthen the quality of the portfolio. Students will learn how to select and arrange work in a neat and orderly manner and will be introduced to some of the technologies currently employed to reproduce artwork. Those planning to transfer to a four-year college should research the portfolio requirements for each institution. Students developing career portfolios may be required to purchase a professional portfolio case. All students will be required to photograph the work presented in their final portfolio and submit digital files of a professional quality at the end of the term. A set of these images will be reviewed by a panel of Art Department faculty and retained as a record of the student's work.

ART* E292 Cooperative Education **3 c.h.**

Prerequisites: To be eligible for the internship course a student must be in the final term of his/her art degree program having completed 15 credits in her/her field and have a GPA of 3.0 or greater. Permission to take this course must be granted by the program coordinator by the end of the Fall or Spring term prior to registration. Said permission will be granted only upon completion of documents including a signed contract of employment.

The Cooperative Education Internship affords students the opportunity to build on their classroom studies in an environment that focuses on professional development. Students select an internship host company that offers the opportunity to develop skills in a field related to their study in studio art/graphic design, including corporate in house design, publishing, freelance design, newspapers and design agencies as well as related positions in other industries. Students will attend a preparatory class for the first week of the term and take part in an on-line class one hour each week. Students are required to work a total of 120 hours during the term at a host company.

ART* E298 Special Topics in Art **3 c.h.**

Elective Code: F

Prerequisite: ENG E101*

A faculty-developed studio or traditional art course that focuses on exploring a media or creative process that is outside the current courses that are offered in the art program. This course is designed to provide our students with an opportunity to pursue an area of study that is of interest to a large group. The program coordinator and department chairperson will approve the area of study.

ART* E299 Independent Study in Art **3 c.h.**

Previously: AR 260 Elective Code: F

A limited number of students will have an opportunity to pursue with greater depth studio or research projects of particular individual interest. All independent projects must be arranged in the semester prior to registration, with advance departmental approval and with the supervision of one of the full-time Art faculty members.

DGA* E283 Digital Video Editing **3 c.h.**

Elective Code: F

Prerequisite or Parallel: ENG E101 or permission of the instructor, Satisfaction of the Computer Literacy Requirement preferred*

An introduction to the fundamentals of digital video editing. This course will prepare students for planning and capturing digital video footage. Students will be assembling and editing their footage into short movies using Apple Final Cut Pro. Topics will include editing and trimming, audio mixing, timeline, QuickTime movies, output to tape, and using filters and effects.

GRA* E111 Introduction to Computer Graphics **3 c.h.**

Previously: AR 225 Elective Code: C

Prerequisite or Parallel: ENG E101*

An introduction to computer graphics using Macintosh computers and professional software. Students learn the basic skills necessary to use the computer as a problem solving tool in the graphics environment. They acquire essential computer skills such as organizing digital files, proper scanning techniques and an overview of the Mac Operating System. This course introduces them to software programs that include Photoshop, Illustrator, and InDesign. Students will utilize the tools necessary for creating images ranging from abstract compositions to complex layouts that integrate color, images and text.

GRA* E151 Graphic Design **3 c.h.**

Prerequisite or Parallel: ENG E101*

A study of graphic design and typography. Students will take an idea from rough layout to tight composition. Typography problems will emphasize the use of letter forms as elements of visual design and expressive potential.

GRA* E221 Illustration I **3 c.h.**

A course intended primarily for graphic design students to introduce the techniques currently used by commercial artists to create illustrations for editorial, advertising, and technical purposes. The course will explore the use of a variety of traditional materials as well as the manner in which these can be combined, augmented, and enhanced through digital manipulation. Students will learn how to develop their ideas through a series of thumbnails and roughs, culminating in finished illustrations in both black and white and color.

GRA* E230 Digital Imaging I **3 c.h.**

Prerequisite: GRA E111*

An exploration of two applications; Adobe Photoshop and Illustrator. These programs enable designers to create and manipulate digital images and incorporate them into publications quickly and easily. Students explore in depth the capabilities of the programs through demonstrations and assignments. Adobe Photoshop allows designers to perform extremely sophisticated digital manipulation of scanned photographic images. Using Photoshop, graphic artists can retouch, modify, clone, and paint scanned photographs. With Adobe Illustrator, students learn the skills needed to create illustrations electronically, to manipulate images with ease, and to combine digital images with text.

GRA* E241 Digital Page Design **3 c.h.**

Previously: AR 226 Elective Code: C

Prerequisites: GRA E111 and ART* E121 or permission of instructor*

An exploration of desktop publishing and page layout programs that enable designers to execute fine control over type and graphic placement. InDesign has become an industry standard among design professionals for desktop publishing. In this course students will acquire the knowledge and practical experience necessary to use this program effectively in a production environment. Projects may include brochures, business cards, letterheads, and the layout and design of the school newspaper.

GRA* E261 Web Design **3 c.h.**

Previously: AR 234 Elective Code: C

Prerequisite or Parallel: ENG E101, Satisfaction of the Computer Literacy Requirement*

An introduction to the concepts of professional web site design using Dreamweaver and Flash. Utilizing sophisticated web page creation software, tables and frames can be added to web pages along with PDFs, QuickTime and Shockwave files, creating dynamic web sites. Students will create a web site by combining skills acquired in previous computer graphics courses and with this software and simple HTML. Other software programs may be used during this course.

GRA* E271 Computer Animation **3 c.h.**

Prerequisite or Parallel: ENG E101, Satisfaction of the Computer Literacy Requirement*

An introduction to creating animation presentations as they apply to the digital environment as well as traditional skills such as storyboarding and script preparation. The software used is Flash, which is the most widely used animation tool for interactive media and has become an essential tool for web designers. Other software programs that may be used during this course are Director and Photoshop.

GRA* E272 3D Animation: MAYA **3 c.h.**

Prerequisite: GRA 111

An introduction to the basic concepts of 3D imaging. Students will learn to navigate the Autodesk Maya interface and become familiar with the principles of 3D modeling and animation. Through a variety of projects, students explore Maya's many features and develop a fundamental understanding of modeling, lighting, keyframes and rendering.

GRA* E298 Special Topics in Graphic Design **3 c.h.**

Elective Code: F

Prerequisite: ENG E101*

A faculty-developed graphic design course that focuses on exploring a media or creative process that is outside the current courses that are offered in the graphic design program. This course is designed to provide our students with an opportunity to pursue an area of study that is of interest to a large group. The program coordinator and department chairperson will approve the area of study.

Biology (BIO)

BIO* E105 Introduction to Biology **4 c.h.**

Previously: BI 107 Elective Code: S

Prerequisite: Eligible for ENG E101 or ENG* E101I*

A study of the characteristics of life, the processes living organisms use to sustain life and the way in which they pass information to future generations. The adaptations of humans are explored and compared with those of other organisms. Classification is presented to gain an appreciation of the unity and diversity of life.3 hours lecture and 3 hours laboratory.

BIO* E111 Introduction to Nutrition **3 c.h.**

Previously: HE 101 Elective Code: S

An introduction to the principles of human nutrition. The six essential nutrients are discussed in relationship to energy, growth and metabolism. Investigation of the scientific research on foods and their effect on health, disease and weight management. Students will perform a computerized analysis of their diet and make dietary modifications based on their findings.

BIO* E117 Biological Basis of Health and Disease **4 c.h.**

Elective Code: S

*Prerequisite: BIO*105 or BIO*121, Prerequisite or Parallel: ENG* E101*

A survey of the biochemical, cellular and systemic abnormalities that result in diseases of man. The normal and abnormal structure, function and interrelationship between the various organ systems will be explored via extensive use of case studies and independent research.

BIO* E121 General Biology I **4 c.h.**

Previously: BI 121 Elective Code: S

Prerequisite or Parallel: ENG E101*

An introduction to the principles and processes of living organisms. The course is designed to serve as the basis for further study in biology: it explores the chemical basis of life, including molecular biology, respiration and photosynthesis; the structure and function of the cell; the genetic basis of inheritance; and the evolution of life. Similarities and differences among organisms are also discussed. 3 hours lecture and 3 hours Laboratory.

BIO* E122 General Biology II **4 c.h.**

Previously: BI 122 Elective Code: S

*Prerequisite: BIO*E121 or BIO*E105*

An introduction to the principles and processes operating in living organisms. This course is designed to serve as the basis for further study in biology. This section of the two-semester sequence explores the anatomy and physiology of: bacteria, archaea, plants, fungi and animals. Interactions between organisms and their environment will be discussed. 3 hours lecture and 3 hours laboratory.

BIO* E175 Introduction to Marine Science **3 c.h.**

Elective Code: S

Prerequisite: ENG E101*

This course is an introduction to marine science. Topics to be explored include general marine biology, intertidal ecology, plankton biology, marine communities and the geomorphology of the New England coast. Some field work will be included.

BIO* E211 Anatomy & Physiology I **4 c.h.**

Previously: BI 212 Elective Code: S

Prerequisite: ENG E101, CHE* E111, and BIO* E105, each with a grade of C or higher*

The first semester of a two semester course. Lecture and laboratory will stress the molecular and cellular theories of body homeostasis. Topics include the structure of cells and tissues and the integumentary, skeletal, muscular, special senses, and nervous systems, with an underlying stress on their chemical functioning. Lab deals with chemical analysis, histology, bone and muscle identification, articulations, special senses, and nervous system anatomy. 3 hours lecture and 3 hours laboratory.

BIO* E212 Anatomy & Physiology II **4 c.h.**

Previously: BI 213 Elective Code: S

Prerequisites: ENG E101, BIO* E105 with a grade of C or higher. Recommended: CHE* E111*

A continuation of Anatomy and Physiology II. Lecture and laboratory will stress the structure and functional aspects of the endocrine, blood, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Metabolism, fluid and electrolyte balance, and development and inheritance are also included. Lab deals with histological and detailed anatomical evaluation of body systems indicated above. 3 hours lecture and 3 hours laboratory.

BIO* E235 Microbiology **4 c.h.**

Previously: BI 203 Elective Code: S

Prerequisite: ENG E101, CHE* E111 or CHE* E121, and BIO* E105 or BIO* E121, each with a grade of C or higher.*

The history of microbiology and a survey of microbial life. The bacteria are studied as characteristic prototypes of all microorganisms. These and other microorganisms are discussed, stressing their environment, growth, reproduction, metabolism, and relationship to humans.

BIO* E260 Principles of Genetics **3 c.h.**

Elective Code: S

Prerequisite: BIO E121 or equivalent*

An introductory course in genetics. Covers the basic principles of genetics from Mendel to recombinant DNA, with focus on human inheritance. Topics of emphasis include cancer, diseases with a genetic component, functional genomics, and modern methods of molecular genetics. 3 hours lecture per week.

BIO* E290 Research Methods for Health Sciences **3 c.h.**

Elective Code: S

Prerequisite: MAT E167 or equivalent*

An introduction to both qualitative and quantitative research methodology. A variety of processes, evaluation techniques and data resources are used to examine the purpose of research, identify and critique scholarly writing, and apply critical thinking and research findings to the health science field. 3 hours lecture per week.

BIO* E299 Independent Study in Biology **1-3 c.h.**

Elective Code: S

Permission of Instructor

This course is an individualized project allowing the student to independently study an area of interest in Biology under the supervision of a full-time Biology faculty member. Description of the project must be approved by the Math/Science Department, the instructor, and the Academic Dean the semester before taking the course.

Business Office Technology (BOT)

BOT* E111 Keyboarding for Information Processing I **3 c.h.**

Previously: BOT 102 Elective Code: B

Prerequisite: ENG E043*

A beginning course in touch keyboarding, emphasizing mastery of the keyboard, and correct alphabetic, numeric, and numeric keypad fingering techniques; centering, memorandums, personal business letters, business letters, tabulations, business reports, and manuscripts. This course is open to all students and is designed for both personal use as well as the first course for the BOT student. Un-arranged problem applications and production-timed activities receive major emphasis. This is a touch-typing course at the beginning level of skill designed to familiarize the student with the keyboard and correct keyboarding techniques. Substantial lab time will be required in the computer lab.

BOT* E112 Keyboarding for Information Processing II **3 c.h.**

Previously: BOT 103 Elective Code: B

Prerequisites: ENG E101, BIO* E105 with a grade of C or higher. Recommended: CHE* E111*

Continued emphasis on keyboarding skills with drills for improvement in technique, speed, and accuracy. Increased emphasis is given on more difficult letters, manuscripts and reports, tables, and legal and medical documents. Unarranged problem applications and production-timed activities receive major emphasis. Open to BOT students. Substantial lab time is required in the computer lab.

BOT* E137 Word Processing Applications **3 c.h.**

Previously: BOT 120 Elective Code: B

Prerequisite: ENG E101 and a grade of C or higher in BOT* E111 or permission of the Instructor. Parallel: BOT* E112*

An introduction to computer literacy, computer applications, concepts, and operations. A software package provides hands-on experience in various models of letters, reports, special forms, and rough drafts. The student will be able to create, edit, manipulate, and print documents leading to entry-level skills in Windows-based computer software package. Substantial laboratory time is required in the computer lab.

BOT* E215 Word Processing Applications II **3 c.h.**

Previously: BOT 218 Elective Code: B

*Prerequisite: ENG*E101 and BOT*E112 and BOT*E137 or permission of the instructor*

A course designed to equip students with the problem-solving and decision-making skills necessary to operate a word processing system. This course covers more complex operations performed on a word processor. Concepts will be stressed. Familiarity with the technical and functional operations of the word processor and several specialized types of operations such as merge, graphics, and proofreading and communications as they relate to the efficient operation of a word-processing system will be essential. Pagination will be utilized. Substantial laboratory time is required each week.

BOT* E216 Spreadsheet Applications **3 c.h.**

Previously: CS 203 (CSA* E135) Elective Code: B

Prerequisite: CSA E106 or BOT* E210 or permission of the instructor. Basic computer touch-typing skills required*

Provides students with the hands-on experience necessary to create, print, modify, and enhance electronic spreadsheets. This course also covers creating and printing charts; using formulas with absolute addresses and function formulas; Goal Seek; Solver, using and filtering Data Lists; creating Pivot Charts, using Outlines, Subtotals, and Lookup functions, and preparing what-if alternatives. Substantial lab time is requred in the computer lab.

BOT* E217 Desktop Publishing **3 c.h.**

Previously: BOT 220 Elective Code: B

Prerequisite: BOT E112 and BOT* E137 or BOT* E215 or permission of the instructor**

A course designed for students who desire some familiarity with desktop publishing processes through a hands-on approach. Students will be introduced to a desktop publishing software package such as PageMaker or others used in producing newsletters, reports, graphics, style sheets and master pages, special effects and scanned images. Substantial laboratory time is required each week. *Non-degree/non-matriculating students require permission of the instructor.

BOT* E218 Database Management **3 c.h.**

Previously: CS 205 or CSA* E145 Elective Code: B

Prerequisite: CSA E106 or BOT* E210 or permission of the instructor. Basic computer touch-typing skills required*

Provides students with hands-on experience entering and editing data, working with and customizing forms, creating and using queries, creating and customizing printing reports and mailing labels, and creating and relating tables using database software. Substantial lab time will be required in the computer lab.

BOT* E251 Administrative Procedures **3 c.h.**

Previously: BOT 212 Elective Code: B

Prerequisite: ENG E101 and BOT* E112 or permission of the instructor*

An investigation into office automation designed to give a perspective to the role of the college-trained administrative assistant. Development of office skills and problem-solving techniques are explored. Included are human relations skills, time-management techniques, interpersonal communications skills, timings, resumes, cover letters, and listening skills as well as decision-making competencies. Techniques used in applying for a job and a review of the employment process utilize role-model processes. Other models may be included as technology changes. Substantial laboratory time is required each week.

BOT* E260 Administrative Management **3 c.h.**

Previously: BOT 205 Elective Code: B

Prerequisite or Parallel: ENG E101*

An introductory course that will address the broad areas of administrative office management. It is designed to assist the student in forming a basic philosophy of the administrative office manager and to assist in developing skills in managerial decision making, and to create a desire to choose administrative office management as a career.

Business: Entrepreneurship (BES)

BES* E118 Small Business Management **3 c.h.**

Previously: BU 103 Elective Code: B

A general survey of operating a small business including: choosing a business structure; location; marketing and target audience; pricing strategies; capital financing; management; and cash flow analysis. Emphasis will be placed on the understanding of a Business Plan. Business Department majors CANNOT use either BBG* E101 or BES*E118 as a business elective in order to satisfy graduation requirements. A computer lab account or personal computer with Internet access will be required.

BES* E218 Entrepreneurship **3 c.h.**

Previously: BU 216 Elective Code: B

Prerequisite: ENG E101 and BES* E118 or permission of the instructor*

An exploration of the entrepreneurial and franchising process, addressing the skills, concepts, mental attitudes, and knowledge relevant for creating, building, and operating new business ventures. Attention will be given to examining new venture opportunities, strategies, entrepreneurial profiles, resource recognition, allocation and development, capital acquisition, and post start-up strategies. Major emphasis will be placed on creative development of individual business plans incorporating computer applications.

Business: Finance (BFN)

BFN* E125 Principles of Banking **3 c.h.**

Previously: BU 125 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

An overview of the banking industry. Topics include the language and documents of banking, check processing, teller functions, deposit functions and the role of the bank in the community.

BFN* E201 Principles of Finance **3 c.h.**

Previously: BU 215 Elective Code: B

Prerequisite: ENG E101 and ACC* E113 with a grade of C or higher, or permission of the instructor*

A study of the fundamental principles and concepts of finance. Topics include the basic concepts of financial statement analysis, time value of money, risk and return, valuation of corporate bonds and common stock, cost of capital, capital budgeting, short-term financing, cash budgeting and a brief introduction to financial markets. Substantial lab time will be required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

BFN* E203 Investment Principles (Spring only) **3 c.h.**

Previously: BU 223 Elective Code: B

Prerequisite: BFN E201 with a grade of C or higher or permission of instructor*

A study of the fundamental principles and concepts of analysis and an evaluation of a variety of financial investments with emphasis on

common stocks and bonds. The working of capital markets and the determination of interest rates will also be covered. Substantial lab time will be required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

BFN* E211 Money & Banking (Fall only) 3 c.h.

Previously: BU 227, ECN*E250 Elective Code: B

Prerequisite: BFN E201 or ECN* E101, either course with a grade of C or higher; or permission of instructor*

A study of the key concepts, theories and interrelationships that link money and banking to the U.S. economy. The topics covered will include the principles of money and credit, basic banking regulations, determination of interest rates and foreign exchange rates, monetary policy, and the mission and tools of the Federal Reserve System. The structure and characteristics of financial markets are also covered. Substantial lab time will be required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

BFN* E235 International Finance 3 c.h.

Previously: BU 242 Elective Code: B

Prerequisite or Parallel: BFN E201*

The international dimensions of finance. Topics include the international monetary system, foreign exchange markets, management of foreign exchange exposure and political risk, the financing of international trade, international financial markets, and capital budgeting techniques. This course builds upon the valuation methods developed in the prerequisite course in Finance.

Business: General (BBG)

BBG* E101 Introduction to Business 3 c.h.

Previously: BU 110 Elective Code: B

A general overview (survey) of business dealing with concepts, principles and practices in economics, accounting, marketing, management, finance, and information technology. Business Department majors CANNOT use either BBG*E101 or BES*E118 as a business elective in order to satisfy graduation requirements. A computer lab account, or a personal computer with Internet access, will be required.

BBG* E102 Personal Financial Wealth 3 c.h.

Previously: BU 101 or ECN* E130 Elective Code: B

An introduction to personal financial planning. The course includes setting financial goals, implementing plans to achieve those goals, and measuring financial health. The course will also include the personal financial planning process, time value of money, tax planning and strategies, asset management, insurances, investments, retirement planning, and estate planning. This course is valuable to all students and is not limited to business students. Outside expert practitioners will be invited to cover their particular area of expertise.

BBG* E107 Introduction to Sports Management 3 c.h.

Elective Code: C

This survey course examines the principles and foundations of sport management and the variety of business functions within the various sectors of the sports industry. The course will focus on the application of business disciplines to the birth, organization and management of sport enterprises, ranging from sports teams to athletic arenas, health clubs to rehabilitation facilities, officiating, sports recreation services, and more. Past and future trends, issues and opportunities in the broad sports industry will be covered.

BBG* E210 Business Communication 3 c.h.

Previously: BU 211 Elective Code: B

Prerequisite: ENG E102 and sophomore standing*

A study of the basic concepts and applications of the communication process, especially as they relate to business situations and behavior. Emphasis is on strengthening abilities in listening, thinking, speaking, writing, and communicating non-verbally. Substantial lab time will be required in the computer lab.

BBG* E215 Global Business 3 c.h.

Previously: BU 140 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

A survey course designed to analyze international trade data and identify major trading groups, their predominant trading partners, their economic status, categories of products traded, and to describe the importance of social, cultural, economic, political, religious, and legal environments in international trade. The course will focus on the importance of globalization within the scope of worldwide trade, including both trade agreements and trade issues among various trading blocks/countries. Substantial lab time will be required in the computer lab.

BBG* E231 Business Law I 3 c.h.

Previously: BU 221 Elective Code: B

Prerequisite or Parallel: ENG E102*

An examination of fundamental legal principles and their application to business transactions. A brief survey of the sources, functions and objectives of our law, together with a capsule presentation of the Federal and Connecticut court systems and procedure. Criminal law and torts law precedes a detailed study of the law of contracts and sales including the relevant sections of the Uniform Commercial Code.

BBG* E232 Business Law II 3 c.h.

Previously: BU 222 Elective Code: B, CS

Prerequisite: BBG E231 or permission of the instructor*

A continuation of BBG* E231, emphasizing the law of agency, partnership and corporations, followed by an analysis of personal property, real property and security law.

BBG* E240 Business Ethics 3 c.h.

Previously: BU 206 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

A study of business from a personal and social perspective. The course concentrates on assessing how business affects our individual lives, and what role business and its values play in our society as a whole. Ethical issues in business theory and practice will be analyzed including such topics as morality, quality of life, codes of ethics, obligations to stakeholders, rewards and responsibilities, whistle-blowing, company loyalty, attitudes toward work, the values of capitalism, and attitudes toward people living and working around us in society.

BBG* E270 Import/Export Procedures 3 c.h.

Prerequisites: ENG E101 & BBG* E215 or permission of the instructor*

Import/Export: How to Take Your Business Across Borders - this course will be for managers of firms, students, and entrepreneurs who see opportunity in the expanding global marketplace. Therefore, international trade cannot be a static process, and businesses that make products and attempt to sell them across borders must constantly adjust. It provides the transaction mechanism of importing and exporting and helps learners gain an appreciation of the total process and how it fits into import/export regulations and documentation.

BBG* E281 Writing and Research in Business and Industry 3 c.h.

Elective Code: B, CS

Prerequisites: BBG E101 and ENG* E101, each with a grade of C or higher*

This course emphasizes the aspects of research gathering, structured writing, and organizing written reports and oral presentations applicable to business and industry. Students will demonstrate the processes and procedures required for the business technical writing in the fields of science, technology, and business.

BBG* E295 CO-OP Work Experience I 3 c.h.

Previously: BU 231 Elective Code: B, CS

Consists of paid employment with a cooperating business concern previously approved of by the College. Employment will be limited to a minimum of fifteen hours and a maximum of twenty hours per week. The student's employment will be in the area of his/her business major. Note: Students intending to register for this course must have the prior approval of the Chairperson of the Business Department.

BBG* E299 Independent Study in Business 3 c.h.

Previously: BU 225 Elective Code: B, CS

Students will have an opportunity to pursue with greater depth a subject area of particular individual interest. All independent projects must be arranged in the semester prior to registration with advanced departmental approval and with the supervision of one of the full-time Business faculty.

Business: Management (BMG)

BMG* E202 Principles of Management 3 c.h.

Previously: BU 209 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

An introductory course in management concepts, principles, theories, and practices. Management is viewed as a discipline and as a process. The scope of the course includes ethics, decision-making, communication, planning, organizing, leading and controlling. Basic management concepts will be applied in solving problems in organizations. Self-assessment and management principles are also explored. Substantial lab time will be required in the computer lab.

BMG* E203 Leadership 3 c.h.

Previously: BU 207 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

An in-depth examination of the nature and importance of leadership concepts and principles as applied to organizational effectiveness. Competent leadership is required to meet organizational challenges in a rapidly changing, globally competitive world. Leadership research findings, practice, and skills are emphasized in light of modern theories and applications. Cases and skill development exercises will be used extensively.

BMG* E210 Organizational Behavior 3 c.h.

Prerequisite: ENG E101 or permission of instructor*

The study of people and groups in organizations. Includes the study of team effectiveness, learning styles, communications, motivation, conflict, the evaluation of behavior. Extensive student participation. Orientation is toward development of personal effectiveness in dealing with others.

BMG* E220 Human Resources Management 3 c.h.

Previously: BU 208 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

An objective analysis of functions involved in the administration of human relations in organizations. Topics include principles of organization, processes, systems and methods used in the selection, training and recruitment of the work force; motivation and communications; compensation and fringe benefits and approaches used in maintaining good industrial relations.

BMG* E226 Negotiation 3 c.h.

Previously: BU 226 Elective Code: B, C

Prerequisite: ENG E101 or permission of the instructor*

An in-depth examination of the nature and importance of negotiation concepts and principles as applied to organizational effectiveness. Competent negotiation skills are required to meet organizational challenges in a rapidly changing, globally competitive world. Negotiation fundamentals, sub-processes, contexts, and remedies are emphasized in light of modern theories and applications. Cases and skill development exercises will be used extensively.

Business: Marketing (BMK)

BMK* E103 Principles of Retailing 3 c.h.

Previously: BU 113 Elective Code: B

Prerequisite: ENG E043 or permission of the instructor*

A review of retailing practices and procedures. Retail management methods are studied, along with retail store location and layout, equipment, display, advertising, personnel policies, maintenance, inventory, and cost control.

BMK* E106 Principles of Selling 3 c.h.

Previously: BU 104 Elective Code: B, C

An examination of various philosophies of selling. Topics include communication and persuasion, selling strategies and techniques, self-management skills, planning, behavioral styles, and market-client analysis. Students develop and role-play sales presentations as a major part of the course work.

BMK* E123 Principles of Customer Service 3 c.h.

Previously: BU 114 Elective Code: B, C

Prerequisite: ENG E043 or permission of the instructor*

An in-depth examination of the role of customer service in creating and recreating satisfied customers. Concepts and principles are examined as applied to organizational challenges encountered in a rapidly changing, globally competitive world. Topics covered include strategy, communications, challenging customers, leadership, customer retention and excellence in customer service. Practical applications and skills are emphasized in light of modern theories and applications. Cases and skill development exercises will be used.

BMK* E201 Principles of Marketing 3 c.h.

Previously: BU 111 Elective Code: B

Prerequisite or Parallel: ENG E043 or permission of the instructor*

A study of the scope and significance of marketing in contemporary American business with emphasis on marketing consumer goods and developing the essential elements of the marketing mix (product, price, distribution, and promotion). Substantial lab time will be required in the computer lab.

BMK* E205 Business to Business Marketing 3 c.h.

Previously: BU 239 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

Exploration of marketing concepts as they relate to the field of business to business marketing. Major topics include business marketing environmental analysis, the organizational buying process, assessing business marketing opportunities, formulation of business marketing strategies, business marketing mix development, implementation, and evaluation. Student teams develop and present a business to business marketing plan.

BMK* E207 Consumer Behavior 3 c.h.

Previously: BU 238 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

An examination of consumer behavior as a function of the overall marketing plan. Concepts from the social and behavioral sciences are applied to describing and understanding consumer decision processes. Topics include psychological core foundations, decision making processes, consumer's culture, and consumer behavior outcomes.

BMK* E212 Sports Marketing 3 c.h.

Prerequisite: ENG E101 or permission of the instructor*

This course examines sports media and marketing from both theoretical and practical perspectives. The course explores the role of media in contemporary sports, and media?s influence on participants, competitors, fans, and the wide range of sports institutions and enterprises. The course also addresses traditional and new media, public relations, direct and viral marketing, and more, as elements of promotion along with the other components of the sports marketing mix: product development and management, pricing, and distribution of sports offerings. Marketing planning, plan implementation and evaluation are incorporated into the course. Unique challenges and opportunities in sports marketing will be discussed. Projects and assignments focus on sports programs, ranging from recreational to professional teams, and from non-profit sports organizations to commercial sports enterprises locally and nationally.

BMK* E214 International Marketing 3 c.h.

Previously: BU 240 Elective Code: B

Prerequisite: BMK E201*

Exploration of marketing concepts as they relate to the field of international marketing. Major topics include international environmental analysis (culture, law, governments), formulation of international marketing strategies, marketing mix development and implementation. Student teams develop and present an international marketing plan.

BMK* E216 Internet Marketing 3 c.h.

Prerequisite: ENG E043*

This course introduces the student to the world of e-marketing, including websites, blogs, newsletters, email and more. Using a combination of structured course content, in-class web experiences and outside exercises, the class will focus on adopting and optimizing internet marketing tools. Drawing from business research and best-in-class examples of successful e-marketing, the course will give students a practical perspective on how institutions and businesses can take advantage of e-marketing, as well as the real, results-driven aspects of e-business. A goal of the course is to keep pace with the latest strategies and developments in this field.

BMK* E241 Principles of Advertising 3 c.h.

Previously: BU 120 Elective Code: B

Prerequisite: ENG E043 or permission of the instructor*

An exploration of the principles and applications of advertising. Topics include advertising, research, planning, ad creation, media planning and campaign implementation. Student teams conceive, produce and integrate all the components necessary for an advertising campaign as a major part of the coursework.

Business: Real Estate (BRE)

BRE* E101 Introduction to Property Management of Supportive and Affordable Housing 3 c.h.

Prerequisite: ENG E043 or College Ready for ENG* E101 Composition (ENG* E101 is required for Certificate)*

This survey course is the first of the required courses in the Property Management Certificate Program. It provides an overview of the different types of multi-family affordable and supportive housing, including housing linked with social services. This course profiles the different populations living in affordable and supportive house and describes the role of supportive service personnel in aiding at-risk tenants. This course explores the different housing programs that pay for construction, rehabilitation and operating subsidies at the federal, state, and local levels. It covers applicable legal concerns such as the Fair Housing Law. While property managers must obey laws regarding their fiduciary obligations to their clients and customers, ethical standards often go beyond the letter of the law and reflect social and cultural concerns. Specific vocabulary, case studies, and writing assignments are an integral part of the course.

BRE* E102 Tenant Services and Communication 3 c.h.

*Prerequisite: ENG*E101 and Introduction to Property Management of Supportive and Affordable Housing BRE*E101*

This course is designed to provide an overview and practice of the interpersonal skills needed for a clerical position in a supportive/affordable housing setting. It provides ways to understand as well as to interacting effectively with the different population living in supportive housing. It surveys the front desk activities; such as - professional politeness in person and on the telephone; problem identification; problem solving; as well as common procedures for oral and written communications and complaints. We will explore common procedures for referring tenants to social services. Specific vocabulary, case studies, and writing assignment are an integral part of the course.

BRE* E105 Desk Clerk Operations 4 c.h.

*Prerequisites: ENG*E101 and BRE*E101 Introduction to Property Management of Supportive and Affordable Housing*

This course provides an overview of desk clerk operations, procedures, crisis and conflict, and security. It explores the role of the front desk and the responsibilities of the position in affordable and supportive housing. It covers the areas of the front desk policies, safety and security, interaction with external agencies and authorities, interaction with tenants and non-tenants, confidentiality issues, and maintenance. Utilizing the property management software (Tenant Pro or similar software would be a plus). Forms, case studies, and writing assignments are part of the course.

BRE* E199 Property Management Clerk Internship 4 c.h.

Prerequisite: ENG E101, BRE* E101, BRE* E103, and BRE* E105*

This course is the final requirement for the Property Management Clerk Certificate. It is designed to enable students to combine classroom training with practical property management clerk work experience through on-the-job training in a supportive or affordable housing project setting. This course will cover legal, ethical, and performance concerns, as well as interviewing and job placement skills. Seminars are held to discuss experiences, concerns, and topical questions. Students are required to keep a Journal and prepare a portfolio which will include a resume and cover letter, letters of recommendations, and other pertinent documents required for job placement in supportive and affordable housing. A minimum number of hours of on-site time is required for this course. Internship placement must be approved by the Department Chair. Writing assignments (journal and other writing assignments) are an integral part of this course.

Chemistry (CHE)

CHE* E111 Concepts of Chemistry 4 c.h.

Previously: CH 110 Elective Code: S, SS

*Prerequisite: MAT*137 or MAT*104 and ENG*101, both with a C or higher.*

Introduction to the fundamental principles and concepts of chemistry. Atomic structure, periodic relationships, bonding, kinetics and equilibria are examined in sufficient depth to permit their use in understanding chemical reactions though in less detail than in CHE* E121 and CHE* E122. The laboratory program stresses the acquisition of skills in data gathering and in the manipulation of apparatus and materials. 3 hours lecture and 3 hours laboratory.

CHE* E121 General Chemistry I 4 c.h.

Previously: CH 121 Elective Code: S, SS

Prerequisite: MAT E137 or equivalent; Prerequisite or Parallel: ENG* E101*

A study of the fundamental principles, theories, and laws of chemistry. Topics include atomic theory and the structure of the atom, the aggregated states of matter, kinetic-molecular theory, chemical bonding, stoichiometry and periodicity, solutions and colloids. 3 hours lecture and 3 hours laboratory.

CHE* E122 General Chemistry II 4 c.h.

Previously: CH 122 Elective Code: S, SS

Prerequisite: CHE E121*

A continuation of CHE* E121. Topics covered include thermochemistry, kinetics, chemical equilibrium, oxidation-reduction and electrochemistry, introduction to organic and nuclear chemistry and the chemistry of the elements and their compounds. The laboratory will include an introduction to semi-micro qualitative analysis. 3 hours lecture and 3 hours laboratory.

CHE*E211 Organic Chemistry I 4 c.h.

Previously: CH 201 Elective Code: S, SS

Prerequisite: CHE E122*

An introduction to the organic chemistry of carbon. Primarily for students planning careers in the life and allied health sciences or a major in chemistry. The lectures will present an integrated analysis of the theoretical concepts and mechanisms of modern organic chemistry, organic reactions, synthetic methods, and instrumentation. Preparation properties and reactions of most of the major classes of aliphatic, aromatic, and heterocyclic compounds will be discussed along with the more important living and non-living systems in which they function. The laboratory work will develop competence in the modern aspects of preparative and qualitative organic technique. 3 hours lecture and 4 hours laboratory.

CHE* E212 Organic Chemistry II 4 c.h.

Previously: CH 202 Elective Code: S

Prerequisite: CHE E211*

A continuation of CHE* E211. 3 hours lecture and 4 hours laboratory.

Communications (COM)

COM* E101 Introduction to Mass Communications 3 c.h.

Prerequisite or Parallel: ENG E101*

Introduction to the main aspects of communications and how the mass media - newspapers, films, television, magazines, radio, and advertising - operate in our society. Material covered includes basic theories of mass communications, psychology of communications, development of mass media, and the interrelationships between the mass media and society, business, and government in defining issues and molding public opinion and attitudes.

COM* E116 Publications Workshop I 3 c.h.

Previously: CM 116 Elective Code: C

Prerequisite or Parallel: ENG E101*

Practical experience in all aspects of writing, editing, managing, and designing through assignments on a variety of student-sponsored publications. Included will be work on the school newspaper, yearbook and literary magazine. This course uses computer word processing programs for the completion of assignments and production of publications.

COM* E173 Public Speaking 3 c.h.

Prerequisite: ENG E101*

Methods to improve effective speaking through study of pronunciation, diction, voice usage, and vocabulary. Through extemporaneous and other speeches, efforts will be made to improve confidence, organization of ideas, and effective delivery. Topics might include listening skills, control of nervousness, and the speaker's self-consciousness.

COM* E201 Introduction to Public Relations 3 c.h.

Prerequisite: ENG E101*

An overview of writing for public relations. Students will gain experience producing public relations materials such as news releases for print and broadcast media, newsletters, brochures, and materials for special events. The role of public relations planning and strategy will be discussed.

COM* E216 Publications Workshop II 3 c.h.

Prerequisite: COM E116 or permission of the instructor*

Designed to provide the student with broader publication experience and responsibility. These publications may include a school newspaper, a literary magazine, a yearbook, or other needed school publications. Students will learn such publication skills as feature writing, editorial writing, composition, layout, and sales. This course uses computer word processing programs for the completion of assignments and production of publications.

COM* E222 Basic News Writing **3 c.h.**

Previously: CM 206 Elective Code: C

Prerequisite: ENG E101*

Instruction and practice in developing news articles, including defining news, gathering information from credible sources, recognizing and writing in basic news story structure and styles, and making ethical choices as a reporter. Assignments are completed using computers. This course satisfies the computer literacy requirement of the College, but it may not be used to satisfy the English requirement.

COM* E223 Feature and Magazine Writing **3 c.h.**

Prerequisite: COM E222 or permission of the instructor*

Review of basic information gathering, interviewing, and news writing techniques. Instruction and practice in feature reporting and writing, including in-depth and investigative features, opinion pieces, reviews, creative non-fiction, and writings for the online media. Assignments are completed using computers. This course satisfies the computer literacy requirement of the College, but it may not be used to satisfy the English requirement.

Computers: Applications (CSA)

CSA* E105 Introduction to Software Applications **3 c.h.**

Elective Code: C, CS

*Prerequisite or Parallel: ENG*E094*

Provides an introduction to using the computer as a productivity tool. Students will use application software for word processing, spreadsheets and presentations. An introduction to file management using the Windows operating system will also be covered. Substantial lab time is required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

CSA* E106 Introduction to Computer Applications **4 c.h.**

Previously: CS 105 Elective Code: B

Prerequisite or Parallel: ENG E043. Basic computer touch-typing skills required*

An introduction to using the microcomputer as a productivity tool. Students will use application software for word processing, spreadsheets and databases. A comprehensive introduction to Windows will be presented along with the essentials of file management. Substantial lab time is required in the computer lab. The textbook and an on-line supplemental access code (bundle) are required.

CSA* E220 Web Graphics **3 c.h.**

Previously: CS 118 Elective Code: B

A comprehensive introduction to the principles of computer science that form the basis of Internet graphics and multimedia. Topics include bitmap graphics, vector graphics, graphical file formats, compression techniques, interactive graphics, multimedia, and animation. The course requires substantial hands-on use of computer software packages such as Adobe Photoshop and Adobe Flash in the computer lab to illustrate these topics.

Computers: Programming (CSC)

CSC *E105 Programming Logic **3 c.h.**

Elective Code: B, CS

Prerequisite: The ability to perform basic file management and word processing tasks using Microsoft Windows

An introductory course in computer programming designed to provide beginning programming students with an understanding of the fundamental logic principles used in the writing of computer programs. Topics include input/output, variables, data types, assignment statements, conditional structures, loops, arrays, and functions. The course requires substantial hands-on programming of computers in a computerized classroom environment.

CSC* E106 Structured Programming **3 c.h.**

Previously: CS 107 Elective Code: CS

Prerequisite: MAT E137 or satisfactory score on placement test. Prerequisite or Parallel: ENG* E101*

An introductory course in computer programming language*. This course is intended for computer science majors. Problem-solving techniques and algorithm development are emphasized. Students are taught how to design, code, debug, and document programs in good style. Topics include: overview of computer organization; conditional statements; loops; top-down design and stepwise refinement; functions; arrays and simple sorting techniques. A minimum of 3 hours per week of lab is required. *The C Programming Language will be used.

CSC* E107 Structured Programming II **3 c.h.**

Previously: CS 108 Elective Code: CS

Prerequisite: CSC E106 or CSC* E210*

Continues the development of programming skills taught in Programming I to the study of advanced programming applications.* Topics include: character data and enumerated data types, arrays and their applications to searching and sorting, pointers and dynamic programming, strings, files, recursion and an introduction to object-oriented programming. A minimum of 3 hours per week of lab is required. *The C Programming Language will be used.

CSC* E205 Visual Basic I **3 c.h.**

Previously: CS 111 Elective Code: B

Philosophy (PHL)

Introduces the fundamentals of programming using the BASIC language on microcomputer systems. Topics include input/output, looping, arrays, sorting, and data files, with an emphasis on problem definition, program design, coding, testing, and debugging. Substantial lab work is required.

CSC* E208 Advanced Visual Basic **4 c.h.**

Previously: CS 218 Elective Code: B, CS

Prerequisite: CSC E205 or permission of the instructor*

A continuation of CSC* E205 Introduction to Visual Basic. Topics include more complex programming tasks involving advanced language elements, graphics, object-oriented programming, database connectivity, and interaction with the Windows environment. The course requires substantial hands-on use of computers in a computerized classroom environment.

CSC* E210 C Programming **3 c.h.**

Previously: CS 213 Elective Code: B, CS

Prerequisite: Any previous computer programming course; satisfactory score on the mathematics placement test

Provides a theoretical and practical study of the Linux operating system. Topics covered include installation and configuration, using the desktop, understanding how user accounts and the file system work, using the command line, software management and system security. Substantial hands-on work will be required in the computer lab.

CSC* E223 JAVA Programming I **4 c.h.**

Previously: CS 216 Elective Code: B, CS

Prerequisite: One of the following courses: CSC E105, CSC* E205, CSC* E210, or permission of the instructor. Mathematics placement above MAT* E095.*

A comprehensive study of the fundamentals of object-oriented programming using the Java programming language. Topics include classes, objects, data structures, inheritance, polymorphism, graphics, event handling, components, graphical user interfaces, exception handling, threads, I/O streams, multimedia, and the Java API. The course requires substantial hands-on use of computers in a computerized classroom environment.

CSC* E224 Java Programming II **4 c.h.**

Elective Code: CS

*Prerequisite: CSC*E223 or permission of the instructor*

This is a course in advanced Java programming techniques. Topics include GUI components and Java Swing, graphics and Java 2D, exception handling, Java applets, files and streams, data structures and collections, generics, multithreading and concurrency, database connectivity (JDBC), networking and sockets, and regular expressions. The course requires substantial hands-on use of computers in a computerized classroom environment.

CSC* E231 Database Design I **3 c.h.**

Elective Code: CS

Prerequisite: The ability to perform basic file management and word processing tasks using Microsoft Windows

A study of the core concepts of relational database design using Structured Query Language (SQL). Topics include the creation, organization, normalization, and maintenance of relational databases and the in-depth use of SQL for querying and manipulating data. The course requires substantial hands-on work with a modern relational database management system, such as MySQL, in a computerized classroom environment.

CSC* E238 SQL Fundamentals **3 c.h.**

Elective Code: CS

Prerequisite: The ability to perform basic file management and word processing tasks on a personal computer

A comprehensive introduction to Structured Query Language (SQL), the industry standard computer language for manipulating information stored in relational databases. The course will emphasize the SQL select statement and the associated concepts of inner joins, outer joins, self joins, unions, data summarization, functions, data types, subqueries, and views. Other topics include the creation, deletion, and modification of tables; the insertion, deletion, and modification of rows and columns; and the implementation of indexes and constraints. Course content is continually updated to reflect the current state of the art in SQL programming. The course requires substantial hands-on computer work writing SQL code in a computerized classroom environment.

CSC* E239 Intro. to Database Design & Administration **3 c.h.**

Elective Code: CS

Prerequisite: The ability to perform basic file management and word processing tasks on a personal computer

A comprehensive study of relational database design methodology and an introduction to the basics of administering a relational database management system (RDBMS). The course focuses on the relational database model and the standard methodology for designing tables, fields, constraints, relationships, views, and other relational database elements so as to minimize data redundancy, establish data integrity, optimize performance, and facilitate the modification and retrieval of data. The course also covers the basics of implementing a relational database in a RDBMS and administering that RDBMS. Course content is continually updated to reflect the current state of the art in relational database technology. The course requires substantial hands-on computer work in a computerized classroom environment.

CSC* E240 Data Structures **3 c.h.**

Previously: CS 200 Elective Code: B

Prerequisite: CSC E107 or CSC* E210*

Continues to develop discipline in program design and style especially as they relate to more complex problems. Topics include: simple data structures: arrays, linklists, queues, stacks, and trees; string processing; and introduction to recursion. Substantial lab work is required.

CSC* E267 MATLAB Programming **3 c.h.**

Elective Code: CS

*Prerequisite: Mathematics placement above MAT*E095 or permission of instructor.Students should have the ability to perform basic file management and word processing tasks using Microsoft Windows.*

A comprehensive introduction to MATLAB programming. Topics covered include the MATLAB programming environment, variables, conditional statements, loops, arrays, functions, matrix and vector operations, data types, symbolic logic, data plotting, and file management. The course is continually updated to remain current with the state of the art in MATLAB programming. Substantial hands-on use of computers in a computerized classroom environment is required.

CSC* E268 Client-Side Programming **4 c.h.**

Elective Code: CS

*Prerequisites: CST*E150 and any programming language or permission of instructor*

A comprehensive introduction to Internet client-side programming using JavaScript and a modern programming library such as JQuery. Topics include the use of JavaScript, JQuery, and other programming libraries to handle events, manipulate the Document Object Model, interact with web servers using AJAX, and produce special effects using HTML 5. The course is continually updated to remain current with the state of the art in Internet programming. Substantial hands-on use of computers in a computerized classroom environment is required.

CSC* E269 Server-Side Programming **4 c.h.**

Elective Code: CS

*Prerequisites: CST*E150 and any programming language or permission of instructor*

A comprehensive introduction to Internet server-side programming using a modern server-side programming language such as PHP. Topics include server-side programming fundamentals, web application development, communication between server-side and client-side programs, database programming, and interaction with external web services. The course is continually updated to remain current with the state of the art in Internet programming. Substantial hands-on use of computers in a computerized classroom environment is required.

Computers: Technology (CST)

CST* E141 Computer Hardware **4 c.h.**

Previously: CS 135 Elective Code: B

Prerequisite or Parallel: CSA E106 or higher; MAT* E095 or placement higher than MAT* E095*

An introduction to the personal computer (PC) as a system with emphasis on understanding the roles both of the hardware and the elements that interface the hardware to the user's program. Common PC elements (mother board, disk drives, modems and displays) are examined and their operation under various operating systems explained. Students will study troubleshooting techniques and the isolation of problems into software or hardware faults, incompatibilities, or viruses.

CST* E144 Introduction to Electronics **4 c.h.**

Previously: CS 110 Elective Code: B

Prerequisite: MAT E095 or permission of the instructor*

An introduction beginning with the explanation of electrical energy, voltage, current and power concepts, and proceeding to fundamental DC, AC, analog, and digital circuits. Practical applications are stressed, and the lab exercises are run as though they are industry job assignments. Field practices are discussed and safety is stressed as a basic objective. Includes integrated lab exercises with the use of electronic test equipment and written lab reports.

CST* E145 Digital Circuits and Logic (Fall only) **4 c.h.**

Previously: CS 130 Elective Code: B

Prerequisite: MAT E095 or placement beyond MAT* E095. Prerequisite or Parallel: CSA* E106 or permission of the instructor*

A study of the elements of digital logic design, digital circuits, and the fundamentals of a modern digital system. It begins with an explanation of binary number systems, progresses through logical design and into PC systems. Laboratory experiments are used to provide practical experience.

CST* E150 Web Design and Development I **3 c.h.**

Previously: CS 109 Elective Code: B

Prerequisite: The ability to perform basic file management and word processing tasks using Microsoft Windows

An introduction to the development of Internet web sites with an emphasis on HTML and the related technologies that form the basis of web development. Students learn how to use HTML and related technologies to create multi-page web sites that include links, tables, frames, forms, graphics, image maps, multimedia, and style sheets. Course content is continually updated to reflect the current state of the art in Internet computing. The course requires substantial hands-on use of computers in a computerized classroom environment.

CST* E184 Network Administration I **3 c.h.**

Previously: CS 240 Elective Code: B

Prerequisite: CST E210 or any programming course*

An introduction to a workstation operating system. Topics covered include installation, configuration, administration, and support. The course will introduce administrative tools used to manage the system, and the protocols and services that ship with it, including the Domain Name System (DNS). Substantial work in the computer lab is required. This course will help students prepare for relevant industry tests.

CST* E185 Network Administration II **3 c.h.**

Previously: CS 241 Elective Code: B

Prerequisite: CST E184*

Students will learn how to plan the infrastructure of a network. Topics covered will include installation, file systems and disk management functions, administration of the operating system and directory services, network protocols, routing and remote access, monitoring and optimization. Substantial work in the computer lab is required. This course will help students prepare for relevant industry tests.

CST* E210 Operating Systems **3 c.h.**

Elective Code: B

Prerequisite: Any previous programming course

Provides a theoretical and practical study of today's operating systems. This course will analyze what operating systems are, what they do, how they do it, and how they compare with each other. Topics such as memory management, process management and user interfaces will be explored.

CST* E229 Network Routers and Switches **3 c.h.**

Prerequisite: CST E184 Network Administration, or permission of instructor*

A study of the technology involved in incorporating routers and switches into LAN/WAN network topologies. Topics include: IP addressing, subnets, routing protocols, VLANs, wireless domains, network emulation, network management tools, network diagnostics, troubleshooting, and management reports. Course content is continually updated to reflect the current state of the art in network design. The course requires substantial hands-on computer work in a computerized classroom environment.

CST* E231 Data Communications & Networks (Fall only) **3 c.h.**

Previously: CS 206 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

A comprehensive introduction to the concepts of data communications channels between computers. This course covers data transmission codes and protocols, LANS, WANS, file transfer protocols, communications software, planning and designing networks.

CST* E250 Web Design and Development II **3 c.h.**

Previously: CS 204 Elective Code: B

Prerequisite: CST E150 or permission of the instructor*

A study of the client-side technologies used in the development of interactive web sites. Students learn to create dynamic web sites using modern web development technologies such as HTML5, JavaScript, and CSS. Course content is continually updated to reflect the current state of the art in Internet computing. Substantial work in the computer lab is required each week.

CST* E258 Fundamentals of Internet Programming **4 c.h.**

Previously: CS 252 Elective Code: B

Prerequisite: CST E150 or permission of the instructor*

A comprehensive introduction to the server-side programming techniques used to develop interactive web sites. Using technologies such as PHP and SQL, students learn to create web sites that interact with web servers, manage user sessions, and store and retrieve data from databases. Course content is continually updated to reflect the current state of the art in Internet computing. The course requires substantial hands-on use of computers in a computerized classroom environment.

CST* E266 Linux Fundamentals 3 c.h.

Prerequisite: The ability to perform basic file management and word processing tasks on a personal computer

A comprehensive introduction to the installation, scripting, and administration of the Linux operating system in both client and server configurations. Students will learn how to install and use the base Linux operating system and its major subsystems (e.g., DNS, NFS, SSH, FTP, Apache2, MySQL) and will use the Linux command line, shell scripting, and GUI interfaces to perform operating system administration, file management, system maintenance, system security, and secure communication. Course content is continually updated to reflect the current state of the art in the Linux operating system. The course requires substantial hands-on computer work with Linux in a computerized classroom environment.

CST* E269 Introduction to Computer Security 3 c.h.

Prerequisite: The ability to perform basic file management and word processing tasks on a personal computer

A study of the fundamental elements of computer security. The course teaches students how to identify security vulnerabilities in computer systems and how to address these vulnerabilities using industry standard methodologies for securing computer hardware, networks, applications, data, and communications. Course content is continually updated to reflect the current state of the art in computer security. The course requires substantial hands-on computer work in a computerized classroom environment.

Criminal Justice (CJS)

CJS* E101 Introduction to Criminal Justice 3 c.h.

Previously: CJ 111 Elective Code: SS

This course examines an overview of the criminal justice system on the local, state and federal levels in a democratic society. Students will be exposed to the historical, theoretical, philosophical and practical perspectives of the systemâ ™s police, court and correctional agencies. This course is required in the Criminal Justice major and is a prerequisite for all other Criminal Justice courses.

CJS* E102 Introduction to Corrections 3 c.h.

Prerequisite: CJS E101*

An overview of the correctional system and its processes including history, sentencing, facilities, inmate populations, inmate rights, correctional programming, alternatives to incarceration and special populations.

CJS* E105 Introduction to Law Enforcement 3 c.h.

Prerequisite: CJS E101*

A study of the role of police in American society. The course will examine the history and development of policing, hiring and training practices, administrative functions and other issues impacting on law enforcement.

CJS* E106 Introduction to Homeland Security 3 c.h.

Prerequisite: CJS E101*

This overview course will address the history of homeland security, emergency preparedness and terrorist threats. Students will learn about problems and prospects of establishing aggressive intelligence and counterintelligence, and focus on specific issues relating to emergency management. The principles and practices of emergency planning and management will be emphasized in this course, along with an examination of current government reorganization and restructuring initiatives. The future of homeland security will also be discussed within the context of evolving technology, communications and modern security hazards.

CJS* E120 Police and the Community 3 c.h.

Prerequisite: CJS E101 and PSY* E111, and SOC* E101*

An analysis of the problems of police as they relate to the community and the procedures used by departments to meet those problems. Students will be given the opportunity to study the police role in relation to the sociological and psychological dynamics of the community. The student will become knowledgeable in the practices which foster positive community relations and police-citizen communication.

CJS* E139 Interviewing and Interrogation 3 c.h.

Prerequisite: PSY E111 and CJS* E101*

A comprehensive overview of the processes of interviewing and interrogation. Students will be introduced to a variety of interview and interrogation techniques and strategies. The course will cover interviewing and interrogation of witnesses, victims, suspects and children. Students will perform mock interviews and interrogations to demonstrate their understanding of the course materials presented. Legal and ethical considerations involved will also be discussed.

CJS* E201 Criminology 3 c.h.

Prerequisite: CJS E101 and PSY* E111 and SOC* E101*

A study of crime and society's treatment of crime and the criminal. The various causes of crime and delinquency, the philosophy of criminal and correctional law, custody and treatment of offenders will be studied.

CJS* E203 Juvenile Justice 3 c.h.

Prerequisite: CJS E101 or permission of the instructor*

A close examination of how the juvenile justice process has evolved and expanded as society has sought to understand, control, and influence change in the delinquent behavior of children and youth below the age of majority.

CJS* E211 Criminal Law I 3 c.h.

Prerequisite: CJS E101*

An exploration of the scope and classification of criminal law as it relates to various types of offenses. The areas of criminal liability, inchoate offenses and intent will be discussed as well as the U.S. Constitution's relationship to criminal laws and how laws are made and enforced.

CJS* E213 Evidence and Criminal Procedure 3 c.h.

Prerequisite: CJS E101 and POL* E111*

A study of the U.S. Constitution, particularly the Bill of Rights and the Fourteenth Amendment, as they relate to the functioning of the criminal justice system. Emphasis on individual rights, due process and civil liberties.

CJS* E220 Criminal Investigation 3 c.h.

Prerequisite: CJS E101*

An introduction to the procedures and techniques of criminal investigation. Topics discussed will include the interview, interrogation, crime scene search, collection and preservation of evidence, and case preparation.

CJS* E221 Arson Investigation 3 c.h.

Prerequisite: CJS E101*

An introduction to the problems and effects of arson; analysis of the chemistry of the fire scene; use of investigative and detection aids, photographs, measurements and diagrams; collection and preservation of evidence; methods of interviewing and interrogation; legal aspects of arson investigation.

CJS* E222 Computer Investigation Techniques 3 c.h.

Prerequisite: CJS E101 and permission of the instructor*

A comprehensive introduction to computer operations and computer system components with an emphasis on storage and retrieval of information for investigative purposes. Topics covered include basic operating systems, hardware, software, encryption, identification of evidentiary information, Internet servers and web sites, freeware, bulletin boards, file types and manipulations, spreadsheets and databases. Students will develop the ability to assemble evidence for a criminal investigation process. Substantial lab work is required.

CJS* E225 Forensic Science 3 c.h.

Prerequisite: CJS E220*

A study of the relationship of physical evidence to a specific crime or criminal. Discussion will include various methods of scientific development of physical evidence at crime scenes and under laboratory conditions. Emphasis will be placed on identification of suspects through physical, chemical or biological evidence.

CJS* E237 Crime Scene Processing and Investigation 3 c.h.

Prerequisite: CJS E220 or instructor approval*

This course will apply basic criminal investigation skills to practical crime scene scenarios. Students will visit mock crime scenes, and process these scenes in their entirety. Hands-on instruction will concentrate on teaching students to effectively secure the scene and document the scene with sketches and digital photography. Students will learn proper crime scene note-taking and diagramming techniques. Students will also actively engage in searching for evidence, collecting evidence and creating chain-of-custody logs. Preparation for effective courtroom testimony will also be covered in this class.

CJS* E238 White Collar Crime 3 c.h.

Prerequisite: CJS E101 Introduction to Criminal Justice*

This course will examine the definitions and laws pertaining to white collar crime, as well as the practice, procedure and strategy concerning white collar criminal investigations and prosecutions. It will also provide an overview of the legal defense of white collar criminal cases. Topics addressed will include the criminology of white collar crime, investigative techniques used to combat white collar crime, prosecutorial discretion, legal privileges and common defenses. Indictments, sentencing and the goals of punishment will also be covered, along with a discussion of substantive law as it relates to specific types of white collar crimes.

CJS* E240 Correctional Administration 3 c.h.

Prerequisite: CJS E102*

An examination of the correctional organization, the administrative process, and supervision and management in the correctional setting. Topics addressed will include values and ethics, policies and procedures, legal issues for employees, human resources, leadership, and power and influence.

CJS* E244 Community-Based Corrections 3 c.h.

Prerequisite: CJS E102*

An examination of the relationship between institutional confinement and community-based correctional programs. The organization and administration of probation and parole programs are examined. Special attention is given to the study of rehabilitative and community reintegration programs and activities.

CJS* E250 Police Organization and Administration 3 c.h.

Prerequisite: CJS E101*

A detailed analysis of police organization and administration. A study of administrative problems within a police organization and the equating of sound principles of human relations and supervision to effective police performance.

CJS* E251 Police Management Seminar 3 c.h.

Prerequisite: CJS E250*

A practical application of previously studied theories and methods in police management. Students will use group work, case studies and projects to theoretically interpret and apply data in management situations.

CJS* E259 Writing and Research for Law Enforcement 3 c.h.

Prerequisite: ENG E102 and CJS* E101*

This course emphasizes the practical aspects of gathering, organizing and preparing written reports and other documents applicable to law enforcement. Students will practice the processes and procedures for creating and completing successful writing in the criminal justice field, make use of the technologies commonly used for research and writing in law enforcement, and learn the conventions of evidence, format, usage and documentation in the field.

CJS* E280 Victimology 3 c.h.

Prerequisite: CJS E101 or permission of the instructor*

A comprehensive course designed to acquaint the student with the many issues faced by the victims of crime. Topics covered will include victimization and other issues central to crime victim assistance. Students will also gain an understanding of how to address the needs of crime victims and act as advocates for victim issues.

CJS* E290 Practicum in Criminal Justice 3 c.h.

Prerequisite: CJS E101 and CJS* E201 and CJS E*211 and CJS E*213, and permission of the instructor*

Supervised placement with a criminal justice agency to allow the student the opportunity to explore career choices while gaining actual job experience in the criminal justice field. Students will be required to participate a minimum of 8 hours per week (120 hours per semester) and to attend a bi-weekly meeting with the practicum advisor.

CJS* E294 Contemporary Issues in Criminal Justice 3 c.h.

Prerequisite: CJS E101 or permission of the instructor*

A series of seminars covering topics of current interest in the criminal justice field. The criminal justice field changes very rapidly and this course will focus on areas of change such as ethics, use of force, Supreme Court decisions which affect criminal justice, prison issues, the drug problem and other issues which impact on the criminal justice system.

CJS* E295 Contemporary Issues in Forensic Science 3 c.h.

Prerequisite: CJS E220 and CJS* E225 and CJS* E101 or permission of the instructor*

A series of seminars covering topics pertaining to investigative techniques and the evaluation of evidence in criminal and civil cases.

Developmental Studies (DS plus ENG and MAT)

DS E099 Academic Skills Development 3 c.h.

This course helps students to develop the skills of an independent, college ready student. It prepares students to succeed in academic coursework and college life through studying of academic terminology and policies, learning personal responsibility, responding to academic reading and writing, and developing critical thinking skills, among other topics. The course will help students to develop a college success portfolio that demonstrates research and developmental of educational goals and reflects on students' academic transformation. This course must be taken within the first 15 credit hours. *This course does not satisfy graduation requirements.*

ENG* E003 Foundations of Reading 3 c.h.

Prerequisite: Placement test score

Provides students with essential reading skills such as decoding skills, phonetic and structural analysis skills, vocabulary development and reading comprehension in order to provide students with a basic reading foundation. This course will not satisfy graduation requirements.

ENG* E013 Writing Foundations of English 3 c.h.

Prerequisite: Placement test score

A practical application of grammar by intensive practice in writing short passages to achieve competence in writing grammatically sound sentences and paragraphs. This course also is an introduction to the writing process by practical application of pre-writing, drafting, and revising techniques to writing short passages. This course will not satisfy graduation requirements. ENG* E003 or ENG* E092 may be taken concurrently.

ENG* E043 Writing: Paragraph to Essay 3 c.h.

Prerequisite: Placement test score or C in ENG E013. Prerequisite or parallel: DS E099*

A comprehensive study of the paragraph as a unit of composition, emphasizing organization of ideas, specific methods of development, and elements of style. The subject matter will include the grammar and syntax of sentence patterns, punctuation, and the mechanics of formal college writing. Frequent writing assignments both in and out of class will be conducted in a workshop manner. This course will not satisfy graduation requirements.

ENG* E073 Academic Reading 3 c.h.

Prerequisite: Placement test score or C in ENG E003. Prerequisite or parallel: DS E099*

Provides students with advanced work in reading skills (literal meaning, inference, critical thinking, and interpretation and evaluation) along with vocabulary development (dictionary and library skills) in preparation for general college studies. Prepares students for college-level reading in a variety of subjects. This course will not satisfy graduation requirements. ENG* E013, ENG* E043 or ENG* E101 may be taken concurrently.

ENG* E092 Introduction to College Reading 3 c.h.

Prerequisite: Placement test score or successful completion of transitional program in reading. Prerequisite Or Parallel: DS099

This course prepares students for the reading demands in ENG*101 and other college-level courses by integrating reading and critical thinking. Students 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 reading skills. Students will learn and practice specific college-level skills through critical reading, 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.* ENG* E094 must be taken concurrently if student places into ENG* E092 and ENG* E094.

ENG* E092I Introduction to College Reading INTENSIVE 6 c.h.

Prerequisite: Placement test score

This course prepares students for the reading demands in ENG*101 and other college-level courses by integrating reading and critical thinking. Students 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 reading skills. Students will learn and practice specific college-level skills through critical reading, 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.* ENG* E094 or ENG* E094i must be taken concurrently if student places into ENG* E092i and ENG* E094 or ENG* E094i.

ENG* E093 Introduction to College Reading and Writing 3 c.h.

Prequisite or Parallel: Placement into course by Accuplacer scores of 78-87 on sentence skills and 83-93 on Reading Comprehension and DS 099. Parallel: DS 099

This course will provide students with advanced work in reading skills (literal meaning, inference, critical thinking, interpretation and evaluation) and writing skills (organization of ideas, specific methods of development, elements of style, and writing process) in preparation for college level reading and writing in a variety of subjects. The course focuses on reading and writing as processes and explores the natural link between careful reading and good writing. The course will prepare students for college level reading and writing in a variety of subjects. Students who pass this class with a grade of "C" or better satisfy any requirement for ENG E043 and ENG E073. This course will not satisfy graduation requirements.

ENG* E094 Introduction to College Writing 3 c.h.

Prerequisite: Placement test score or successful completion of transitional program in writing. Prerequisite or Parallel: DS099

This course prepares students for the writing demands in ENG* E101 and other college-level courses by integrating 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 will learn and practice specific college-level skills through 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.* ENG* 092 must be taken concurrently if student places into ENG* E092 and ENG* E094.

ENG* E094I Introduction to College Writing INTENSIVE 6 c.h.

Prerequisite: Placement test score

This course prepares students for the writing demands in ENG* E101 and other college-level courses by integrating 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 will learn and practice specific college-level skills through 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.* ENG* E092 or ENG* E092i must be taken concurrently if student places into ENG* E094i and ENG* E092 or ENG* E092i.

MAT* E075 Prealgebra 3 c.h.

Prerequisite: Placement test score

A review of basic arithmetic skills including whole numbers, fractions, decimals, and percents. Practical applications will be emphasized. Also included is an introduction to algebra and algebraic notation. This course will not satisfy graduation requirements.

MAT* E075S Prealgebra (Spanish) 3 c.h.

Prerequisite: MAT E075 taught in Spanish*

MAT* E075 Taught in Spanish

MAT* E095 Elementary Algebra Foundations 3 c.h.

Prerequisite: Placement score or successful completion of transitional program in Mathematics.

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 will not satisfy graduation requirements.*

MAT* E095I Elementary Algebra Foundations INTENSIVE 6 c.h.

Prerequisite: Placement test score

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 will not satisfy graduation requirements.*

Early Childhood Education (ECE, EDU)

ECE* E101 Introduction to Early Childhood Education 3 c.h.

Prerequisite or Parallel: ENG E043 or placement into ENG* E101*

A study of the historical, philosophical, and social perspectives of early care and education. Emphasis will be on modern development trends, along with an understanding of the organization and compositions of early childhood education settings, which include curriculum materials, learning environments and equipment. Ten hours of field visits are required.

ECE* E103 Creative Experiences 3 c.h.

Prerequiste or Parallel: ECE E101*

This course is designed to study the concept of Creativity and the creative process as it applies to art and play for young children. At the completion of this course, the student will be able to set-up a creative play environment, facilitate children's creative play and develop an art philosophy and creative art program for children.

ECE* E106 Music & Movement for Children 3 c.h.

An investigation into the role of music and basic movement in early childhood development. Students will receive a basis in music skills. Included is preparation for assessing the health and physical well-being of the child. Students will demonstrate teaching techniques and prepare themselves for teaching through construction of teaching materials and accumulation of resource materials.

ECE* E141 Infant/Toddler Growth & Development 3 c.h.

Designed to prepare students in the care and teaching of infants and toddlers. Emphasizes the interrelationship of social, emotional, cognitive, physical, and language development patterns. Age-appropriate curriculum strategies based on developmental theories to create a quality program within an interesting, explorable environment will be discussed. Ten hours of field visits required.

ECE* E176 Health, Safety, and Nutrition 3 c.h.

The relationship between health, safety, and nutrition and child development will be examined. Emphasis will be on the strategies needed to implement a safe, healthy, and nutritionally sound program for young children. Community agencies and resources that benefit children and families will be explored.

ECE* E180 CDA Credential Preparation 3 c.h.

Prerequisite: ECE E101 and a 3 credit ECE elective*

Designed for early childhood education teachers and child care providers seeking their Child Development Associate Credential. Students will be assisted in developing an understanding of CDA functional areas along with a CDA resource file. Theories and philosophies within early childhood education will be correlated to CDA competencies.

ECE* E182 Child Development 3 c.h.

Elective Code: BS

Prerequisite or Parallel: ENG 043 or higher and ENG 073 or higher

This course is concerned with human development from prenatal through elementary education with particular emphasis on the preschool child. The physical, socio-emotional, and cognitive benchmarks through successive stages of development will be studied in depth.

ECE* E190 ECE Behavior Management 3 c.h.

This course is designed for early childhood education teachers, child care providers and directors. It will review the many behavior management and discipline strategies that are available to be used with young children. Discipline approaches that go beyond rules and punishment will be examined. Students will study and create an environment that leads to respect and self-discipline. Participants learn to analyze teaching/management styles so as to be able to incorporate the best techniques to help lead children to self-control.

ECE* E206 Administration and Supervision of Early Childhood Programs 3 c.h.

Prerequisite or Parallel: ENG E101 and ECE *E101, BOTH with a grade of C or better*

This course examines the roles, responsibilities and skills involved in management and supervision of preschool programs. Emphasis is placed on the duties and responsibilities of an administrator; the selection, supervision and evaluation of staff members; program development; the budgeting process and fiscal management; food and health services; laws and regulations concerning state child care licensing; and parent involvement.

ECE* E207 Natural Science and Safety for Children 3 c.h.

Designed to enable the teacher to provide children with an appreciation of the world in which they live. It will encompass themes in mathematical concepts, natural science, physics, physical science, biology, chemistry, nutrition, and health and safety education. Emphasis will be placed upon children?s natural curiosity. The method of teaching by discovery will be stressed.

ECE* E210 Observation, Participation and Seminar 3 c.h.

Prerequisites: ECE E101 with a grade of C or better*

Provides current and prospective teachers of young children with an in-depth appreciation of the need to observe and record children's behavior. The primary outcome of this class will be to further the student's ability to observe objectively and to increase their ability to understand and interpret behavior. Observation and participation placements are required in approved early childhood settings. The student will observe and participate for sixty hours. Experiences are extended in weekly seminars.

ECE* E212 Administrative Leadership in Early Childhood Programs 3 c.h.

Prerequisitel: ECE E206 with a grade of C or better*

This course is designed to examine the multi-dimensional roles of the early childhood program administrator. Emphasis will be on effective leadership and the impact of communication and interpersonal skills; decision making and participatory management tools; how to conduct effective meetings; formation of partnerships with families; child welfare advocacy, and strategic approaches to initiating and implementing change.

ECE* E215 The Exceptional Learner 3 c.h.

An introduction to the field, problems and trends in special education in America. Emphasis on the history, concepts, practices and terminology used by professionals in the field of special education. Sessions will include both general and specific information which will assist students in defining their role with Special Education students as well as their possible future careers in this area. Field observations included.

ECE* E216 Methods & Techniques in Special Education 3 c.h.

*Prerequisite: ECE*E215*

An overview of many methodologies used in special education settings. Students will be exposed to behavior modification, classroom environments, testing materials and other special education practices.

ECE* E222 Methods & Techniques in ECE 3 c.h.

Prerequisite: ECE E210 with a grade of C or better.*

The study of the knowledge and skills needed to plan, implement, and evaluate a developmentally and culturally appropriate curriculum. Experiences will focus on the design of the learning environment, the interaction between teacher, child, and the family, and the fostering of opportunities to enhance the development of the individual whole child.

ECE* E231 Early Language and Literacy Development 3 c.h.

Prerequisites: ECE E101 and ENG* E101*

Principles of language development/emerging literacy in the young child. Emphasis on the creative development of each individual child?s skills in language arts-listening, speaking, reading and writing. Students will be responsible for planning literacy experiences. Field trips will be required.

ECE* E241 Methods and Techniques for Infants and Toddlers 3 c.h.

Prerequisite: ECE E141*

An introduction to various curriculum models for infants and toddlers. Strategies to interact and stimulate children under three will be explored. Cognitive learning games, language activities, music, movement and dramatic play will be studied. Developmentally appropriate toys and books will be reviewed.

ECE* E275 Child, Family, and School Relations 3 c.h.

This course will review the socialization process; the development of children as social beings who acquire knowledge, skills, and character traits that enable them to participate as effective members of their family, school, and society through human relationships.

ECE* E295 Student Teaching Practicum 6 c.h.

Prerequisites: All Early Childhood courses unless approved by the ECE advisor and ECE E222 with a grade of C or better.*

Guided observation, participation and supervised student teaching in NAEYC accredited centers or kindergartens are required. The purpose of student teaching is to enable the student to apply child development theory in a learning environment and to work with children under close supervision. Students will manage a classroom independently, plan, organize, implement and evaluate classroom activities. Students will complete a minimum of 200 hours of student teaching. Weekly seminars devoted to issues in early childhood education and the experience of the student teacher will extend the individual's learning experience.

EDU* E 201 Foundations in Education 3 c.h.

This course has not been approved for HCC, it can be taken at SCSU as part of the Pathways to Teaching program

Economics (ECN)

ECN* E101 Principles of Macro-Economics 3 c.h.

Previously: EC 204 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

A study of the economic system as a whole, concentrating on the U.S. including the general structure of business in the U.S.; the creation and control of the money supply; the components of aggregate demand; recessions and inflation; the interrelated roles of government and business; and international trade and exchange are covered.

ECN* E102 Principles of Micro-Economics 3 c.h.

Previously: EC 203 Elective Code: B

Prerequisite: ENG E101 or permission of the instructor*

A study of market directed and mixed economies, emphasizing the American experience. The theory and facts of economic growth are covered. Emphasis is on market models and factor pricing. Alternative economic systems and current problems are surveyed. Students are expected to have a working knowledge of line graphs.

ECN* E170 Economic Geography 3 c.h.

Previously: EC 100 Elective Code: B

Prerequisite or Parallel: ENG E101 or permission of the instructor*

An examination of natural and cultural factors affecting production and consumption of goods and services and spatial distribution of economic activities. Location theories are stressed. The systematic approach is emphasized primarily, but consideration is given to the regional approach. People-land relationships are considered in terms of physical and socio-economic patterns.

ECN* E180 History of Economic Thought 3 c.h.

Previously: EC 101 Elective Code: B

Prerequisite or Parallel: ENG E101 or permission of the instructor*

A survey of the great ideas on which economics is based using the historical approach. The student is introduced to the concepts and tools of economics and to the relationships between economics and society. Not open as a credit elective for Business majors.

Engineering Science (EGR)

EGR* E211 Engineering Statics **3 c.h.**

Elective Code: S

Prerequisite or Parallel: MAT E256, Calculus II*

A study of engineering mechanics via vector approach to static forces and their resolution. Topics include: properties of force systems, free-body analysis, first and second moments of areas and mass, and static friction. Applications to trusses, frames, beams and cables included.

EGR* E212 Engineering Dynamics **3 c.h.**

Elective Code: S

Prerequisite: EGR E211*

A study of Newtonian mechanics to dynamic forces, translational motion, work, impulse and momentum will be taught. Topics included: kinematics, kinetics of particles and rigid bodies, vibrations, energy and momentum conservation.

EGR* E214 Engineering Thermodynamics **3 c.h**

Elective Code: S

Prerequisite: PHY 221 and MAT* 254*

This course covers energy concepts and balances; basic definitions including the first and second laws of thermodynamics; ideal and real gases; thermodynamic properties; and introductory cycle analysis.

English (ENG)

ENG* E101 Composition **3 c.h.**

Prerequisite: Satisfactory score on placement examination OR passing BOTH courses in one of the following course sets with a grade of C or higher: [ENG 043 and ENG 073] OR [ENG 092 and ENG 094]

The study of skills necessary for effective written communication. The course includes analyses of outstanding non-fiction prose works. The principles of rhetoric and logic are also applied in frequent writing assignments.

ENG* E101W English Composition Workshop **3 c.h.**

Prerequisite: Appropriate score on placement examination.

This workshop provides support for the material covered in ENG*101, and is to be taken in conjunction with the corresponding section of ENG*101. The workshop focuses on further examination of and development of strong sentence, paragraph and essay structures necessary for college level writing. The close reading of texts will model effective writing, and students will make heavy use of the writing process and peer workshopping to develop their ENG*101 assignments.

ENG* E102 Literature & Composition **3 c.h.**

Prerequisite: A grade of C or higher in ENG E101*

A continuation of ENG* E101, including analyses of works of fiction, poetry, and drama to introduce techniques such as irony, satire, point of view, and figurative uses of language. Assignments encourage analytical reading and writing. The course also focuses on research techniques to be applied to a documented paper.

ENG* E213 Poetry **3 c.h.**

Elective Code: H

Prerequisite: ENG E102*

This course examines the nature and variety of poetry to foster competence and pleasure in the reading, understanding and evaluation of poems as works of art. The course focuses on how poems work, examining elements critical to poetry, such as imagery, figurative language, symbol, diction, voice, rhythm, rhyme and structure. Elements of form, such as the employment of open, closed and traditional forms, may also be included. Close examination of poems will foster an understanding of both the historical context of some particular poems and of how understanding poetic techniques adds to the delight of reading and understanding poetry, thereby giving students the confidence and competence to approach more advanced levels of reading literature, whether formally or informally. Students will engage in the close reading and analysis of a wide range of poems written in the English language, and possibly some poems in translation from other languages. Students will be called upon to employ their skills in close reading, analysis and research in their writing assignments.

ENG* E214 Drama **3 c.h.**

Elective Code: H

Prerequisite: ENG E102*

This course is an exploration of the genre of drama as a literary form. Each dramatic piece, both tragedies and comedies, will be read and analyzed structurally, thematically, historically, and artistically. Works by classic playwrights as well as major figures from the great ages of drama are included.

ENG* E221 American Literature I **3 c.h.**

Previously: EN 205 Elective Code: H

Prerequisite: ENG E102*

Close reading of selected major works of American Literature from colonial times to the close of the nineteenth century. Emphasis will be placed upon the social and cultural implications of the works as well as upon their relevance to our own time. Major concentration will be on such writers as Poe, Hawthorne, Emerson, Thoreau, Melville, Whitman, Crane, James, Twain, and Dickinson.

ENG* E222 American Literature II **3 c.h.**

Previously: EN 206 Elective Code: H

Prerequisite: ENG E102*

A study of the major works of American Literature from the close of the nineteenth century to the present. Particular attention is given to the social and cultural implications of the works of such writers as Frost, Fitzgerald, Eliot, Hemingway, Faulkner, O'Neill, Steinbeck, Williams, and Ellison.

ENG* E231 British Literature I **3 c.h.**

Previously: EN 201 Elective Code: H

Prerequisite: ENG E102*

A chronological survey of the major works of English literature from the Anglo-Saxon period through the 18th century. Works may include those of the Beowulf poet, Chaucer, Shakespeare, Donne, Milton, Pope, and Swift. Works will be related to their historical and cultural settings.

ENG* E232 British Literature II **3 c.h.**

Previously: EN 202 Elective Code: H

Prerequisite: ENG E102*

A chronological survey of the major works of English literature during the 19th and the 20th centuries, including those of Wordsworth,

Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Hopkins, Yeats, and Eliot. Works will be related to their historical and cultural settings.

ENG* E233 Shakespeare **3 c.h.**

Previously: EN 217 Elective Code: H

Prerequisite: ENG E102*

Detailed study of the major works of Shakespeare, such as sonnets, histories, comedies, romances, and tragedies from both a literary and theatrical perspective. Works will be related to their historical and cultural settings.

ENG* E241 World Literature I **3 c.h.**

Previously: EN 207 Elective Code: H

Prerequisite: ENG E102*

A study of the major literary works of the western world from the beginnings to the Renaissance, including the Hebrew Scriptures (Old Testament), Greek mythology, the *Iliad*, Greek dramas, Roman mythology, the *Aeneid*, the New Testament, and the *Divine Comedy*.

ENG* E242 World Literature II **3 c.h.**

Previously: EN 208 Elective Code: H

Prerequisite: ENG E102*

A detailed study of the major literary works of the Western world from the Renaissance to recent times. Works may include philosophical works of Descartes and Pascal, comedies of Moliere, tragedies of Racine, Voltaire's *Candide*, Goethe's *Faust*, and works of Flaubert, Dostoyevsky, Gorki, Mann, Sartre, and others.

ENG* E251 African American Literature **3 c.h.**

Elective Code: H

Prerequisite: ENG E102*

This course is an introduction to the literature of the African American diaspora with significant emphasis on the cultural and historical perspectives emerging from the literature. Short stories, poetry, drama, novels, and essays are covered.

ENG* E262 Women in Literature **3 c.h.**

Elective Code: H

Prerequisite: ENG E102*

This course involves a study of women in literature. The course focus is on the way women find their voice as writers, examining how gender bias, social and economic class, and ethnicity and race impact the way women express themselves. Fiction, drama, and poetry are all included.

ENG* E271 Film and Literature **3 c.h.**

Elective Code: H

Prerequisite: ENG E102*

A close analysis of novels and their relationship to film adaptations made from them. Although some attention will be given to the nature and esthetics of film, emphasis will be on the literature itself. Relationships between the two genres might include the use of language, concreteness, perception, and handling of time as well as more traditional comparisons involving plot, character, setting, and theme.

ENG* E278 Contemporary Literature **3 c.h.**

Previously: EN 219 Elective Code: H

Prerequisite: ENG E102*

A study of representative post World War II writers from various geographic areas of the globe who reflect philosophies, movements, and styles that influence present-day attitudes. Works discussed will be from American, British, and world traditions, with emphasis placed on culturally diverse movements and on new developments in literary studies.

ENG* E281 Creative Writing **3 c.h.**

Previously: EN 211 Elective Code: F

Prerequisite: ENG E101 or permission of the instructor*

A study and application in a seminar atmosphere of creative writing techniques, including, but not necessarily limited to, fiction and poetry. Intensive study of fiction by the world's great writers to discover and understand the techniques used will serve as a starting point for individual work by students. Examination and practice of the techniques of poetry writing will also be offered. Work produced will be discussed and critically evaluated by the class. When possible, meetings and discussions with established writers will be arranged. This course cannot be used as a Humanities elective.

ENG* E282 Creative Writing- Poetry **3 c.h.**

Elective Code: F

Prerequisite: ENG E101 or permission of the instructor*

This course is a study and application in a seminar atmosphere of poetry writing techniques. Intensive study of poetry by the world's great poets and contemporary poets to discover and understand the techniques used will serve as a starting point for individual work by students. The goal of this seminar is to develop the studentâ ™s ability in elements essential to the craft of poetry, including the use of vibrant imagery, effective line breaks and communicative language choices. Focusing on these basic elements will strengthen the work of both new and experienced poets. In order to build skill in these and other techniques as well as varied approaches to the creative process, students will be asked to make use of the techniques studied in frequent poetry writing assignments. Work produced will be discussed and critically evaluated by the class. When possible, meetings and discussions with established writers will be arranged. No previous experience with creative writing or the study of poetry is required. *This course cannot be used as a Humanities elective.*

ENG* E298 Special Topics in English **3 c.h.**

Previously: EN 200 Elective Code: H

Prerequisite: ENG E102*

An opportunity to explore a variety of literary types in a less conventional setting than in the period courses. Topics will be varied by semester and by instructor's specialty. Among the special topics alternating by semesters are: Women in Literature; Mythology; Masterpieces of the Drama; Irish Literature; Hispanic Literature; Black Literature; Enduring Themes in Literature; Fiction & Film; Jewish Writing of the 20th Century; and the Holocaust.

English As A Second Language (ESL)

ESL* E010 Combined Skills I **6 c.h.**

Prerequisite: ESL interview and placement test

A beginner-level language course for non-native students with limited English experience who need an introduction to the basic sounds, structures, and vocabulary of spoken and written English. Includes listening comprehension and speaking skills, basic vocabulary and grammar study, and elementary reading and writing practice. Adult basic literacy, including cursive writing, is assumed. Two hours of laboratory/tutorial practice is required per week. This course will not satisfy graduation requirements.

ESL* E015 Grammar I **3 c.h.**

Prerequisite: Placement at ESL E010 or ESL* E020*

An intensive language course for high-beginner and low-intermediate, non-native students who want to develop competency in the use of basic grammatical structures in everyday situations. The course provides students the opportunity to learn these structures through daily reading and language analysis exercises, speaking and writing practice. This course does not satisfy graduation requirements.

ESL* E020 Combined Skills II **6 c.h.**

Prerequisite: ESL E010 or ESL interview and placement test*

A high beginner-level language course for non-native students who need to develop confidence and fluency in speaking and writing practical English for everyday use. Includes listening comprehension and speaking skills, general vocabulary, basic grammar, and simple reading and writing practice. Two hours of laboratory/tutorial practice required per week. Does not satisfy graduation requirements.

ESL* E130 Combined Skills III **6 c.h.**

Previously: ESL 111 Elective Code: H

Prerequisite: ESL placement test

An academically-oriented language course for non-native students who have a simple knowledge of spoken and written English. Emphasizes intensive general academic vocabulary development, extensive reading and listening comprehension, major aspects of sentence structure and grammar, and speaking and writing improvement using linguistically controlled materials. Two hours of laboratory/tutorial practice required per week.

Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

ESL* E135 Grammar III **3 c.h.**

Previously: ESL 135 Elective Code: H

Prerequisite: Completion of ESL E020 with a grade of C or higher, or placement at ESL* E130*

An intensive language course for non-native students who want to develop competency in the use of intermediate grammatical structures in practical and academic contexts. The course provides students the opportunity to learn these structures through daily reading and language analysis exercises, speaking and writing practice.

Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

ESL* E140 Combined Skills IV **6 c.h.**

Previously: ESL 112 Elective Code: H

Prerequisite: ESL placement test or ESL E130*

Helps intermediate level ESL students improve their reading and writing skills and provides practice in listening and speaking. Reading assignments stress comprehension and vocabulary building. Writing skills focus on developing basic sentence structure and simple paragraphs. Students listen to taped lectures, practice dictation and note-taking, and participate in structured group discussions. All activities focus on expanding knowledge of English and developing fluency in all skills. Two hours of laboratory/tutorial practice required per week.

Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

ESL* E147 Oral Communications IV **3 c.h.**

Previously: ESL 115 Elective Code: H

Prerequisite: ESL E130 or permission of the instructor*

A speech improvement course to help intermediate-level non-native speakers of English to communicate more effectively in everyday situations and in academic settings. Focus is on developing greater clarity and fluency in spoken English through daily listening discrimination and pronunciation exercises; peer observation and interaction; guided group discussions and individual oral presentations. One hour of laboratory or tutorial practice required per week.

Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

ESL* E150 Combined Skills V **6 c.h.**

Previously: ESL 121 Elective Code: H

Prerequisite: ESL placement test or ESL E140*

An advanced language course for non-native students who have developed basic fluency in written and spoken English and who wish to further improve their language skills for academic or career purposes. Emphasizes intensive academic vocabulary development, extensive reading practice using short and long selections of general interest from academic subjects and literary works, individual pronunciation and oral presentations. Elements of effective writing, including problems in advanced syntax and sentence structure, are applied in short essays and longer writings such as autobiographies and book reports. Two hours of laboratory/tutorial practice required per week.

Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

ESL* E155 Grammar V **3 c.h.**

Previously: ESL 155 Elective Code: H

Prerequisite: Completion of ESL E140 with a grade of C or higher, or placement at ESL* E150*

An intensive language course for non-native students who want to develop competency in the use of advanced grammatical structures in academic contexts. The course provides students the opportunity to master these structures through daily reading and language analysis exercises, group discussion and essay writing.

Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

ESL* E160 Combined Skills VI **6 c.h.**

Previously: ESL 122 Elective Code: H

Prerequisite: ESL placement test or ESL E150*

Helps advanced ESL students expand and refine their reading, listening, speaking and writing skills for more effective communications in college and career settings. Students read non-fiction and fiction relating to North American culture and other subjects, discuss readings in small groups, then respond to readings by writing essays, summaries and reports. Students listen to taped lectures, dialogues and narratives from radio and television, and present oral reports and debates on selected topics. Activities focus on developing fluency, clarity and correctness of expression. Two hours of laboratory/tutorial practice required per week.

Intermediate and Advanced ESL courses carry foreign language credit. Up to 12 ESL credits may be used to fulfill foreign language/humanities or open elective graduation requirements.

ESL* E167 Oral Communications VI **3 c.h.**

Previously: ESL 125 Elective Code: H

Prerequisite: ESL E150 or permission of the instructor*

A speech improvement course to help advanced-level non-native speakers of English communicate more effectively in academic and professional settings. Focus is on accent reduction and developing communication strategies through listening discrimination and pronunciation exercises; self-analysis practice, peer observation and interaction, and oral presentations. One hour laboratory/tutorial practice required per week.

Intermediate and Advanced ESL courses carry foreign language credit. A maximum of 12 credits of ESL courses may be applied as open-elective credits in the General Studies degree program.

French (FRE)

FRE* E101 Elementary French I **3 c.h.**

Previously: FR 101 Elective Code: H

Prerequisite: A foreign language placement test is required or permission of instructor. Native Speakers are not permitted to take this course for credit.

French 101 is a course designed for students without previous knowledge of the language. In this course, the four language skills will be developed: listening, speaking, reading and writing. The course will also introduce students to French speaking countries and cultures around the world.

FRE* E102 Elementary French II **3 c.h.**

Previously: FR 102 Elective Code: H

Prerequisite: Either a foreign language placement test, FRE E101, or permission of instructor is required. Students who place outside of the designated range for this class will not be permitted to take this course for credit.*

A continuation of FRE*E101, this course is for students who have taken either FRE*E101 or one year of high school French. This course continues to cover the basic grammar patterns of the French language, and builds competence in all fours skill areas: reading, writing, listening, and speaking at a basic level (personal information, immediate needs, survival skills, repeated utterances).The student will gain exposure to a broad range of vocabulary, grammar patterns, and major tenses. Through varied class activities such as group work, skits, role-play situations, oral presentations, oral proficiency and communication shall be emphasized. Laboratory time is required weekly.

FRE* E201 Intermediate French I **3 c.h.**

Previously: FR 103 Elective Code: H

Prerequisite: FRE E102, Placement test or permission of the instructor.*

Continued systematic review of the French language and culture. Continuation of the gradual and proportional development of the four basic skills: understanding, speaking, reading, and writing. Emphasis will be placed on Reading and Writing. Detailed explanation of the principles of grammar. Training in reading comprehension to facilitate the development of writing skills. Prose and poetry from contemporary literature will be introduced to enhance writing abilities. Access to the Internet will be encouraged. Laboratory time is required weekly.

FRE* E202 Intermediate French II **3 c.h.**

Previously: FR 104 Elective Code: H

Prerequisite: FRE E201, Placement test or permission of the instructor.*

This course is a continuation of French 201 where we will continue to develop the four skills to master vocabulary and grammatical structures using texts and short novels from the francophone world, discussing contemporary topics, writing short essays to gain proficient level in French. Laboratory time is required weekly.

FRE* E299 Independent Study in French **3 c.h.**

Previously: FR 225 Elective Code: H

Prerequisite: Permission of the Foreign Language faculty

Designed for those students who wish to obtain credit in a selected topic in French. Students should have a high academic standing in French language.

Geography (GEO)

GEO* E111 World Regional Geography **3 c.h.**

Previously: GH 101 Elective Code: SS

Prerequisite or Parallel: ENG E101*

A study of the physical and human elements of global geography. Regional, cultural and population influences will be explored to give the student a better understanding of different geographical situations found in the world. The differences and inter-relationships of the developed and developing nations are probed in the depth necessary to understand present societies. Group discussions and audio-visual presentations are used as methods to give the student better insight into the influence of geography.

Health (HLT)

HLT* E103 Investigations in Allied Health **3 c.h.**

Prerequisites or Parallel: ENG E101*

This course is designed to assist traditional and non-traditional first-year college students to meet the expectations of a curriculum and a career in health-related fields. The student will become familiar with the rigors of higher education and the specific skills needed to maximize the student?s opportunity for academic and clinical success. The course will include a comprehensive overview of the duties and responsibilities associated with clinical competency. Interdisciplinary learning strategies, correlating clinical and didactic education, life management skills, work ethics, and critical thinking skills necessary for all health providers will be emphasized.

History (HIS)

HIS* E101 Western Civilization I **3 c.h.**

Previously: HI 103 Elective Code: SS

Prerequisite or Parallel: ENG E101*

This course covers the development of Western Civilization from the ancient world through the middle ages to early modern times. Particular emphasis is placed upon the classical legacy, feudalism, the growth of monarchical power, the Renaissance, the Age of Exploration, and the Reformation.

HIS* E101S Western Civilization I (Spanish) **3 c.h.**

Previously: HI 103S Elective Code: SS

Prerequisite or Parallel: ENG E101*

The development of Western civilization from the ancient world through the middle ages to early modern times. Particular emphasis is

placed upon the classical legacy, feudalism, the growth of monarchical power, the Renaissance and the Reformation.

HIS* E102 Western Civilization II **3 c.h.**

Previously: HI 104 Elective Code: SS

Prerequisite or Parallel: ENG E101*

This course examines major developments in Western Civilization from the advent of the modern world to the present. Particular emphasis is placed upon the post-Reformation emergence of the nation-state, Louis XIV, the Enlightenment, the French Revolution, the Industrial Revolution, modern imperialism, the growth of rivalry between the powers, and the development of new political philosophies which have helped to produce the existing international situation.

HIS* E201 U.S. History I **3 c.h.**

Previously: HI 201 Elective Code: SS

Prerequisite: ENG E101*

This course covers the political, economic and social development of the United States to 1877, from the earliest Native American habitation of the United States to the Civil War. Topics covered include Native American societies and Columbian contact, the role of economics and religion in colonial America, the institution of slavery, the struggle for independence, formation of a national government, Jacksonian Democracy, westward expansion, the Civil War, and Reconstruction.

HIS* E202 U.S. History II **3 c.h.**

Previously: HI 202 Elective Code: SS

Prerequisite: ENG E101*

This course deals with U.S. History from the end of the Civil War to relatively modern times. Topics to be covered include reconstruction, the West and Native American resistance to European rule, immigration, urbanization and industrialization, populism and progressivism, the emergence of the United States as a world power, Woodrow Wilson, World War I and Versailles, the Twenties, the Great Depression, World War II, and the Cold War.

HIS* E211 History of Connecticut **3 c.h.**

Previously: HI 210 Elective Code: SS

Prerequisite: ENG E101*

A survey of the history of Connecticut from pre-Colonial times to the present. The course will emphasize Connecticut's rich multicultural history. Topics will include Native American, European, African-American, and Caribbean influences, immigration, and industrialization and deindustrialization.

HIS* E215 History of Women in the U.S. **3 c.h.**

Elective Code: SS

Prerequisite: ENG E101*

This course examines the history of American Women from 1787 to the present. It explores the social, political, economic, religious, intellectual and familial experiences of women, with particular attention to how race, class, and ethnicity influenced their lives. Topics of focus will include women's work, marriage, divorce, legal status, education, African Americans, immigrants, the suffrage movement and participation in major wars. This course also examines the changing social definition and presentation of feminine ideals.

HIS* E216 African American History I **3 c.h.**

Elective Code: SS

Prerequisite: ENG E101*

This course examines the significant role that African-Americans have played in American history. This course explores the period of history from the earliest beginnings to 1877. It investigates African empires and civilizations through the development of the Atlantic slave trade and continuing to the new world to deal with the American Colonial period, The Revolutionary War, the Civil War, and finishing with the end of Reconstruction in 1877.

HIS* E217 African American History II **3 c.h.**

Elective Code: SS

Prerequisite: ENG E101*

This course examines African American experiences from the end of Reconstruction through modern times. It illustrates some of the many success stories of African-Americans and identifies the obstacles to the enjoyment of full civil rights that were placed in their way. This course covers the contributions of African-Americans to education, literature, the military, and the science. It also investigates the Civil Rights movement and protest movement of the 1960s and beyond in the United States up to the present day.

HIS* E226 The U.S. Civil War **3 c.h.**

Elective Code: SS

Prerequisite: ENG E101*

This course will emphasize the origins of the Civil War, its revolutionary nature, and its immediate and long-term consequences for the South and the nation. Although the military events of the war will occupy a portion of class studies, we will also focus on the key social, political, and economic questions of the era, with particular attention on the more activist role of government at that time, as well as on the significance of slavery and emancipation both during and after the war.

HIS* E258 The History of Western Sciences **3 c.h.**

Elective Code: SS

Prerequisite: ENG E101*

Western civilization has been impacted by science as deeply as by philosophical, military, or political movements. This course seeks to examine that influence through the lens of history. This approach will enable students to understand the dynamic interaction between science and other areas of intellectual endeavor such as economics, religion, art, and politics. The course will begin with a brief background section on science in European history, but will concentrate on the figures, theories, and developments in the Renaissance, Enlightenment, Industrial Revolution, and the current age, which is so heavily reliant on technology and science.

HIS* E298 Special Topics in History **3 c.h.**

Elective Code: SS

Prerequisite: ENG E101*

A faculty-developed seminar course dealing with a specific period, region, theme and/or interpretive thread in history which will be approved by the instructor and chairperson.

HIS* E299 Independent Study in History **1-3 c.h.**

Elective Code: SS

Prerequisite: ENG E101 and Permission of the Instructor

Individual study of a special area, topic, theme or problem in History by agreement with the instructor.

Honors (HON)

HN E200 Honors Seminar (Fall only) 3 c.h.

Prerequisite: ENG E102 and permission of the Honors Advisor; recommended: courses in literature, philosophy, psychology or sociology, history, and laboratory science*

An interdisciplinary course that examines a topic from the differing perspectives of the major academic disciplines - humanities, natural and physical sciences, and social sciences. The instructors and topic/content vary from year to year. Offered in the Fall semester only. Open only to students registered in the Honors Program. Satisfies an open elective requirement.

HN E225 Independent Honors Project 3 c.h.

Prerequisite: HN E200, permission of the Honors Advisor, and approved Honors contract

An original student project completed under the guidance of a faculty mentor that demonstrates a student's ability to apply knowledge and skills in a creative and scholarly manner. The student must receive approval in the semester preceding the term during which the project is done. Open only to students registered in the Honors Program. Satisfies an open elective requirement.

Human Services (HSE)

HSE* E101 Introduction to Human Services 3 c.h.

Previously: HS 101 Elective Code: BS

An interdisciplinary orientation to major Human Service agencies and institutions in this region including education, law enforcement, child care, mental health, recreation, geriatrics, etc. Participants will study the roles and functions of professionals in these types of Human Services careers. Instruction will include team-teaching, guest speakers, and field visitations.

HSE* E114 Advocacy in Human Services 3 c.h.

Prerequisite: ENG E101*

A comprehensive survey of effective advocacy for and with human service agencies. Students will learn about power bases and influence in human service systems. The course will introduce students to advocacy theory and practice, providing lectures, practical hands-on assignments, and participatory learning.

HSE* E121 Strategies for Developing Capable Children and Youth 3 c.h.

Prerequisite or Parallel: ENG E101*

An overview of specific skills and practical strategies for developing responsible, capable children and youth and for strengthening families. Practical techniques are explained and applied in dealing with and preventing problems in families. Teaching methods include interactive group experiences and discussion, exercises, reading, and practice assignments. Skills acquired are applicable to broader settings, including childcare programs and schools.

HSE* E132 Peer Training for Behavioral/Mental Health 3 c.h.

A hands on course for people aiming to work in the behavioral/mental health field. The course teaches peer support skills and provides students with skills and competencies that help to move persons with behavioral/mental health problems forward in their recovery. Topics include learning about and developing effective peer support competencies related to communication skills, pathways of recovery, elements of peer support, empowering interpersonal interactions, understanding substance abuse, trauma, mental illness and mental health.

HSE* E134 Introduction to Mental Health 3 c.h.

A study of mental illnesses and addictions as it relates to children, youth and adults with severe mental illness. Topics include treatment, rehabilitation and recovery, managed care, community support services, public awareness, consumer empowerment, and career opportunities.

HSE E139 Topics in Mental Health*
3 c.h.

Focus on particular topics in mental health services that are especially relevant to working in community settings. Emphasis on conceptual knowledge about hands-on skills in clinical management and specific administrative tasks in working with clients. Topics include assessment, psychiatric medications, dual diagnosis, relapse prevention, crisis management, violence prevention, goal planning, entitlements, and burnout.

HSE* E141 Addiction and Mental Illness in Behavioral Health Care 3 c.h.

Prerequisite: ENG E101 or permission of the instructor*

An overview of the policy and treatment issues in behavioral healthcare. Particular areas of concern include assessments, treatment concepts, national and state policies, dual diagnosis issues, managed care, and client motivation. The course examines current research and demographics which underpin the behavioral health movement.

HSE* E147 Change Theory and Strategies in Behavioral Health Care 3 c.h.

Prerequisite: PSY E111 and ENG* E101 or permission of the instructor*

An overview of the theories of human behavior, addiction, mental health and change in all of these areas of practice. Emphasis on the stages of change and Motivational Interviewing as used in the Behavioral Healthcare Model. The course will also examine the application of these concepts, theories and skills to individuals with multiple behavioral difficulties.

HSE* E161 Disabilities Across the Lifespan 3 c.h.

Prerequisite: PSY E111*

An overview of the field of developmental disabilities as it applies to people across the lifespan from birth to old age. Topics include mental retardation, cognitive disabilities, acquired brain injury, physical disabilities, sensory impairment and others. The course examines these topics from a variety of perspectives including prevalence, psychological aspects, age-related, adaptive problems and habilitative services in the continuum of care.

HSE* E170 Introduction to Gerontology 3 c.h.

An interdisciplinary introduction to the major concepts and issues related to the study of the aging process. The course is designed for students considering a career in gerontology or in a field where understanding the psychological, physical, social, and environmental issues of the elderly is of critical importance.

HSE* E198 Special Problems in the Human Services 3 c.h.

Prerequisite: Permission of the Human Services faculty

A research project-oriented course under the personal supervision of a faculty member in the Human Services Program. It is designed to provide an opportunity to explore particular problem and subject

areas within the area of Human Services. Subjects may be in urban studies, law enforcement, mental health, early childhood education, public administration, gerontology, etc. Assignments and hours will be individually tailored with the student.

HSE* E202 Introduction to Counseling/Interviewing 3 c.h.

A developmentally-based, experiential course designed to introduce pre-professionals and professionals to the basic concepts, theories and skills used in human service counseling. Practical application of skills and role-playing will be emphasized.

HSE* E206 Correctional Counseling 3 c.h.

Prerequisite or Parallel: PSY* E111

A study of casework, counseling, philosophy and methods, and treatment techniques used in correctional settings.

HSE* E210 Group and Interpersonal Relations 3 c.h.

A cross-disciplinary seminar introducing participants to the development and dynamics of small-group relationships and communications. Emphasis on theories and specific techniques designed to lead to self and interpersonal understanding among group members, research regarding the nature of behavioral understanding among group members, research regarding the nature of behavioral change, and supervised experience in participatory groups. Seminar will include a variety of techniques, including lecture, observation, role-playing, simulation, and video-tape analysis.

HSE* E222 Emotional Disorders in Children and Youth 3 c.h.

Prerequisite: PSY E111*

An examination of current treatment methods for children and youth with emotional disorders. Particular areas of focus include assessment and diagnosis, treatment approaches, intervention skills, effective service delivery models and systems issues from birth to three, preschool, latency, and adolescence.

HSE* E235 Professional & Ethical Issues in Human Services 3 c.h.

Addresses the specific areas of interest and academic concern for Human Service majors as they prepare for employment and/or transfer in the mental health and social service fields. Trends in the field, career planning and specialized target problems will be handled by professionals in the region and developed in class discussion.

HSE* E243 Human Services Skills and Methods 3 c.h.

A comprehensive study of the skills required of human service professionals including interviewing, managing social service cases, analyzing relevant legal matters and community organization skills. The course focuses on gathering and assessing information and determining appropriate intervention methods. Case studies are used to illustrate typical problems and appropriate responses.

HSE* E244 Managing Human Services 3 c.h.

An introduction and overview to the emerging field of human services management and administration. New developments and knowledge in this area will be assessed with specific examples of how this information can be used in practical, day-to-day situations. Designed for any professional or student preparing for a leadership position in the human services.

HSE* E261 Community Support Skills for Persons with Disabilities 3 c.h.

Prerequisite: HSE E161*

An examination of the functional themes of human service work with the disabled including participant empowerment, assessment, facilitation of services, community living supports, crisis intervention, and others. Based on National Standards of Training, this course incorporates validated, state-of-the-art practices associated with direct care of the disabled population.

HSE* E262 Positive Behavioral Supports for Persons with Disabilities 3 c.h.

Prerequisite: HSE E161*

An examination of the behavioral analysis principles and strategies which provide the foundation for developing and implementing a successful and comprehensive positive behavior modification program for individuals with disabilities in a community setting. This course explores methods of treating maladaptive behaviors with strategies emphasizing positive, appropriate and effective means of communications in the target population. Topics of focus include reinforcement principles, structure, incidental teaching, functional analysis, goal setting, and others.

HSE* E266 Professional and Ethical Issues in Disability Services 3 c.h.

Prerequisite: HSE E161*

A seminar exploring the many important ethical and professional issues facing the complex field of disability services in institutional and community settings. Topics of exploration include the most recent standards of care in the profession, appropriate ethical behavior in difficult situations, laws associated with disability treatment, future trends and opportunities in the field of disabilities. Guest speakers and presentations are used to highlight current issues and challenges in the field.

HSE* E280 Practicum in Disability Services 3 c.h.

Prerequisite: Permission of the instructor

Open only to students enrolled in the Disabilities Specialist certificate program.

Practicum and field placement under the guidance and supervision of selected disability agencies in the region. A process of experiential learning which integrates the knowledge, skills and attitudes concurrently being taught in the classroom.

HSE* E285 Practicum in Children and Youth Mental Health 3 c.h.

Prerequisite: Permission of the instructor

Open only to students enrolled in the Children and Youth Mental Health certificate program.

Practicum and field placement under the guidance and supervision of selected children and youth mental health, education, and youth services agencies in the region. The Practicum is a process of experiential learning that integrates the knowledge, skills, and attitudes concurrently being taught in the classroom.

HSE* E286 Practicum in Behavioral Health Care 3 c.h.

Prerequisite: Permission of the instructor

Open only to students enrolled in the Behavioral Healthcare Specialist certificate programs.

Practicum and field placement under the guidance and supervision of selected behavioral healthcare agencies in the region. A process of experiential learning which integrates the knowledge, skills, and attitudes concurrently being taught in the classroom.

HSE* E287 Practicum in Mental Health **3 c.h.**

Prerequisite: Permission of the instructor

Practicum and field placement under the guidance and supervision of selected mental health agencies in the region. The practicum is a process of experiential learning that integrates the knowledge, skills, and attitudes concurrently being taught in the classroom. Open only to students enrolled in the Mental Health certificate program.

HSE* E291 Human Services Internship I **3 c.h.**

Internship under the supervision and guidance of selected mental health and social service agencies in the region. A process of experiential learning which integrates the knowledge, skills and attitudes concurrently being taught in the classroom. Open only to Human Services program majors.

HSE* E292 Human Services Internship II **3 c.h.**

Internship under the supervision and guidance of selected mental health and social services agencies in the region. A process of experiential learning which integrates the knowledge, skills and attitudes concurrently being taught in the classroom. Only open to Human Services program majors.

HSE* E299 Independent Study in Human Service **3 c.h.**

Prerequisite: ENG E101 and Permission of the Instructor

Individual study of a special area, topic, theme or problem in Human Services by agreement with the instructor.

Humanities (HUM)

HUM* E119 Short Term Study Abroad **3 c.h.**

Prerequisite: ENG E101*

This course will give students the opportunity to experience diverse languages, customs and cultures, expanding their frame of reference and providing them with a new perspective on the world. By participating in the ?living classroom? students will experience a maximum cultural and educational exposure to a culture different from their own. *Student is responsible for all additional fees associated with travel costs. Financial aid may cover the cost of tuition of this course. Any expenses for travel, lodging, meals and incidentals are not covered by financial and must be borne by the student.

HUM* E299 Independent Study in Humanities **3 c.h.**

Previously: HU 225 Elective Code: H

Prerequisite: Permission of the instructor

Individual study of a special area, topic, theme or problem in the humanities by agreement with the instructor.

All independent projects must be arranged in the semester prior to registration, with advance departmental approval and with the supervision of a full-time faculty member. For more information, see **Independent Study Courses** section.5

Independent Study Courses
(various subjects)

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

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

To register for an Independent Study course: before the beginning of the semester in which the Independent Study course is to be taken, an Independent Study form including a written outline must be submitted by the student and approved in writing by the faculty member supervising the project, the department head, and the Academic Dean. Full tuition and fees are charged for Independent Study courses.

ART* E299 Independent Study in Art **3 c.h.**

Previously: AR 260 Elective Code: F

A limited number of students will have an opportunity to pursue with greater depth studio or research projects of particular individual interest. All independent projects must be arranged in the semester prior to registration, with advance departmental approval and with the supervision of one of the full-time Art faculty members.

BIO* E299 Independent Study in Biology **1-3 c.h.**

Elective Code: S

Permission of Instructor

This course is an individualized project allowing the student to independently study an area of interest in Biology under the supervision of a full-time Biology faculty member. Description of the project must be approved by the Math/Science Department, the instructor, and the Academic Dean the semester before taking the course.

BBG* E299 Independent Study in Business **3 c.h.**

Previously: BU 225 Elective Code: B, CS

Students will have an opportunity to pursue with greater depth a subject area of particular individual interest. All independent projects must be arranged in the semester prior to registration with advanced departmental approval and with the supervision of one of the full-time Business faculty.

FRE* E299 Independent Study in French **3 c.h.**

Previously: FR 225 Elective Code: H

Prerequisite: Permission of the Foreign Language faculty

Designed for those students who wish to obtain credit in a selected topic in French. Students should have a high academic standing in French language.

HIS* E299 Independent Study in History **1-3 c.h.**

Elective Code: SS

Prerequisite: ENG E101 and Permission of the Instructor

Individual study of a special area, topic, theme or problem in History by agreement with the instructor.

HSE* E299 Independent Study in Human Service **3 c.h.**

Prerequisite: ENG E101 and Permission of the Instructor

Individual study of a special area, topic, theme or problem in Human Services by agreement with the instructor.

HUM* E299 Independent Study in Humanities 3 c.h.

Previously: HU 225 Elective Code: H

Prerequisite: Permission of the instructor

Individual study of a special area, topic, theme or problem in the humanities by agreement with the instructor.

All independent projects must be arranged in the semester prior to registration, with advance departmental approval and with the supervision of a full-time faculty member. For more information, see **Independent Study Courses** section.

ITA* E299 Independent Study in Italian 3 c.h.

Previously: IT 225 Elective Code: H

Prerequisite: Permission of the Foreign Language faculty

Designed for those students who wish to obtain credit in a selected topic in Italian. Students should have a high academic standing in Italian language.

PSY* E299 Independent Study in Psychology 1-3 c.h.

Elective Code: BS

Prerequisite: ENG E101, PSY E111 and Permission of the Instructor

Individual study of a special area, topic, theme or problem in Psychology by agreement with the instructor.

SPA* E299 Independent Study in Spanish 3 c.h.

Previously: SP 225 Elective Code: H

Prerequisite: Permission of the Foreign Language faculty

Designed for those students who wish to obtain credit in a selected topic in Spanish. Students should have a high academic standing in Spanish language. Also taught in Spanish.

Irish (IRE)

IRE* E101 Elementary Irish I 3 c.h.

Elective Code: H

This course presents the phonetic system of the language, basic vocabulary and fundamental grammatical principles emphasizing communicative competency. All linguistic skill areas will be included: listening comprehension, reading, speaking and writing. Orientation to the geography, history and culture of Ireland and Irish-Americans will be included.

IRE* E102 Elementary Irish II 3 c.h.

Elective Code: H

Prerequisite: IRE E101*

This course is a continuation of IRE 101 and will further develop topical vocabulary and fundamental grammatical principles emphasizing communicative competency. All linguistic skill areas will be included: listening comprehension, reading, speaking and writing. Continued exploration of the geography, history and culture of Ireland and Irish-Americans will be examined.

Italian (ITA)

ITA* E101 Elementary Italian I 3 c.h.

Previously: IT 101 Elective Code: H

Stresses pronunciation, aural comprehension and conversation as well as the principles of grammar in order to reach facility in reading, writing, and speaking the language. Laboratory time is required weekly.

ITA* E102 Elementary Italian II 3 c.h.

Previously: IT 102 Elective Code: H

Prerequisite: ITA E101 or permission of the instructor*

A continuation of ITA*E101, this course is for students who previously took Italian 101 or the equivalent. Native speakers and students who have had more than the equivalent of one semester of Italian should opt to take something else. In this class, basic grammatical patterns and vocabulary are studied. Focus is on all four language skills: listening, speaking, reading and writing.

ITA* E299 Independent Study in Italian 3 c.h.

Previously: IT 225 Elective Code: H

Prerequisite: Permission of the Foreign Language faculty

Designed for those students who wish to obtain credit in a selected topic in Italian. Students should have a high academic standing in Italian language.

Latin (LAT)

LAT* E101 Elementary Latin I (Distance Learning) 3 c.h.

Previously: LT 101 Elective Code: H

The first of a series of four courses designed to develop the ability to speak, read, and write Classical Latin. The course includes an introduction to the history of the Latin language and Roman history, pronunciation, the first three noun declensions, the demonstrative pronouns hic, ille, and iste, the four verb conjugations in the present, future and imperfect tenses, the irregular verbs sum and possum in addition to word order, agreement of adjectives, apposition, and various sentence structures, writing short essays on various aspects of Roman culture and history.

This is distance learning course requiring a computer and internet connection.

LAT* E102 Elementary Latin II (Distance Learning) 3 c.h.

Elective Code: H

Prerequisite: LAT E101*

The second of a series of four courses designed to develop the ability to speak, read, and write Classical Latin. The course includes a quick review of Latin 101 and the study of the personal, demonstrative, reflexive, intensive, possessive, relative, and interrogative pronouns; the perfect active system of all verbs; the passive voice; the i-stem and fourth declension nouns; numerals, various ablatives and genitive and writing short essay and Web presentations on Roman history, politics, and culturals.

This is distance learning course requiring a computer and internet connection.

Manufacturing Technology (CAD, MFG, QUA)

CAD* E110 Course Title : Introduction to CAD 3 c.h.

Prerequisite: Satisfactory test scores in Reading, Writing and Math will be required. See program advisor.

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.

CAD* E133 CAD Mechanical AutoCad 3 c.h.

Prerequisite: satisfactory score on placement exam or a grade of C or higher in MAT E095*

This course emphasizes the use of Computer Aided Drafting (CAD) for geometric construction; 3D modeling, orthographic projection; sectional and auxiliary views; and dimensioning and tolerancing. Assignments are completed using AutoCAD software. Traditional equipment is used to reinforce pictorial sketching and drawing techniques. Students taking this course are expected to have a background in blueprint reading.

MFG* E102 Manufacturing Processes 3 c.h.

Prerequisite: CAD E133*

This course is designed to be the foundational course in the Industrial Technology Program. The course provides theoretical concepts as well as the development of the knowledge and skills required in the manufacturing process. The laboratory portion emphasizes practical application of machine tools and associated precision measuring tools and instruments. Labs will involve set-ups and procedures for milling machines, lathes, grinders and drill presses.

MFG* E105 Manufacturing Math II 3 c.h.

Prerequisite: Completion of Machine Technology Level I Certificate, satisfactory score on math placement exam, or permission of instructor.

Second course in manufacturing mathematics. A further study of arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studied in detail: the circle, regular and irregular polygons, the right triangle and oblique triangles. The application of angular arithmetic including the study of: angle decimal conversion, the Pythagorean Theorem, Sin, Cos, and Tan functions, and the Law of Sines and Law of Cosines.

MFG* E120 Metrology 3 c.h.

Prerequisite: MAT E137*

This course is designed to develop dimensional measurement ability for inspectors, technicians, quality control personnel, and others who require this skill in their manufacturing environment. This course will emphasize open inspection methods.

MFG* E124 Blueprint Reading I 2 c.h.

Prerequisite: Satisfactory test scores in Reading, Writing and Math will be required. See program advisor.

First course in blueprint reading. The study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angle, tapers, keyways diameters and radii. Also, geometric tolerancing and dimensioning is covered.

MFG* E125 Blueprint Reading II 3 c.h.

Prerequisite: Completion of Machine Technology Level I Certificate, completion of MFG E124 Blueprint Reading I, or with consent of instructor.*

Second course in blueprint reading. A further study of simple and complex drawings for machining or assembly purposes. Topics include the application and meaning of geometric characteristics and controls, the metric system, weldment, forging and casting drawings and procedures, communication with freehand sketches, blueprint terms and abbreviations.

MFG* E151 Manufacturing Machinery ? Drill Press and Saw 1 c.h.

Prerequisite: Satisfactory test scores in Reading, Writing and Math will be required. See program advisor.

Course on Sawing and Drilling Machines. Topics covered include use of cutoff saws, use of drill presses, using the vertical band saw, drilling tools, countersinking, reaming and counterboring.

MFG* E152 Manufacturing Machinery ? Grinding 2 c.h.

Prerequisite: Satisfactory test scores in Reading, Writing and Math will be required. See program advisor.

Course on the use of various grinding machines. Topics covered include selection and identification of grinding wheels, truing, dressing and balancing wheels, grinding fluids, using the horizontal spindle reciprocating table surface grinder, using the cylindrical grinder, and using the tool and cutter grinder.

MFG* E153 Manufacturing Machinery ? Benchwork 2 c.h.

Prerequisite: Satisfactory test scores in Reading, Writing and Math will be required. See program advisor.

A basic course in the fundamentals, principles, practices, and tools used in semi-precision and precision layout and in the various tools, methods, and procedures for common machine shop benchwork. Topics will include measurement systems, layout principles, hand tools, and power tools.

MFG* E154 Manufacturing Machinery ? Lathe I 2 c.h.

Prerequisite: Satisfactory test scores in Reading, Writing and Math will be required. See program advisor.

First course in the use of the lathe. Topics include, identification of major components of the lathe, tool holders and tool holding, cutting tools, operating the controls, facing and center drilling.

MFG* E155 Manufacturing Machinery ? Milling I 2 c.h.

Prerequisite: Satisfactory test scores in Reading, Writing and Math will be required. See program advisor.

First course on the vertical and horizontal milling machines. Topics to include, cutting tools and holders, setups, spindles and arbors, work holding methods.

MFG* E156 Manufacturing Machinery ? CNC I 2 c.h.

Prerequisite: Satisfactory test scores in Reading, Writing and Math will be required. See program advisor.

First course in CNC machinery and programming. Topics include, Cartesian coordinates, safe use of CNC equipment, setup and operate a two axis CNC lathe and a three axis CNC machining center, programming and runoff of parts.

MFG* E209 Engineering Processes 3 c.h.

Prerequisite: MFG E102*

This course provides an introduction to the structures and properties of industrial materials. The student will learn the properties of different materials and how the modification of microstructure can alter the

properties of materials. The course will also focus on evaluating strengthening mechanisms and comparing different material property principles.

MFG* E226 Environmental, Safety, and Health Management 3 c.h.

Prerequisite: MFG E209*

This course will provide an introduction to Environment, Safety, and Health in the workplace. The course will introduce students to the safety and health field and address the application of engineering management principles and techniques to environmental, safety, health, and loss control. The topics include general safety, health, and risk assessment concepts and terms. Discussions will include historical developments, program management, problem identification, engineering assessment, hazard recognition, evaluation, and control. The course work will also introduce the student to measurement and evaluation systems, legal and regulatory requirements, environmental health and safety, industrial hygiene, safety engineering, product safety and public health, risk assessment analysis and management, accident investigation, ergonomics, and ethics and professionalism.

MFG* E230 Statistical Process Control (SPC) 3 c.h.

Prerequisite: MAT E137*

This course focuses on the application of various charting techniques, statistical tools, and sampling methodologies to determine process capability and control.

MFG* E254 Manufacturing Machinery ?Lathe II 3 c.h.

*Prerequisite: Completion of Machine Technology Level I Certificate, MFG*E154: Manufacturing Machinery - Lathe I, or with consent of instructor.*

Second course on lathe setup, operation and practices. Topics covered include alignment, turning between centers, and other operations. The student will cut 60 degree external threads, internal threads, tapers, and other thread forms. Use of steady rests and follower rests.

MFG* E255 Manufacturing Machinery ?Milling II 3 c.h.

*Prerequisite: Completion of Machine Technology Level I Certificate, MFG*E155: Manufacturing Machinery - Lathe I, or with consent of instructor.*

Second course on milling setup, operation, and practices. Topics covered include use of Offset Boring Head, side milling cutters, face milling cutters on the horizontal mill, setup and operation of index heads, simple and direct angular indexing, and inspection of gears.

MFG* E256 Manufacturing Machinery ?CNC II 3 c.h.

Prerequisite: Completion of Machine Technology Level I Certificate, MFG E156: Manufacturing Machinery - CNC I, or with consent of instructor.*

Second course in Computer Numerical Controlled programming. A further study of CNC programming for the Lathe and Vertical Machining Center. Topics include setup and tooling, programming simple parts, canned drilling cycles, circular interpolation, special milling cycles, cutter compensation, looping and macros, and special features.

MFG* E258 Computer Numeric Control (CNC) 3 c.h.

Prerequisite: MFG E102*

The topics in this course in CNC machinery and programming include: Cartesian coordinates, safe use of CNC equipment, set-up and operation of a two-axis CNC lathe and a three-axis CNC machining center, programming and run-off of parts.

QUA* E114 Principles of Quality Control 3 c.h.

Prerequisite: Completion of Machine Technology Level I Certificate, or with consent of instructor.

Quality Control is an introductory course in statistical process control. Topics covered include: an overview of TQM, Six Sigma Methodology; determination of process capabilities; estimation of process standard deviation from sample data; the use of control charts; and the calculation probability of simple events. Student will develop SPC and TQM Manufacturing Plans.

Mathematics (MAT)

MAT* E092 Statway™ I (Part 1 of a 2-Part, Full-Year Course, offered only in Fall semester) 4 c.h.

*Prerequisite: B or better in MAT*075 or qualifying score on placement testParallel:ENG*073 or qualifying score on placement test or permission of the Chair of Math/Science Department*

The Statway™ sequence is a unique, one-year course recommended for students enrolled in degree programs that require no mathematics beyond freshman-level statistics. Students will use mathematical and statistical tools to explore real life data in a participatory learning environment. Statway™ I is offered in the Fall and Statway™ II in the Spring. Both courses must be taken in the same academic year to receive credit for college level statistics.**Statway™ I** is the first course in the two-semester Statway™ course sequence. **Statway™ I** topics include an introduction to data analysis, statistical studies, sampling, experimental design, descriptive statistics techniques, scatterplots, correlation and regression, modeling data with functions, linear and exponential functions, and probability. This course requires the use of statistical technology.

MAT* E103 Mathematics of Finance 3 c.h.

Previously: MA 103 Elective Code: M

Prerequisite or Parallel: ENG E101. Prerequisite: Satisfactory score on mathematics placement examination or MAT* E075, Introduction to Mathematics*

An elementary course covering a wide range of mathematics commonly used in business and personal finance. Topics include: simple and compound interest, present value, wages, taxes, insurance, and marketing and retailing mathematics.

MAT* E104 Quantitative Reasoning 3 c.h.

Elective Code: M

Prerequisite: Appropriate score on placement test and eligible for ENG 101

A survey course to develop the abilities to interpret and reason with information that involves mathematical ideas or numbers. This course will prepare students for the mathematics they will encounter in other college courses and in their career as well as help develop critical thinking and problem solving skills needed in all areas of life. Topics include principles of reasoning, problem solving techniques, basic statistics, every day mathematical models, and the mathematics involved in personal finance, the arts, careers, and society in general.

MAT* E122 Statway™ II (Part 2 of a 2-Part, Full-Year Course, offered only in Spring semester) 4 c.h.

Prerequisite: Statway™ I in the preceding Fall semester

*Parallels: ENG*073 or qualifying score on placement test or permission of the Chair of Math/Science Department*

The Statway™ sequence is a unique, one-year course recommended for students enrolled in degree programs that require no mathematics beyond freshman-level statistics. Students will use mathematical and

statistical tools to explore real life data in a participatory learning environment. Statway™ I is offered in the Fall and **Statway™ II** in the Spring. Both courses must be taken in the same academic year to receive credit for college level statistics.**Statway™ II** is the second course in the two-semester Statway™ course sequence. **Statway™ I** topics include modeling data with functions, quadratic functions, discrete and continuous probability distributions, Central Limit Theorem, sampling distributions, confidence intervals, one-sample and two-sample hypothesis tests, Chi-Square Tests, and ANOVA. This course requires the use of statistical technology.

MAT* E137 Intermediate Algebra 3 c.h.

Previously: MA 115 Elective Code: M

*Prerequisite: Satisfactory score on mathematics placement exam or a grade of C or better in MAT*095, MAT*095I*

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 modeling and applications for all topics.

MAT* E137T Intermediate Algebra with Technology Based Workshop 3 c.h.

Elective Code: M

Prerequisite: Placement Score, or successful completion of MAT095 or MAT095I with a C or higher or placement into MAT137.

This workshop provides support for the material covered in MAT*137 and is taken in conjunction with the corresponding section of MAT*137. The workshop focuses on identifying the gaps in the knowledge of each student and addresses them. It will also provide additional instruction as well as structured support for study skills, time management and technology skills. This course will take place in a computer lab.

MAT* E167 Principles of Statistics 3 c.h.

Previously: MA 104 Elective Code: M

Prerequisite: Satisfactory score on mathematics placement examination or MAT E137, Intermediate Algebra. Prerequisite or Parallel: ENG* E101*

An elementary course in descriptive and inferential statistical procedures. Topics include: mean, median, mode, variability, standard deviation, standard scores, grouping data, histograms and frequency distributions, elementary probability theory and binomial probabilities, the normal distribution, hypothesis testing, estimation, and the Chi-Square test.

MAT* E172 College Algebra 3 c.h.

Elective Code: M

Prerequisite: MAT E137, C or better*

This course offers the development of numeric, algebraic, and graphic problem solving techniques beyond the intermediate level. Techniques are developed to solve equations and inequalities involving polynomials, radicals and rational expressions. Polynomial, inverse, rational, exponential, and logarithmic functions are studied and their applications are explored both algebraically and graphically.

MAT* E186 Precalculus 4 c.h.

Previously: MA 130 Elective Code: M

*Prerequisite: Satisfactory score on Math placement or MAT*E172 with a grade of C or higher.*

A study of the concepts from algebra and trigonometry that will be used in calculus. Topics include: equations and inequalities, functions, graphs, exponential and logarithmic functions, trigonometric functions, polynomial and rational functions.

MAT* E254 Calculus I 4 c.h.

Previously: MA 201 Elective Code: M

*Satisfactory score on Math placement or MAT*E186 with a grade of C or higher.*

A study of differential calculus, the definition of limits, limit theorems, the tangent and velocity problems, the definition of derivatives, differentiation formulae, implicit differentiation, applications of the derivatives, differentials, maxima and minima problems, concavity, antiderivatives, The Fundamental Theorem of Calculus.

MAT* E256 Calculus II 4 c.h.

Previously: MA 202 Elective Code: M

*Prerequisite: MAT*E254 with a grade of C or higher.*

A continuation of MAT* E254. Topics include The Fundamental Theorem of Calculus, finding areas, volume, and curve length using integrals; integration and differentiation of logarithmic, exponential and trigonometric functions as well as techniques of integration and improper integrals, infinite sequences and series.

MAT* E268 Calculus III: Multivariable 4 c.h.

Previously: MA 203 Elective Code: M

*Prerequisite: MAT*E256 with a grade of C or higher.*

A continuation of MAT* E256. Topics include vectors and geometry of space, vector-valued functions, functions of several variables, multiple integrals and vector analysis.

MAT* E285 Differential Equations 3 c.h.

Previously: MA 204 Elective Code: M

Prerequisite: Grade of C or better in MAT 256*

A course in techniques for solving various types of differential equations. Topics include: ordinary differential equations of the first and higher order, operators, successive approximations, interpolation and numerical integration, infinite series, and Laplace transforms.

MAT* E298 Special Topics in Mathematics 3 c.h.

Previously: MA 225 Elective Code: M

Prerequisite: Sophomore standing and departmental approval

An independent study course for those students who wish to obtain credit in a specific course which the College does not generally offer.

Medical (MED)

MED* E111 Administrative Medical Assisting 3 c.h.

Prerequisite: ENG E101 eligible*

This course is an overview of the profession of medical assisting and its role in providing quality health care. The theory, practice and techniques of fundamental medical office management including administrative functions, office responsibilities, medical records management, electronic health records and professional communications will be emphasized.

MED* E113 Healthcare Insurance 2 c.h.

Prerequisites: MED E125, CSA 105. Parallel: MED* E111, MED* E115*

This course presents an overview of healthcare insurance and is designed to introduce the student to the basics of healthcare insurance theories and practices. Course material and discussions will focus on the different types of insurance and health care plans. Government programs, federal and state regulations and the impact of HIPAA regulations will be explored. The practices of the commercial insurance companies, insurance terminology, referrals and prior authorizations will be discussed. Manual and electronic recordkeeping and billing practices will be compared through the use of healthcare claims processing and medical office accounting practices.

MED* E115 Medical Coding & Billing 2 c.h.

Prerequisite: MED E125. Parallel: MED* E113*

An introduction to practices surrounding medical insurance claims, insurance terminology, CPT, HCPCS and ICD-9 coding systems, introduction to ICD-10, billing and collections. Government programs, federal regulations and the impact of HIPAA regulations will be explored as they relate to coding and collections. Manual CMS 1500 forms and electronic 837 forms will be completed with the use of Medisoft Medical Billing Software.

MED* E125 Medical Terminology 3 c.h.

This course will cover the basic structure, spelling, definition, and pronunciation of medical and pathological terms including all organ systems, diseases and diagnosis, and frequently used medical abbreviations. The basic structure of medical terms, including prefixes, suffixes, and roots are presented. The body systems, anatomy and physiology are used in an organizational pattern to present these terms. The meaning, spelling, and pronunciation of medical terms are stressed. Analysis of case studies and medical records reinforces concepts learned.

MED* E133 Clinical Medical Assisting 4 c.h.

Prerequisites: MED E125, CSA* E105, ENG* E101 eligible*

This course will provide Health Careers students with knowledge of the complex legal/ethical issues raised by contemporary medical practice. A sound foundation in ethical theory and medical law is provided, with emphasis on practical importance. Relationships between health professionals and their clients, peers, and societal institutions are explored. Formerly listed as MED 106, not open to students who have successfully completed MED 106.

MED* E170 Law and Ethics for Health Professionals 3 c.h.

Prerequisites: ENG E101, BIO* E105*

This course will provide Health Careers students with knowledge of the complex legal/ethical issues raised by contemporary medical practice. A sound foundation in ethical theory and medical law is provided, with emphasis on practical importance. Relationships between health professionals and their clients, peers, and societal institutions are explored. Formerly listed as MED 106, not open to students who have successfully completed MED 106.

MED* E216 Electronic Medical Records Management 3 c.h.

Prerequisites: MED 125, CSA* E105*

This course is designed to introduce the student to the basics of electronic medical records management in both inpatient and outpatient settings. This course provides the student with the opportunity to put administrative skills learned in previous coursework into practice in a simulated medical setting using electronic health care records (EHR) and allows the student to learn about EHR management practices. The course provides experience with actual office practice duties including payments, claims, patient entries, patient billing statements, production of health care claims and management of electronic health care records using Medisoft?, Springcharts , Greeenway Prime Suite and Practice Partner billing and accounting software programs. We will cover the medical billing process, including the flow of information from preregistering patients through recording office visit transaction to collecting on overdue accounts, the role of information technology in medical offices, and discusses the HIPAA Security Rule and the HIPAA Transaction and Code Sets Rule as they relate to insurance claims. Types of electronic management systems will be explored along with their impact on various areas of the Healthcare system.

MED* E245 Clinical Laboratory Procedures 4 c.h.

Prerequisites: MED E125, BIO* E105. Parallel: MED* E133*

This course provides an introduction to clinical laboratory procedures and equipment. The course focuses on medical and surgical asepsis, sterilization techniques, basic diagnostic ambulatory tests, evaluations, treatments and nutrition. Theory and practice of the clinical skills used by medical assistants to perform various diagnostic tests including specimen collection, hematology, blood chemistry, routine urinalysis, and electrocardiograms are emphasized.

Students are required to purchase a lab coat or scrubs to be worn in class. A physical examination and proof of immunization is also required.

MED* E250 Principles of Pharmacology 3 c.h.

Prerequisites: MED E125, BIO* 105, ENG* E101 eligible.*
Parallel: MED E250L*

This course provides an overview of current and commonly used practices, procedures, medications, and supplements. Topics include legal and ethical implications, terminology, and documentation, practices governing the use, dispensing, administration, and storage of pharmaceuticals. Medication preparation, dosage calculation, and administration skills are developed. Patient education regarding safe administration, side effects, and interactions is emphasized. Presentation is organized according to drug classification and body systems.

MED* E250L Principles of Pharmacology Lab 1 c.h.

Prerequisites: MED E125, BIO* 105, ENG* E101 eligible.*

This course provides an overview of current and commonly used practices, procedures, medications, and supplements. Topics include legal and ethical implications, terminology, and documentation, practices governing the use, dispensing, administration, and storage of pharmaceuticals. Medication preparation, dosage calculation, and administration skills are developed. Patient education regarding safe administration, side effects, and interactions is emphasized. Presentation is organized according to drug classification and body systems.

MED* E281 Medical Assisting Externship **4 c.h.**

Prerequisites: Completion of all MED courses and approval of coordinator.*

Preparation and work experience in an ambulatory medical setting under the supervision of the facility staff and College instructor. Students complete 10 hours of simulated training on campus in preparation for a 160 hour experience at an assigned site. The 160 hours is divided equally between the administrative and clinical areas to permit the student to be involved in the total environment of the medical facility. The experience allows the student to apply knowledge from the classroom and college medical laboratory environment to the ambulatory healthcare environment. On campus student conferences allow sharing of externship experiences and preparation for the National Certification examination.

Music (MUS)

MUS* E101 Music History and Appreciation I **3 c.h.**

Previously: MU 101 Elective Code: F

A chronological study of Western music from the Middle Ages to the present. Various genres will be placed in their historical context and students will become familiar with basic musical terminology and its application. The course will also cover general trends in music composition and the major composers.

MUS* E115 Music Theory I **3 c.h.**

Previously: MU 107 Elective Code: F

A survey of the fundamentals of musical language (notation, rhythm, scales, keys, melodies, and chords), including writing and analysis of music in standard notation. Although music theory is most often studied by students with prior experience in music, this course is intended as a beginning point for students with little or no experience reading music.

MUS* E116 Music Theory II **3 c.h.**

Elective Code: F

Prerequisite: MUS E115 or permission of the instructor*

A continuation of the elementary materials of music learned in MUS* E115. Further development in the concepts of rhythm, tonality, melody, texture, architectural form and timbre upon which musical organization is based. This course will include analysis, ear training, and written exercises.

MUS* E137 History & Appreciation of Jazz **3 c.h.**

Previously: MU 105 Elective Code: F

African-European heritage of jazz; chronological development from early New Orleans through present trends. Presentation and discussion of important soloists, combos, and large ensembles. Included as part of the course will be attendance at live jazz concerts, lectures, and live performances during class time; use of recordings and films to illustrate characteristics of jazz.

MUS* E139 Latin and Caribbean Music **3 c.h.**

Previously: MU 120 Elective Code: F

An introduction to the variety of music from diverse ethnic groups of the Caribbean and Latin America. The influences of Spain, Africa, Portugal, and other countries on the music of the region will be examined. In addition, the course will explore how the music of the Caribbean and Latin America has made strong impact abroad. The study will also include how the elements of popular culture, dance, and folk music of the region are interrelated.

MUS* E298 Special Topics in Music **3 c.h.**

Elective Code: F

A faculty-developed music course that focuses on exploring an aspect of the study of music that is outside the current courses that are offered in the humanities department. This course is designed to provide our students with an opportunity to pursue an area of study that is of interest to a large group. Topics will vary by semester and area of expertise of the instructor.

Occupational Therapy Assistant (OTA)

OTA* E111 Foundations of Occupational Therapy 3 c.h.

Prerequisite: Permission of the instructor

An introduction to the profession of occupational therapy including its history and philosophical base. Students will develop basic vocabulary, professional skills and attitudes essential to the profession.

OTA* E113 Task Analysis 1 c.h.

Prerequisite or Parallel: OTA E111*

A basic laboratory course in task analysis as it applied to understanding human occupation. Students will explore performance components, environmental adaptations and modifications according to individual needs. All prerequisites must be completed with a grade of C or higher.

OTA* E115 Occupational Therapy Assistant I 4 c.h.

Prerequisite or Parallel: OTA E111*

An overview of the disabilities and diseases that affect children and the study of occupational therapy theory and practice as it relates to these conditions. 3 hours lecture and 3 hours laboratory. All prerequisites must be completed with a grade of C or higher.

OTA* E121 Kinesiology 4 c.h.

Prerequisite: BIO E117 with a grade of B or higher and OTA* E111*

The study of activity analysis in human movement as it relates to functional biomechanics, muscle physiology, joint structure and function, and coordinated muscular function. Students will develop skills in goniometry, manual muscle testing, and activity analysis. Analysis of biomechanical forces on upper extremity function will be stressed using clinical examples related to the practice of Occupational Therapy.

OTA* E123 Occupational Therapy Assistant II 4 c.h.

Prerequisite: OTA E111, OTA* E113, and OTA* E115*
Prerequisite or Parallel: OTA E121*

An overview of the disabilities and diseases that affect adults and the study of occupational therapy theory and practice as it pertains to these conditions. 3 hours lecture and 3 hours laboratory. All prerequisites must be completed with a grade of C or higher.

OTA* E125 Group Dynamics in Occupational Therapy 3 c.h.

Prerequisite: PSY E111, OTA* E111*

A theoretical basis and practical application of group treatment within the context of theories commonly used in occupational therapy treatment. The emphasis is on application of skills in mental health settings. All prerequisites must be completed with a grade of C or higher.

OTA* E127 Occupation in Treatments 1 c.h.

Prerequisite: OTA E111 and E113*

A laboratory-based course in which students study the social, cultural, and personal meanings inherent in activities used in occupation-based treatment. All prerequisites must be completed with a grade of C or higher.

OTA* E213 Occupational Therapy Assistant III 4 c.h.

Prerequisite: OTA E123, E125, E127*

An overview of the disabilities and diseases that affect elderly adults and the study of occupational therapy theory and practice as it pertains to the treatment of these conditions. 3 hours lecture and 3 hours laboratory. All prerequisites must be completed with a grade of C or higher.

OTA* E217 Case Studies in Occupational Therapy 4 c.h.

Prerequisite or Parallel: OTA E213*

A study of specific treatment principles, techniques and applications presented in a case study format. 3 hours lecture and 3 hours laboratory. All prerequisites must be completed with a grade of C or higher.

OTA* E219 Occupational Therapy Assistant Seminar 2 c.h.

Prerequisite: OTA E123, OTA* E125, OTA* E127*
Co-requisites:OTA E213, OTA* E217*

A study of the agencies (private, state and federal), the laws, and the people influencing the practice of occupational therapy and the role of the COTA. This course will also place emphasis on the ability to read, understand, and apply professional literature and recognize its implications for practice and the provision of occupational therapy services. All prerequisites must be completed with a grade of C or higher.

OTA* E221 Professional Preparation 1 c.h.

Prerequisite: OTA E213, E217, E219*

This course will provide an overview of the current job market and strategies for completing the certification exam and successfully entering the workforce. Students will develop necessary skills to becoming a professional. All prerequisites must be completed with a grade of C or higher.

OTA* E231 Clinical Practicum - Level IIA 5 c.h.

Prerequisite: Permission of the instructor

Eight weeks of full-time performance displaying entry-level OTA skills in an Occupational Therapy department working under the supervision of a Registered/Licensed Occupational Therapist or a Certified Occupational Therapy Assistant.

All prerequisites must be completed with a grade of C or higher. Course will be graded pass/fail as determined by the Occupational Therapy Assistant Fieldwork Evaluation form. This is an AOTA required document and is completed by the Fieldwork Supervisor at the Clinical site. Minimum Passing grade for Level II Clinical Practicum is 70 points.

OTA* E233 Clinical Practicum - Level IIB 5 c.h.

Prerequisite: Permission of the instructor

Eight weeks of full-time performance displaying entry-level OTA skills in an Occupational Therapy department working under the supervision of a Registered/Licensed Occupational Therapist or a Certified Occupational Therapy Assistant.

All prerequisites must be completed with a grade of C or higher. Course will be graded pass/fail as determined by the Occupational Therapy Assistant Fieldwork Evaluation form. This is an AOTA required document and is completed by the Fieldwork Supervisor at the Clinical site. Minimum Passing grade for Level II Clinical Practicum is 70 points.

Philosophy (PHL)

PHL* E101 Introduction to Philosophy **3 c.h.**

Previously: HU 200 Elective Code: H

Prerequisite: Grade C or higher in ENG E101*

Introduces the student to the major branches of philosophy. Readings include works from the philosophy of ethics, politics, religion, ontology, knowledge, and aesthetics.

PHL* E111 Ethics **3 c.h.**

Elective Code: H

Prerequisite: ENG E101*

An introduction to ethics or the science of morals and rules of human conduct, this course will explore the history of ethics as well as the application of ethical considerations today. The course will examine how ethical codes are produced and practiced, considering thinkers from Plato and Saint Augustine to modern thinkers such as Mary Wollstonecraft and Michel Foucault. Students will explore the relationships between use and pleasure, self and other, public and private. The course will also address applied ethics; students will choose a specific topic of choice around which to center their own study of ethics?ranging from animal rights, criminal justice, sexual ethics, ethics and art, environmental ethics, slavery, lying, charity, and more.

PHL* E151 World Religions **3 c.h.**

Elective Code: H

Prerequisite: Grade C or higher in ENG E101*

A general survey of the origins, beliefs, and contemporary practices of Hinduism, Islam, Taoism, Zen Buddhism, Judaism, Christianity, and Confucianism. Attention is given to the interaction of specific religions and the cultures in which they are practiced.

Physics (PHY)

PHY* E121 General Physics I **4 c.h.**

Previously: PH 101 Elective Code: S

Prerequisite: MAT E137 with a grade of C or higher*

Begins with a review of essential arithmetic operations, dimensional analysis, and systems of measurements. Then basic concepts in mechanics, energy, rotation, properties of matter, and heat are developed. Specific topics covered include: motion, Newton's three laws, vectors, uniformly accelerated motion, forces, motion due to gravity, work and energy, momentum, angular motion, rotation, mechanical properties of matter, and temperature and heat transfer. 3 hours lecture and 3 hours laboratory.

PHY* E122 General Physics II **4 c.h.**

Previously: PH 102 Elective Code: S

Prerequisite: MAT E137 with a grade of C or higher*

Discussion of basic concepts in sound, wave motion, electricity, magnetism and light. Specific topics covered include: vibratory motion, wave motion, sound, electrostatics, circuit elements, direct-current circuits, magnetism, electromechanical devices, properties of light, reflection and refraction of light, lenses, mirrors, and other optical devices, interference and diffraction of light. 3 hours lecture and 3 hours laboratory. Note: PHY*122 may be taken before PHY*121 if a student has a strong background; permission of instructor is required.

PHY* E221 Calculus-Based Physics I **4 c.h.**

Previously: PH 205 Elective Code: S

Prerequisite or Corequisite: MAT E254*

Provides a solid foundation for engineering majors in physical quantities, vectors, equilibrium, motion, Newton's Law, motion in a plane, work and energy, impulse and momentum, moments, and rotation. 3 hours lecture and 3 hours laboratory.

PHY* E222 Calculus-Based Physics II **4 c.h.**

Previously: PH 206 Elective Code: S

Prerequisite or Corequisite: MAT E256*

A solid foundation for engineering majors in periodic motion, hydrostatics, hydrodynamics, temperature, heat, Coulomb's Law, electric field, Ohm's Law, DC circuits, light, reflection, refraction, interference and the diffraction of light, lenses, and mirror. 3 hours lecture and 3 hours laboratory.

Polish (PLH)

PLH* E101 Elementary Polish I **3 c.h.**

Elective Code: H

This course presents the pronunciation and phonetic system of the language, basic vocabulary, and fundamental grammatical principles. The course involves all language skill areas: listening comprehension, speaking, reading comprehension, and writing. The course introduces fundamental information regarding the geography, history and culture of Poland and Polish-Americans.

PLH* E102 Elementary Polish II **3 c.h.**

Elective Code: H

Prerequisite: PLH E101 or permission of instructor*

Continuation of PLH* E101.

Political Science (POL)

POL* E101 Introduction to Political Science **3 c.h.**

Previously: GO 116 Elective Code: SS

Prerequisite or Parallel: ENG E101*

A study of political ideology and power in the modern world. This course presents a broad introduction to political theory and concepts. The history and development of basic political themes, such as justice, law, equality, democracy, and nationalism will be discussed in a comparative context.

POL* E102 Introduction to Comparative Politics **3 c.h.**

Previously: GO 115 Elective Code: SS

Prerequisite or Parallel: ENG E101*

A comparative survey of the structures and functions of the national governments of selected industrialized and third world nations. Topics to be discussed will include key institutions, political attitudes, patterns of interaction, and contemporary issues facing each nation.

POL* E111 Introduction to American Government 3 c.h.

Previously: GO 101 Elective Code: SS

Prerequisite or Parallel: ENG E101*

This course is a study of the origins, development, structure and functions of American national government. Topics include the constitutional framework; federalism; the three branches of government, including the bureaucracy; civil rights and liberties; political participation and behavior; and policy formation. It also encompasses an overview of state and local governments, their relationship to the federal government and their role in the American political system.

POL* E111S Introduction to American Government (Spanish) 3 c.h.

Previously: GO 101S Elective Code: SS

Prerequisite or Parallel: ENG E101*

POL* E111 taught in Spanish

POL* E191 Rules of Order: Parliamentary Procedure I 1 c.h.

Previously: GO 111 Elective Code: SS

Prerequisite: Election or appointment to the Student Senate

A study of the creation, organization and work of a political group using democratic principles. The strength and weaknesses of the democratic form of government will be studied. The foundation of the course is parliamentary procedures and Student Senate meetings will be the laboratory in which these skills will be practiced. Leadership and managerial roles will be studied and the opportunities for the practical application of these many roles will be furnished. As a study of human interrelationships in the democratic political environment, the course will provide the opportunity for the student to develop the skills necessary for effective participation in community organizations.

POL* E192 Rules of Order: Parliamentary Procedure II 1 c.h.

Previously: GO 112 Elective Code: SS

Prerequisite: POL E191*

A continuation of POL* E191: Rules of Order: Parliamentary Procedure I.

POL* E193 Rules of Order: Parliamentary Procedure III 1 c.h.

Previously: GO 113 Elective Code: SS

Prerequisite: POL E192*

A continuation of POL* E192: Rules of Order: Parliamentary Procedure II.

POL* E194 Rules of Order: Parliamentary Procedure IV 1 c.h.

Previously: GO 114 Elective Code: SS

Prerequisite: POL E193*

A continuation of POL* E193: Rules of Order: Parliamentary Procedure III.

POL* E295 Political Science Internship 6 c.h.

Prerequisite: Permission of Instructor/Advisor Required

An opportunity to work closely in a political setting, either with a local legislator or in an office in the legislature. Written permission of the instructor or advisor is required.

Psychology (PSY)

PSY* E111 General Psychology I 3 c.h.

Previously: PY 101 Elective Code: BS

Prerequisite or Parallel: ENG E101*

An introduction to the basic principles, findings and methods of study relating to human behavior. Topics include: History/research methodology, biological basis of behavior, sensation and perception, learning, memory, states of consciousness, and developmental psychology. The course is designed to provide a foundation for more advanced study in psychology and related fields.

PSY* E111S General Psychology I in Spanish 3 c.h.

PSY* E111 Taught in Spanish

PSY* E112 General Psychology II 3 c.h.

Previously: PY 102 Elective Code: BS

Prerequisite PSY E111*

An introduction to the basic principles, findings, and methods of study relating to human behavior and mental processes Topics include : Motivation and emotion, cognition, language, stress, health and well-being, personality theory, abnormal psychology, social psychology, and culture and diversity in psychology. The course is designed to provide a foundation for more advanced study in psychology and related fields.

PSY* E140 Psychology of Addiction 3 c.h.

Previously: PY 208 Elective Code: BS

Prerequisite: PSY E111 or permission of the instructor*

Provides an expectation of the psychological issues associated with addictive behavior. Particular areas of concern include alcoholism, drug addiction, eating addictions, gambling disorder, relationship dependency and other addictive traits. Examines current research and treatment techniques.

PSY* E201 Lifespan Developement 3 c.h.

Elective Code: BS

Prerequisite: PSY E111*

This course provides a comprehensive overview of human development, including the biological, cognitive, emotional, and social changes associated with maturation from infancy to old age. This course also examines the important physiological processes, environmental influences, and socio-cultural forces that underlie and shape human development across the lifespan, including the roles of genetic inheritance, families, schools, work, and other societal institutions.

PSY* E202 Child Psychology & Development 3 c.h.

Previously: PY 205 Elective Code: BS

Prerequisite: PSY E111 or permission of the instructor*

Presents a study of human development from conception to late childhood. Students are guided in the development of a scientific attitude toward the perception of child behavior. Students will observe children and analyze their behavior. Study of domains of development include physical, cognitive, social, and personality.

PSY* E205 Adolescent Development 3 c.h.

Previously: PY 206 Elective Code: BS

Prerequisite: PSY E111*

An investigation of the scope of present knowledge, theory,

methods and problems encountered in growth and development from adolescence through adulthood. Topics include biological, psychological and social factors, developmental stages, individuals in various social settings and institutions.

PSY* E208 The Psychology of Adult Development & Aging 3 c.h.

Previously: PY 211 Elective Code: BS

Prerequisite: PSY E111 or permission of the instructor*

A study of present research covering the span of life from young adult through death. Information on theories of adult development, physiological changes, personality, social behavior, vocations and avocations, marriage and family life, aging and death will be examined.

PSY* E212 Health Psychology 3 c.h.

Elective Code: BS

Prerequisite: PSY E111 or PSY* E112 or permission of the instructor*

This course examines the relationship between psychological and emotional states and physical wellness. Students will learn a variety of theories about the relationship between acute and chronic illness and psychological health. Students will learn a variety of coping skills to promote sound psychological and physical well being. Emphasis is placed upon those psychological factors which can prevent or reverse illness and sustain or recapture health.

PSY* E213 Theories and Principles of Learning 3 c.h.

Elective Code: BS

Prerequisite: PSY E111*

This course examines basic learning and motivation processes that allow organisms to acquire new knowledge and adapt to their environments. These learning processes include classical and operant conditioning, observational learning, generalization and discrimination, and schedules of reinforcement. Students will also become acquainted with research methods used to study these processes.

PSY* E217 Psychology of Criminal Behavior 3 c.h.

Previously: PY 217 Elective Code: BS

Prerequisite: PSY E111 or permission of the instructor*

An exploration of the psychological factors in delinquent behavior of individuals. Topics include biological factors, personality and crime, psychodynamic theories, frustration-aggression theory, psychopathic offenders and treatment concerns. Diversity issues addressed.

PSY* E240 Social Psychology 3 c.h.

Previously: PY 215 Elective Code: BS

Prerequisite: PSY E111 or permission of the instructor*

An examination of personal and situational factors which affect individual behavior within a social context. Topics include nature of self, affiliation, aggression, group formation, and environmental psychology. Multicultural issues are explored.

PSY* E243 Theories of Personality 3 c.h.

Previously: PY 216 Elective Code: BS

Prerequisite: PSY E111 or permission of the instructor*

An introduction to the structure, dynamics and development of personality. The focus is on psychoanalytic, ego-psychological, behavioristic, humanistic, cognitive-developmental, and Eastern perspectives.

PSY* E244 Sports Psychology 3 c.h.

Elective Code: BS

Prerequisite: PSY E111*

A comprehensive study of the psychological concepts related to fitness and sports behavior. The course covers the history, evolution and foundations of this emerging field of study and practice. Topics include personal goal-setting, motivation, imaging, personality characteristics of athletes, competitive anxiety, psychology of coaching, team cohesion, and the effects of sports on spectators. This course will be helpful to those interested in organized sports activities.

PSY* E245 Abnormal Psychology 3 c.h.

Previously: PY 210 Elective Code: BS

Prerequisite: PSY E111 or permission of the instructor*

Concepts of normality and abnormality, in terms of statistical frequency, cultural/social norms and deviance, degree of impairment or disordered behavior. Examination of various types of maladaptive disorders, their determinants or causative factors, and forms of treatment.

PSY* E247 Industrial & Organizational Psychology 3 c.h.

Previously: PY 213 Elective Code: BS

Prerequisite: PSY E111 or permission of the instructor*

The application of psychological techniques as related to business and industry with emphasis on: selection and training, motivation and morale, worker efficiency, analysis and evaluation of job performance, accidents, safety, leadership, and supervision.

PSY* E249 Abnormal Child Psychology 3 c.h.

Elective Code: BS

Prerequisites: PSY 111 or permission of the instructor*

This course is designed to examine abnormal behavior from a development perspective. Within the framework of this course normative development will be examined and contrasted to the myriad of psychological disorders that arise beginning in childhood extending through adolescence. Classification systems for psychopathology will be reviewed and applied across cultural spectrums. Disorders that are present from infancy through adolescence such as mental retardation, autism, attachment disorders, ADHD, learning disorders, anxiety disorders, mood disorders, conduct disorders, schizophrenia, and eating disorders will be examined from a developmental/pathology perspective.

PSY* E290 Forensic Psychology 3 c.h.

Elective Code: BS

Prerequisite: PSY E111 and ENG* E102 or permission of instructor.*

Throughout the semester we will analyze and reflect in depth on such issues as Profiling, Eyewitness Testimony, Capital Punishment, Insanity Defense, False Confessions, Innocence, Domestic Violence, and Sexual Offenders. In examining these issues we will explore multiple perspectives (specifically related to offenders), examine real life cases, and analyze multiple moral and ethical perspectives.

PSY* E298 Special Topics in Psychology 3 c.h.

Elective Code: BS

Prerequisites: ENG E101, PSY E111

An opportunity to study special topics, themes or problems in Psychology. Topics vary by semester and by the instructor's area of expertise.

PSY* E299 Independent Study in Psychology 1-3 c.h.

Elective Code: BS

Prerequisite: ENG E101, PSY E111 and Permission of the Instructor

Individual study of a special area, topic, theme or problem in Psychology by agreement with the instructor.

Russian (RUS)

RUS* E101 Elementary Russian I 3 c.h.

Elective Code: H

This course presents the pronunciation and phonetic system of the language, basic vocabulary and fundamental grammatical principles. The course involves all language skill areas: listening comprehension, speaking, reading comprehension and writing and introduces fundamental information regarding the geography, history and culture of Russia.

RUS* E102 Elementary Russian II 3 c.h.

Elective Code: H, SS

Prerequisite: RUS E101 or permission of the instructor*

Continuation of RUS* E101.

Science/Sciences (PSC, SCI)

PSC* E102 Physical Sciences II 3 c.h.

Elective Code: S

*Prerequisite: MAT*137 or MAT*104 and ENG*101*

This course provides an introduction to the methods of science in the areas of chemistry, earth science, and astronomy. The student will learn fundamental principles governing chemistry including chemical elements, bonding, chemical reactions, and radioactivity. This course will also focus on the basic science principles of the Earth?s interior, plate tectonics, the driving forces of weather, the solar system, stars, and galaxies. The laboratory section of this course stresses the acquisition of skills in data gathering and manipulation in order to support conclusions. 2 hours of laboratory per week.

SCI* E225 Special Problems in the Natural Sciences 3 c.h.

Previously: NS 225 Elective Code: S, SS

Prerequisite: Permission of the instructor

A research-oriented laboratory course under the personal supervision of a member of the science department faculty designed to give an advanced student exposure to problem solving in the natural sciences. Problems may be selected in biology, chemistry, earth sciences, medical and allied health sciences, or Math and Science. For most students, the course will serve as a first real exposure to how research is done in the natural sciences.

Sign Language (SGN)

SGN* E101 Sign Language I 3 c.h.

Elective Code: H

A first course of study of American Sign Language, the visual language used by the Deaf Community in the United States. This course covers the fundamentals of the basic structure of ASL grammar, vocabulary, finger spelling/numbers, visual-gestural communication, and information related to Deaf Culture. Special emphasis will be focused on ASL applications in education.

SGN* E102 American Sign Language II 3 c.h.

Elective Code: H

Prerequisite: SGN E101*

A second course is the study of American Sign Language used by the Deaf Community in the United States. This course continues to cover the fundamentals of the basic structure of ASL grammar, vocabulary, fingerspelling/numbers, visual-gestural communication, and information related to Deaf Culture and History. Special emphasis will be focused on its application in education.

Sociology (SOC)

SOC* E101 Principles of Sociology 3 c.h.

Previously: SO 101 Elective Code: BS

Prerequisite or Parallel: ENG E101*

An introduction to the study of society, emphasizing the nature of social groups, institutions, interaction, and change in modern society. The course will cover culture, socialization of children and adults, sex and gender, race and ethnic relations, social stratification and inequality, and other topics such as education, health care, the family, crime, aging, politics and the state, religion, and work and the economy. Discussion and examples will focus primarily on the United States but with a strong global and multicultural component.

SOC* E101S Principles of Sociology (Spanish) 3 c.h.

Previously: SO 101S Elective Code: BS

SOC* E101 Taught in Spanish

SOC* E201 Contemporary Social Issues 3 c.h.

Previously: SO 202 Elective Code: BS

Prerequisite: SOC E101 or permission of the instructor*

The application of sociological principles and methods to selected problems of the United States society. The impact of a changing technology upon family, religious, educational, political, economic and community institutions is emphasized. The study includes an analysis of the developmental background of, and proposed solutions to, the problems selected for consideration.

SOC* E210 Sociology of the Family 3 c.h.

Previously: SO 206 Elective Code: BS, SS

Prerequisite: SOC E101 or permission of the instructor*

A study of the family using sociological analysis to better understand this most basic of institutions and its interdependence with other social institutions. Emphasis upon family life cycle, gender roles, alternative life styles, and the impact of social change.

SOC* E212 Sociology of Women **3 c.h.**

Previously: SO 210 Elective Code: BS

Prerequisite: ENG E101*

A survey of the status and contributions of women with special emphasis on new options and changing roles. An examination of the psychological and sociological process shaping the role of women and the effects of sex-role socialization. Instruction will be by lecture, films, guest lectures, class discussion, assigned readings and student presentation of projects or papers.

SOC* E213 Human Sexuality **3 c.h.**

Previously: SO 208 Elective Code: BS

Prerequisite: SOC E101 or PSY* E111 or permission of the instructor*

Biology, psychology and sociology are the disciplines upon which this course is based. It approaches human sexuality as a comprehensive and integrated policy topic by viewing sexual behavior in an evolutionary, historical, and cross-cultural perspective.

SOC* E214 Sociology of Crime and Punishment **3 c.h.**

Previously: SO 215 Elective Code: BS

Prerequisite: SOC E101*

A close examination of how society's norms and social values interact with the criminal justice system. Students will gain an understanding of the relationship between society and the police, courts and other criminal agencies. Issues pertaining to violent crime, punishment, inequality and discrimination will be discussed. This course will also focus on issues regarding the war on crime, society's fear of crime and other relevant, current criminal issues.

SOC* E220 Racial and Ethnic Diversity **3 c.h.**

Previously: SO 211 Elective Code: BS

Prerequisite: SOC E101 or permission of the instructor*

A study of racial and ethnic groups in the United States. The course will cover immigration, the history and culture of nations from which immigrants came, and theoretical perspectives and data regarding each group's adaptation to and treatment by the dominant culture. Representative cultures from Africa, the Americas, Asia, and Europe will be studied. This course may be used for either history or sociology credit.

SOC* E222 The African American Experience **3 c.h.**

Previously: SO 212 Elective Code: BS

Prerequisite: SOC E101 or permission of the instructor*

An examination of the historical, economic, social, political, and cultural experiences of Africans in America. The course emphasizes the diverse nature of those experiences and the different ways they have been interpreted. his course may be used for either History or Sociology credit.

SOC* E223 The Puerto Rican Experience **3 c.h.**

Previously: SO 213 Elective Code: BS

Prerequisite: SOC E101 or permission of the instructor*

A survey of Puerto Rican society, both in Puerto Rico and in the United States. The course will explore the history, culture, values, traditions, relationships, politics, art, literature, and daily life of Puerto Ricans from Pre-Columbian times to the present.

SOC* E230 The City **3 c.h.**

Previously: SO 203 Elective Code: BS

Prerequisite: SOC E101 and POL* E111 or permission of the instructor*

A study of urbanization, its origin, rise, present importance and probable future development.

SOC* E251 Sociology of Sport **3 c.h.**

Prerequisite: SOC E101 or Instructor Permission*

Sociology of sport is an area of sociology that focuses on sport as a social phenomenon and on the social structures, patterns, and organizations or groups engaged in sport. The course critically examines common sense views about the role, function and meaning that sport has in society. For example, it is one way that people communicate their perception of their own identity and the groups they belong to in society. Often sport is used to maintain and communicate cultural identity, and as a catalyst for or reflection of social change. An in-depth consideration of popular issues in sport includes race, drugs and deviance, gender, competition and success emphasis, violence, fantasy and heroes, status acquisition, economy and politics. Issues are considered from the perspective of different sociological theories and history.

SOC* E261 School and Community **3 c.h.**

Previously: SO 207 Elective Code: BS

Prerequisite: ENG E101*

A guided field experience for students entering the fields of teaching, psychology, sociology, social welfare, child care, law enforcement, urban technology, health care services, and other areas of community development. Based on the individual student's needs and career objectives, the course provides the opportunity for volunteer work in schools and community agencies under the guidance of college faculty and agency professionals. Most of the semester will be spent in the community placements. Students will keep a journal. The class will meet as a seminar only a few times to share experiences, resources, ideas, and to discuss the relevance of the readings to the community service.

SOC* E271 Religion, Society, and the Individual **3 c.h.**

Previously: SO 214 Elective Code: BS

Prerequisite: SOC E101 or permission of the instructor*

A survey of the insights of sociology, this course explores the role of religion in the social construction of meaning, values, and behavior patterns. Historical patterns as well as modern trends in religion are examined. The nature of religion and its effect upon the individual and society are examined by using examples drawn from a variety of religions from all over the world. Particular attention is paid to Hinduism, Buddhism, Judaism, Christianity, and Islam.

SOC* E298 Special Topics in Sociology **3 c.h.**

Previously: SO 200, ST 225 Elective Code: BS

Prerequisite: ENG E102 or permission of the instructor*

Study of a special area, topic, theme or problem in Sociology. Topics will vary by semester and area of expertise of the instructor.

Spanish (SPA)

SPA* E101 Elementary Spanish I **3 c.h.**

Previously: SP 101 Elective Code: H

Prerequisite: A foreign language placement test is required or permission of the instructor. Native speakers are not permitted to register for this course. Students who place outside the range designated for this class will not be permitted to take this course for credit.

An introduction to Spanish language and Spanish-speaking cultures with emphasis on the development of the four basic skills: listening, speaking, reading, and writing in order to prepare students for successful entry into target language. Laboratory is required.

SPA* E102 Elementary Spanish II **3 c.h.**

Previously: SP 102 Elective Code: H

Prerequisite: SPA E101, a foreign language placement test, or permission of the instructor. Students who place outside the range designated for this class will not be permitted to take this course for credit.*

A continuation of SPA* E101. This course builds upon previous introduction to the Spanish language and Spanish-speaking cultures with a continued emphasis on the development of the four basic skills: listening, speaking, reading and writing. Laboratory is required.

SPA* E109 Spanish for Medical Personnel **3 c.h.**

Elective Code: H

Prerequisite: SPA E101, a foreign language placement test, or permission of instructor. Students who place outside the range designated for this class will not be permitted to take this course for credit*
Parallel: SPA E102*

A course containing the same language skills as SPA 102 with an emphasis on vocabulary and content related to the medical field. It provides medical personnel with the basic Spanish skills to deal with Spanish speaking patients in the health care delivery system. It also describes the diverse Spanish cultures and explains their role in health idioms and phraseology.

SPA* E201 Intermediate Spanish I **3 c.h.**

Previously: SP 103 Elective Code: H

Prerequisite: SPA E102, a foreign language placement test, or permission of instructor. Students who place outside the range designated for this class will not be permitted to take this course for credit.*

Conducted in Spanish, this course is for students who have already attained a working knowledge of the language. Students continue to develop and strengthen oral (speaking and listening) and literacy (reading and writing) skills, as well as learn more about Spanish-speaking cultures. Students are introduced to cultural and literary materials that will develop an appreciation of the arts, history, culture, and the literature of Spanish-speaking peoples and create an awareness of cultural, social, and linguistic differences and similarities. Instruction focuses on oral and written communication. Laboratory time is required weekly.

SPA* E202 Intermediate Spanish II **3 c.h.**

Previously: SP 104 Elective Code: H

Prerequisite: SPA E201, a foreign language placement test, or permission of the instructor. Students who place outside the range designated for this class will not be permitted to take this course for credit.*

Conducted in Spanish, this course is for students who have already attained a working knowledge of the language. Students continue to develop and strengthen oral (speaking and listening) and literacy (reading and writing) skills, as well as learn more about Spanish-speaking cultures. Students are introduced to cultural and literary materials that will develop an appreciation of the arts, history, culture, and the literature of Spanish-speaking peoples and create an awareness of cultural, social, and linguistic differences and similarities. Instruction focuses on oral and written communication.

SPA* E251 Advanced Spanish I **3 c.h.**

Previously: SP 201 Elective Code: H

Prerequisite: SPA E202, a foreign language placement test, or permission of the instructor. Students who place outside the range designated for this class will not be permitted to take this course for credit.*

Intensive vocabulary building and study of idiomatic usage. Practice in oral reports based on topics of general interest. Advanced problems in syntax and weekly themes written in Spanish. Laboratory time is required weekly.

SPA* E252 Advanced Spanish II **3 c.h.**

Previously: SP 202 Elective Code: H

Prerequisite: SPA E251, a foreign language placement test, or permission of the instructor. Students who place outside the range designated for this class will not be permitted to take this course for credit.*

A continuation of SPA* E251. Weekly themes and laboratory time required.

SPA* E299 Independent Study in Spanish **3 c.h.**

Previously: SP 225 Elective Code: H

Prerequisite: Permission of the Foreign Language faculty

Designed for those students who wish to obtain credit in a selected topic in Spanish. Students should have a high academic standing in Spanish language. Also taught in Spanish.

Theater Arts (THR)

THR* E101 Introduction to Theater **3 c.h.**

Previously: THA 101 Elective Code: F

A study of basic theories and elements of theater arts, including the dramatic construction of scripts, performance techniques and the administration of theater management. Students will learn what makes theater work, from the page to the stage and out to the audience.

Students will be required to attend live theater performances to fulfill writing assignments.

THR* E102 Theater History (Fall only) **3 c.h.**

Previously: THA 105 Elective Code: F

Prerequisite: Placement into ENG E101 or a C or better in both ENG* E043 and ENG* E073*

A concise study of the history of theater from the Greek and Roman theater to the present. Each era of history will be examined through formal study, plays, skits, slides, and video.

Students will be required to attend live theater performances to fulfill writing assignments.

THR* E110 Acting I (Fall only) **3 c.h.**

Previously: THA 109 Elective Code: F

A practical approach to the art of acting with emphasis on the fundamental tools of the actor including development of the imagination, creative interpretation, characterization, script analysis, improvisation, voice and movement. The course

combines individual and group exercises and assignments.

Students will be required to attend live theater performances to fulfill writing assignments.

THR* E112 Voice and Diction (Fall only) 3 c.h.

Previously: THA 107 Elective Code: F

A study of basic theories and exercises to teach the fundamentals of voice and diction for the theater. Emphasis will be on relaxation and preparation, proper breathing techniques, correct vowel formation, knowledge of different resonators, power of projection, word association, and linking one's voice to character development.

Students will be required to attend live theater performances to fulfill writing assignments.

THR* E114 Modern Dance 3 c.h.

Previously: THA 115 Elective Code: F

This course is an exploration of the basic techniques, styles, concepts, and composition of theatrical dance and movement. Emphasis will be placed on movement expression of emotion, intentions, gestures, and physical characterization. The use of music and theatrical texts will provide the foundation for the work.

THR* E115 Improvisation (Fall Only) 3 c.h.

Elective Code: F

An intensive course that will build an understanding of the technique and application of improvisational practice. Students will learn through physical and vocal exercises, theatre games and improvised scene work in order to promote concentration, and to free the actor?s creative imagination. Students will develop their ability to interact and react, working moment-to-moment to create characters and scenes. This work will give the actor a heightened awareness and confidence in improvised work, as well as in scripted performances for theater.

THR* E120 Stagecraft (Spring Only) 3 c.h.

Previously: THA 108 Elective Code: F

A survey of the various components of stagecraft and production techniques. Students will learn about the basic requirements for effective theatrical productions and gain an overview of the skills required in set design, lighting design, sound design and costume design. Lectures will be combined with studio activities.

THR* E190 Theater Arts Practicum I (Spring Only) 3 c.h.

This course involves students fulfilling major responsibilities for the production of a play. Areas such as acting, the design and development of sets, props, costuming, make-up, lighting, sound, and theater administration and management will be explored through the process of rehearsing and producing a play for performance. This course meets 6 hours each week.

THR* E210 Acting II (Spring only) 3 c.h.

Previously: THA 209 Elective Code: F

Prerequisite: THR E110 or permission of the instructor*

A continuation of THR* 110 intensifying the development of the fundamental tools of the actor. Students will gain knowledge of advanced techniques of script analysis and character development. Students will be required to attend live theater performances to fulfill writing assignments.

THR* E225 Directing (Spring only) 3 c.h.

Previously: THA 214 Elective Code: F

A study of the basic methods and techniques of directing plays, with special emphasis on script analysis, imaginative concept development, and methods of rehearsing and working with actors. Students will be required to direct short scenes.

THR* E290 Theater Arts Practicum II 3 c.h.

Prerequisite: THR E190*

This course provides a continuation of the activities as described in THR* E190 with an emphasis on further development of theater arts skills. This course meets 6 hours each week.

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BYLAWS OF THE CONNECTICUT BOARD OF REGENTS OF HIGHER EDUCATION

ARTICLE I: SECTION 1 - AUTHORITY OF THE BOARD OF REGENTS

The Board of Regents for Higher Education serves as the governing body for the regional community-technical college system, . . . , the Board of Regents is also authorized to act, as necessary, as the Board of Trustees for the Community-Technical Colleges, ... The specific powers and duties of the Board are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the Board from time to time

APPENDIX I

The Board of Regents for Higher Education establishes and adopts the CSCU Student Code of Conduct that shall be applicable to each of the Connecticut State Colleges and Universities in relevant part. (Adopted March 13, 2014)

I. STUDENT CODE OF CONDUCT

PREAMBLE

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: APPLICATION, 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:
   a. 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.

b. Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.

c. 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.

d. 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, AND DOMESTIC VIOLENCE CASES

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. 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. 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.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.

8. 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.

9. 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.

10. 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.

Board of Regents for Higher Education Connecticut State Colleges and Universities

SEXUAL MISCONDUCT, SEXUAL ASSAULT AND INTIMATE VIOLENCE PARTNER POLICY

Statement of Policy

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college or university community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and relationship violence.

The BOR strongly encourages the reporting of sexual misconduct, including sexual harassment, sexual assault and intimate partner violence, as an effective means of taking action by reporting such acts to the appropriate officials and pursuing criminal or disciplinary remedies, or both. The only way that action can be taken against anyone who violates another in such a manner is through reporting. Each and every BOR governed college or university shall provide those who report sexual misconduct with many supportive options, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual assault. Each and every BOR governed college or university will preserve the confidentiality of those who report sexual misconduct to the fullest extent possible and allowed by law. All BOR and CSCU employees, victim advocates or community victim advocates being consulted will make any limits of confidentiality clear before any disclosure of facts takes place.

Sexual intimacy is permissible only if it is agreed to by all participants and all activity is affirmatively consensual at all times. Sexual misconduct, including sexual harassment, sexual assault, sexual exploitation and intimate partner violence, against anyone is unacceptable and is both a crime under State law and a violation of BOR policies. The BOR and each of its governed colleges and universities are committed to providing an environment free of personal offenses. Consensual sexual relationships between staff, faculty and students are discouraged pursuant to BOR policy.

Mandated Reporting

The BOR requires that a report be made to the Connecticut Department of Children and Families whenever a person under eighteen (18) years of age may have been sexually assaulted. Further, pursuant to BOR Policy on Suspected Abuse or Neglect of a Child, any BOR or CSCU employee who has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required by Board policy to report the incident as soon as practicable to their immediate supervisor as well. Employees are required to report possible sexual assault of persons 18 years old or older and those CSCU employees who qualify as Campus

Security Authorities under the Jeanne Clery Act have a duty to report possible sexual assault regardless of the age of the reported victim.

Confidentiality

When a BOR governed college or university receives a report of sexual assault all reasonable steps will be taken by the appropriate CSCU officials to preserve the privacy of the reported victim while promptly investigating and responding to the report. While the institution will strive to maintain the confidentially of the information reported, which information is subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the campus community.

Confidential resources, such as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center are bound by state statutes and professional ethics from disclosing information about reports without written releases. Information provided to a confidential resource by a victim of a sexual assault or the person reported to have been assaulted cannot be disclosed legally to any other person without consent, except under very limited circumstances, such as an imminent threat of danger to self or others or if the reported victim is a minor. Therefore, for those who wish to obtain the fullest legal protections and disclose in full confidentiality, she/he must speak with a confidential resource. Each BOR governed college or university will provide a list of such confidential resources in the College or University's geographic region to victims of assault as well as publish these resources on-line and in various publications.

Where it is deemed necessary for the institution to take steps to protect the safety of the reported victim and/or other members of the campus community, the institution will seek to act in a manner so as not to compromise the privacy or confidentiality of the reported victim of a sexual assault to the extent reasonably possible.

Rights of Those Who Report

Those who report any type of sexual misconduct, including sexual harassment, sexual assault or intimate partner violence, to any BOR governed college or university employee will be informed in a timely manner of all their rights and options, including the necessary steps and potential outcomes of each option. When choosing a reporting resource the following information should be considered:

- All reports of sexual misconduct, including sexual harassment, sexual assault and intimate partner violence, will be treated seriously and with dignity by the institution.
- Referrals to off-campus counseling and medical services that are available immediately and confidential, whether or not those who report an assault feel ready to make any decisions about reporting the assault to police, the Dean of Students or the Campus's Title IX Coordinator.
- Those who have been assaulted have the right to take both legal action (criminal/civil action) and action against the individual allegedly responsible.
- Those who seek confidentiality may contact a clergy member(s) and/or the Sexual Assault Crisis Center of Connecticut ** all of whom are bound by state statutes and professional ethics to maintain confidentiality without written releases.

Options for Changing Academic, Transportation and Working Arrangements

The colleges or universities will provide assistance to those involved in a report of sexual harassment, sexual assault or intimate partner violence, including but not limited to, reasonably available options for changing academic, campus transportation, housing or working situations as well as honoring lawful protective or temporary restraining orders. Each and every BOR governed college or university shall create and provide information specific to its campus detailing the procedures to follow after the commission of such violence, including people or agencies to contact for reporting purposes or to request assistance, and information on the importance of preserving physical evidence.

Support Services Contact Information

It is BOR policy that whenever a college or university Title IX Coordinator or other employee receives a report that a student, faculty or staff member has been subjected to sexual misconduct, including sexual harassment, sexual assault or intimate partner violence, the Title IX Coordinator or other employee shall immediately provide the student, faculty or staff member with contact information for and, if requested, professional assistance in accessing and using campus, local advocacy, counseling, health, and mental health services. All CSCU campuses shall develop and distribute contact information for this purpose as well as provide such information on-line.

Right to Notify Law Enforcement & Seek Protective and Other Orders

Those who report being subjected to sexual misconduct, including harassment, sexual assault or intimate partner violence, shall be provided written information about her/his right to:

- notify law enforcement and receive assistance from campus authorities in making the notification; and,
- obtain a protective order, apply for a temporary restraining order or seek enforcement of an existing order. Such orders include:
- standing criminal protective orders;
- protective orders issued in cases of stalking, harassment, sexual assault, or risk of injury to or impairing the morals of a child;
- temporary restraining orders or protective orders prohibiting the harassment of a witness;
- relief from physical abuse by a family or household member or person in a dating relationship; and family violence protective orders.

Student Conduct Procedures

The Student Code of Conduct provides the procedures for the investigation, definitions of terms, and resolution of complaints regarding student conduct, including those involving sexual harassment, sexual assault and intimate partner violence.

The Title IX Coordinator can assist in explaining the student conduct process. The Student Code of Conduct provides an equal, fair, and timely process (informal administrative resolution or a formal adjudication) for complainants and accused students.

Reported victims of such assault or violence shall have the opportunity to request that disciplinary proceedings begin promptly and such disciplinary proceedings shall be conducted by an official trained in issues relating to sexual assault and intimate partner violence and shall use the preponderance of the evidence standard in making a determination concerning the alleged assault or violence. Both the reported victim of such assault or violence and the accused are entitled to be accompanied to any meeting or proceeding relating to the allegation of such assault or violence by an advisor or support person of their choice, provided the involvement of such advisor or support person does not result in the postponement or delay of such meeting as scheduled, and each shall have the opportunity to present evidence and witnesses on their behalf during any disciplinary proceeding. Both the reported victim and accused are entitled to be informed in writing of the results of any disciplinary proceeding not later than one business day after the conclusion of such proceeding. Sanctions may range from a warning to expulsion, depending upon the behavior and its severity. To the extent permitted under state or federal law or as necessary for the disciplinary proceeding, the college or university shall not disclose the identity of the reporter or the accused.

Dissemination of this policy

Upon adoption by the Board all CSCU institutions shall, upon receipt, immediately post and maintain this policy at all times in an easily accessible manner on each institution's website. This Policy shall thereafter be annually provided to all Title IX Coordinators, campus law enforcement officers and security personnel, and other campus personnel. Further, this

policy shall be presented at student orientation and at student awareness and prevention trainings, and made broadly available at each campus. The Policy shall be expanded upon by each institution to provide resources and contact information specific to their institution and geographic area as set forth above.

Terms and Usage

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 may include 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. Sexual assault is further defined sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the 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.

Consent is the equal approval, given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is an affirmative, conscious decision – indicated clearly by words or actions – to engage in mutually accepted sexual contact. Consent cannot be assumed because there is no physical resistance or other negative response. 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. 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).

Intimate partner violence any physical or sexual harm against an individual by a current or former spouse of or person in a dating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the general statutes, stalking under section 53a-181c, 53a-181d or 53a-181e of the general statutes, or domestic violence as designated under section 46b-38h of the general statutes. "The offenses that are designated as "domestic violence" are against family or household members or persons in dating relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Stalking is one person's repetitive and willful following or lying in wait behavior towards another person that causes that other person to reasonably fear for his or her physical safety. Relationship violence may also include physical abuse, threat of abuse, and emotional abuse.

- Approved 3/13/2014 by the Board of Regents

**RESOURCES

A variety of support resources are available on campus and in the community to assist in dealing with sexual violence. These resources are available whether or not the incident occurred on campus or off campus.

The college and community partners provide a range of services, resources, and mechanisms. In all cases, the choice may begin with an exploratory conversation. Making contact does not obligate anyone to utilize services or make any report.

For support and information on available options contacting any of the following is encouraged:

Housatonic's Office of Public Safety (203) 332-5025

Housatonic's Women's Center (203) 332-5268

Housatonic's Counseling Center (203) 332-5097

Dean of Students Office (203) 332-5184

Additional Resources (Available 24 hours a day, 7 days a week)

Center for Family Justice, Bridgeport (20) 384-9559

Women's Center of Greater Danbury (203) 731-5204

Women and Families Center, New haven (203) 235-4444

Center for Sexual Assault Crisis, Stamford (203) 348-9346

Housatonic Department of Public Safety (203) 332-5025

Sexual Assault Hot Line (203) 333-2233

St. Vincent's Medical Center (203) 576-5171

Connecticut Sexual Assault Crisis Services 1-888-999-5545

Bridgeport Hospital 1-888-357-2396

Connecticut Office of Victim Services 1-800-822-8428

SEXUAL ASSAULT AWARENESS & EDUCATION

Training is planned for faculty, staff members, and administrators. Each entering student will be given an emergency sexual assault notification card that explains available services for victims of sexual assault, as well as the immediate response role of College personnel.

What to do if you are the victim of sexual harassment

When an employee or student feels that he or she has been the victim of sexual harassment, he or she should report such incident(s) to a College official.

Report incidents of sexual harassment to the Dean of Students, the Director of Learning Support, the College Affirmative Action Officer or another College official who has been designated by the President as a recipient of such complaints.

Nothing shall prevent students from speaking to a college counselor about their concerns. However, this communication is not a substitute for filing a complaint of sexual harassment with an appropriate College designee.

A claim that an employee of a third party contractor has engaged in sexual harassment on College premises or in connection with the performance of the third party contract should be reported immediately either to the President or to another appropriate official as set forth in this policy. The President will ensure that appropriate follow-up action is taken.

Depending on the nature of the complaint and the desires of the complainant, the College official to whom the complaint has been made may attempt to resolve the complaint informally. Any informal resolution of a complaint must be approved by the College President. No person shall be forced to pursue informal avenues of resolution before filing a formal complaint of sexual harassment.

If informal resolution is not possible or appropriate, a written complaint should be filed in accordance with the existing Student Grievance Procedure (see Appendix II). 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 an accused person, even though he or she is subsequently vindicated. Therefore, any person who files a false complaint of sexual harassment shall himself or herself be subject to disciplinary action, up to and including expulsion.

A student who believes he or she has been sexually harassed may contact the Dean of Students Dr. A. Hendrickson, Title IX Coordinator, room LH-A110 in Lafayette Hall, 900 Lafayette Blvd. Bridgeport, CT 06604. The Dean may be contacted via email at ahendrickson@hcc.commnet.edu or by telephone at (203) 332-5084. In addition to the available grievance procedure (See Appendix II), a complaint can be filed with the U.S. Department of Education, Office of Civil Rights (region1), 5 Post Office Square, 8th floor, Boston, MA 02109

APPENDIX II

Policy on Student Rights (5.2.2)

Section 1: Rights of Students

It is the policy of the Board of Trustees of Community-Technical colleges that the educational offerings of the Community Colleges be available to students without regard to the individual's race, color, religious creed, sex, gender identity or expression, age, national origin, ancestry, present or past history of mental disability, genetic information, marital status, mental retardation, sexual orientation, learning disability, or physical disability, including, but not limited to, blindness, or prior conviction of a crime (unless the provisions of sections 46a-60(b), 46a-80(b), or 46a-81(b) of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the above protected groups). With respect to the foregoing, discrimination on the basis of sex shall include sexual harassment as defined in Section 46a-60(8) of the Connecticut General Statutes. Further, the system will not discriminate against any person on the grounds of political beliefs or veteran status.

Students are entitled to an atmosphere conducive to learning and to impartial treatment in all aspects of the teacher-student relationship. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or his or her own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs. Students are free to take reasoned exception to the data or views offered in any course of study, but they are responsible for learning the content of the course of study as defined by official college publications. Community College students are both citizens and members of the academic community. As citizens they enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy, and as members of the academic community they are subject to the obligations which accrue to them by virtue of this membership.

Section 2 : Student Grievance Procedure

1. *Definition:* A grievance is an allegation by a student that, as to him or her, an agent of the college has violated board or college policies relating to students other than assignment of grades or other academic evaluation (see Section 3: Review of Academic Standing).
2. *How to file a grievance:* A grievance is to be submitted in writing to the dean of student affairs or such other college official as the president may designate (hereinafter, the dean of student affairs), within thirty days of the date the grievant knew or reasonably should have known of the alleged violation. The written grievance shall specify the right claimed to have been violated and state briefly the underlying facts.
3. *Procedure for grievance resolution:* The dean of student affairs shall investigate the grievance and, within thirty days from the time the grievance was submitted recommend to the president a disposition of the grievance, except as provided hereinafter:
   a. In the course of each investigation, the dean of student affairs shall consult with the dean responsible for the area of college operations in which the grievance arose.
   b. In the case of a grievance alleging discrimination based on race, color, religious creed, sex, gender identity or expression, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability, prior conviction of a crime, political beliefs, veteran status, or sexual preference, the dean of student affairs shall consult with the college's affirmative action person during the course of the

investigation.

c. In the case of a grievance against a dean, the grievance shall be filed with the president.

The president may accept or reject the recommendation, or direct such further investigation as he or she deems appropriate. The president shall notify the student of the final disposition of the grievance within fifteen days of receiving the recommendation, except for good cause or as provided in 4., below.

4. *Advisory Committee:* The president may establish an advisory committee of students and staff which may be charged with the responsibility of making recommendations at either the level of the deans or the president. The president may appoint and remove members of the committee. If an advisory committee is appointed, the president shall establish a reasonable time frame within which the committee must make recommendations.

Section 3: Review of Academic Standing

A student may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedure:

1. *The grade or academic decision* affecting academic status should be discussed informally with the instructor or official responsible for the decision within fifteen calendar days of the student's awareness of the decision.
2. *If the matter is not satisfactorily adjusted* within ten calendar days of this appeal or the instructor is not available, the student may refer the matter to the academic dean by filing a written appeal. The appeal must be filed with the academic dean within thirty calendar days of the student's awareness of the decision which is being appealed.

   Upon receipt of such appeal, the dean shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. The dean may then refer the matter to the academic supervisor for informal consideration prior to step 3 below.
3. *The academic dean or other designated official(s) shall afford review* as provided below. The president may designate an official or an academic appeals committee to provide review at this step in lieu of the academic dean.

   The student shall be afforded the right to present a statement of appeal and relevant information in support of it. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of section 1 of this policy. The student is entitled to a written response within thirty days of the completion of his or her presentation. A decision to change the grade or modify the decision which has been appealed is advisory to and subject to the approval of the president.
4. *The foregoing decision may be appealed to the president* by filing a statement of appeal within ten calendar days of the date of the decision. Review by the president shall be on the basis of the written record unless he or she decides that fairness requires broader review. The decision of the president shall be final.
5. *The time frames* provided herein may be modified by the president for good cause shown.

(Adopted October 18, 1976; amended February 19, 1979, April 20, 1981, July 20, 1981, November 16, 1987, February 26, 1990, March 16, 1998, and November 15, 1999; technical amendment May 1, 2002 in compliance with Public Acts 98-180 and 01-28, technical amendment in compliance with Public Act 11-55, eff. October 1, 2011.)

APPENDIX III

REFUNDS OF TUITION AND FEES (6.5.5)

I. Required Fees

The college services fee and student activity fee paid by all students registering for credit general tuition funded courses, or credit extension funded courses, is non-refundable, except when course sections cancelled by the college would result in a change in fees otherwise due.

The mandatory clinical fee paid each Fall and Spring by enrolled students matriculated and declaring a major in a Level 1 or 2 allied health program as defined in 6.5.2.II B, is non-refundable, except that a student who drops out of the allied health program entirely or who has no enrollment in any credit courses as of the end of the college's official drop-add period, may request a full refund of the clinical fee or elimination of the fee receivable from his or her account.

The mandatory laboratory and studio fees paid by all students for each registration in a general/tuition or extension funded credit course with a laboratory or studio requirement as defined in 6.5.2.II B, is refundable according to the same terms and schedule as the applicable tuition or extension fee refund, and is 100% refundable when the course section is cancelled by the college.

II. General Tuition Funded Courses

A. **Refund Schedule - General**

For notice of withdrawal received prior to the first day of college classes for that semester, a refund of one hundred percent of total tuition will be granted for both full-time and part-time students.

For notice of withdrawal received on the first day of classes and through the fourteenth calendar day of that semester, a refund of fifty percent of total tuition applicable to the courses for which registered will be granted for both full-time and part-time students.

For a reduction in load which occurs on the first day of classes and through the fourteenth calendar day of that semester, fifty percent of the difference of the tuition applicable to the original and revised course schedule will be refunded.

No refund of tuition will be granted for either full-time or part-time students beyond the fourteenth calendar day after the first day of classes.

B. **Refund Schedule - Armed Services**

One hundred percent refund of tuition and fees will be granted students entering the armed services before earning degree credit in any semester, upon submitting notice in writing of withdrawal accompanied by a certified copy of enlistment papers.

C. **Special Fees -** The following special fees are non-refundable:

- application fee
- program enrollment fee
- late registration fee
- raduation fee
- replacement of lost ID card fee
- academic evaluation fee
- portfolio assessment fee

D. **Students Covered -** For purposes of the refund policy outlined above, an individual is considered a student when he or she has registered and paid, in part or full, either by cash or by obligation, by the first day of class.

E. **Publication of Payment and Refund Policies** - All colleges will insert in their college catalogs and brochures the information concerning tuition payment and refunds contained in this policy.

F. **Special Waivers -** College presidents are authorized to modify

the tuition and fee refund policy for specific students on a case by case basis under the following extenuating or extraordinary circumstances: severe illness documented by a doctor's certificate; erroneous advisement by the college; and military transfer. Other extenuating or extraordinary circumstances may also be considered upon written request submitted by a college president to the chancellor. Exceptions which should not normally be considered include change in job, normal illness, and poor decision or change of mind by a student.

G. **Change of Registration -** General and Extension Courses - Where a student has changed his or her course schedule to a different mix of general and extension credit courses, the college may elect not to apply the refund policy which would otherwise be in effect with respect to the course(s) deleted, and may, instead, collect or refund only the net amount due based on the tuition and fee policies applicable to the total student course load.

III. Extension Funded Credit Courses - Extension fees may be refunded in accordance with the following:

A student who withdraws by the last business day before the first class meeting of the course(s) is entitled to a full refund of all extension [account] fees. A request for withdrawal must be received by the president or his or her designee no later than the end of the last regular business day of the college before the first meeting of the course(s).

A student reducing his or her extension course load will be entitled to a full refund of extension [account] fees appropriate to the course(s) dropped, provided the request for refund is received by the president or his or her designee no later than the end of the last regular business day of the college before the first class meeting of the course(s).

No refund will be made after the first class meeting of the course except in cases of serious illness or other extraordinary circumstances, at the discretion of the college president or his or her designee.

If a class is cancelled, a full refund of extension course fees will be made.

IV. Refund Policy for Students Participating in Federal Title IV Student Aid Programs

Refund or return of Federal Title IV funds shall be made in accordance with applicable Federal rules and regulations, as amended from time to time, which shall take precedence over these tuition and fee refund policies. The chancellor or designee shall implement procedures to ensure compliance with Federal requirements.

Section 6.5.5, IV A and IV B – Repealed December, 2002.

(Adopted March 21, 1994; amended July 22, 1996; June 19, 2000, December 16, 2002)

APPENDIX IV

Acceptable and Responsible Use of Information Technology and Resources

Introduction

This Policy governs the Acceptable and Responsible Use of Information Technology and Resources of Connecticut State Colleges and Universities (ConnSCU). 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 ConnSCU IT resources is a privilege dependent upon appropriate use. Users of ConnSCU IT resources are responsible for using IT resources in accordance with ConnSCU policies and the law. Individuals who violate ConnSCU policy or the law regarding the use of IT resources are subject to loss of access to IT resources as well as additional ConnSCU disciplinary and/or legal action.

Purpose

The purpose of this policy is to provide the ConnSCU 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 ConnSCU IT systems to:

- Ensure ConnSCU IT resources are used for purposes consistent with ConnSCU mission and goals;
- Prevent disruptions to and misuse of ConnSCU IT resources;
- Ensure ConnSCU community is informed of state and federal laws and ConnSCU IT policies governing the use of ConnSCU 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 ConnSCU;
- All IT resources provided by the ConnSCU through contracts and other agreements with the ConnSCU; and
- All users and uses of ConnSCU 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 ConnSCU IT resources must:

- Use resources solely for legitimate and authorized administrative and academic purposes.
- Ensure that any personal use of ConnSCU IT resources be limited and have no detrimental impact on institution operations, job performance or ConnSCU 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 ConnSCU IT resources must NOT:
- Use ConnSCU IT resources to violate any ConnSCU 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 ConnSCU IT resources, or transmit them over ConnSCU networks.
- Harass or intimidate others or interfere with the ability of others to conduct ConnSCU business.
- Directly or indirectly cause strain on IT resources such as downloading large files, unless prior authorization from the appropriate ConnSCU authority as determined by the institution is given.
- Use ConnSCU 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 ConnSCU 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 ConnSCU 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 ConnSCU 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 ConnSCU institution shall incorporate the Acceptable and Responsible Use Policy as part of the terms and conditions for issuing institution computer network accounts. Each ConnSCU 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 ConnSCU institution shall make the Acceptable Use Policy accessible to all employees and students.

Enforcement

Violations of ConnSCU Acceptable and Responsible Use policy may result in appropriate disciplinary measures in accordance with local, state, and federal laws, as well as ConnSCU Policies, general rules of conduct for all colleges and university employees, applicable collective bargaining agreements, and the ConnSCU student conduct codes.

For purposes of protecting the ConnSCU 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 ConnSCU network that is reasonably suspected of violating ConnSCU 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:

- The need for the exception is legitimate and approved by the BOR CIO or designee.
- The exception does not disrupt or compromise other portions of the ConnSCU service delivery capability.
- The implementation of the exception is vetted through the Change Management Process.
- 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.
- 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.

Board of Regents for Higher Education Minutes,
October 18, 2012,Page 8

APPENDIX V

Policy on AIDS and Other Communicable Diseases* (2.10)

The Community College system reaffirms its commitment to provide a safe and healthy educational environment, safeguard the rights of individuals, and comply with state and federal antidiscrimination laws and regulations. Sound and compassionate legal, ethical, moral, and educational principles require that students and employees with AIDS, HIV infection, and other communicable diseases be accorded the same rights and assume the same responsibilities as all other members of the Community College community. It is recognized that the best method of allaying fears and promoting understanding is education: the dissemination of information based on fact and current scientific knowledge.

1. People with AIDS and other communicable diseases shall be accorded the same rights as all other students and employees. State and federal laws and regulations prohibit discrimination against and harassment of individuals solely because of disability. No individual shall be discriminated against in any college programs, services, or employment solely because of his or her status as AIDS- or HIV-infected or having any other communicable disease.
2. Each college shall provide information and educational programs and activities concerning AIDS and other communicable diseases for students and employees. Such information and programs shall rely on the most current knowledge about such diseases and shall focus on how such diseases are and are not transmitted, how they can be prevented, and the rights of persons with such diseases.
3. Each college president shall designate an individual responsible for coordination, delivery, and evaluation of the college AIDS education program. A committee representative of the college community should be involved in formulating educational and information activities.
4. Restrictions shall not be placed on admission, programs, services, or employment offered to an individual on the basis of a diagnosis of AIDS, HIV infection, or other communicable disease, except in individual cases when it has been medically determined that there is risk of infection or danger to others or in programs from which individuals with specific communicable diseases are excluded by law or regulation.
5. Colleges shall not require testing of students or employees for AIDS, HIV infection, or other communicable diseases for participation in employment, programs, or services of the college, except as required by law or regulation. Where possible, colleges shall maintain a listing of local referral sources for such testing and shall publish such listing with other educational information.
6. All student or employee information related to inquiries, testing, and disclosure of AIDS, HIV, or other infection status shall be treated confidentially as all other health records. All reasonable steps shall be taken to protect the identity of an individual with AIDS.
7. Students and employees involved in the direct delivery of health care services and those who might otherwise come in contact with blood and other body fluids (such as in science laboratories or allied health practica) shall at all times follow the guidelines regarding precautions to be taken in the handling of such fluids disseminated by the Department of Health Services (January 1987, provided as Appendix A) or other approved guidelines.
8. Violations of any part of this policy shall be dealt with under the appropriate disciplinary procedures for students or employees.
9. This policy shall be published in all college catalogs and student handbooks and shall be made available to all employees.

(Adopted February 21, 1989)

* All Community College employees are further subject to the June 3, 1988 "AIDS Policy for State Personnel" and the January 1987 "AIDS Guidelines for State Personnel."

APPENDIX VI

Racism and Acts of Intolerance - Policy Statement (2.1.5)

The community colleges have long been committed to providing educational opportunities to all who seek and can benefit from them, as evidenced in the mission statements and policies concerning student rights, affirmative action, and equal opportunity. The board and the colleges recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differentness. At the same time, colleges and universities have traditionally been at the cutting edge of protection of our most cherished freedoms, most notably freedom of speech and non-violent action, which protect even unpopular or divisive ideas and perspectives.

Such constitutionally-protected expression can contribute to an unwelcoming and even offensive social and educational environment for some individuals in the college community, particularly when it concerns race, religion, sex, sexual orientation, disability, national origin, or ethnicity, and the first amendment does not preclude colleges from taking affirmative steps to sensitize the college community to the effects of creating such a negative environment. Therefore, the community colleges recognize that they have an obligation not only to punish proscribed actions, but also to provide programs which promote pluralism and diversity and encourage the college community to respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, hostility, and violence but supportive of individual academic, personal, social, and professional growth.

Acts of racism or harassment directed against individuals or specific groups of individuals will not be tolerated and will be dealt with under the employee affirmative action grievance procedures and the student grievance and disciplinary procedures.

Each college will provide a comprehensive educational program designed to foster understanding of differentness and the value of cultural diversity. This will include plans to (1) promote pluralism, (2) educate the college community about appropriate and inappropriate behaviors to increase sensitivity and encourage acceptance, and (3) widely disseminate this policy statement to the entire college community.

(Adopted February 26, 1990)

People with Disabilities: Policy Statement (2.1.6)

People with Disabilities in the Community Colleges

The Board of Trustees of Community-Technical Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the community colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a community college campus or in the system office of the board of trustees.

The board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role. Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and attitudinal; it also means taking care not to erect new barriers along the way.

The efforts of the community colleges to accommodate people with disabilities should be measured against the goals of full participation and integration. Services and programs best promote full participation and integration of people with disabilities when they complement and

support, but do not duplicate, the regular services and programs of the college.

Achieving the goal of full participation and integration of people with disabilities requires cooperative efforts within and among higher education. The board of trustees will work with the board of governors to achieve a higher level of services and appropriate delivery methods at all Connecticut Community Colleges.

This statement is intended to reaffirm the board's commitment to affirmative action and equal opportunity for all people and in no way to replace the equal opportunity policy statement.

(Adopted November 20, 1989)

Note: The Section 504/Title II Coordinator for students is Lynne Langella. Students who want to request accommodations or adjustments due to their disability should contact the Coordinator for Student Disabilities, Mrs. Lynne Langella at 203-332-5018. Her office is located in Room LH-B116 Lafayette Hall, 900 Lafayette Blvd. Bridgeport, Connecticut 06604. She may be contacted via email at Llangella@hcc.commnet.edu

Grievance Procedure for Students with Disabilities

If the conflict resolution process (as detailed in the *Guide For Students With Disabilities)* doesn't resolve the conflict a student may submit a written grievance within 15 days to the Dean of Students stating the nature of the complaint, procedures already taken and remedy sought. These reports are confidential and will not be disclosed to unauthorized persons. The Dean will seek a resolution to the grievance by having a hearing with all the parties involved, including the Coordinator of Disabilities Support Services. If a resolution is not reached the student may appeal to the President of the college who shall make the final decision.

Notice re: Campus Sex Crimes Prevention Act

The Connecticut Department of Public Safety (CDPS) publishes the names of persons who have been convicted of criminal sex offenses and who are required to register in Connecticut. The law requires us to inform you that sex offender registry information is available at CDPS offices throughout the State, at local police departments and at state police troops with jurisdiction over your region. It is also available online at http://www.state.ct.us/dps/Sex_Offender_Registry.htm.

Note that it is not the obligation of higher education institutions to request information concerning registered sex offenders from the State. However, we are required to let you know that law enforcement agency information concerning a person on the registry may be obtained by making a request of the CDPS for the criminal history record of such person. The name and date of birth of the individual are required for such search.

Note also that inclusion in the sex offender registry does not per se disqualify any person from employment or from being a student at an institution of higher education. Since persons included in the registry have been released into the community, by definition, they have repaid their debt to society. Also note that it is a criminal offense to use information in the sex offender registry to injure, harass or commit a criminal act against any person included in the registry.

If you have any questions or concerns about the information contained in this memorandum, please address them to the Dean of Students or to the Human Resource Director, as appropriate.

APPENDIX VII

See Also *Student Code of Conduct*, Part D, items 4, 6, **Appendix I**

Policy on Violence Prevention and Response (2.13)

On August 4, 1999, Governor John G. Rowland signed Executive Order No. 16 instituting a "zero tolerance " Violence in the Workplace Prevention Policy for all state agency personnel, contractors, subcontractors and vendors. In accordance with this directive and in an effort to provide a safe environment for employees, students, visitors and guests while on the premises of the Community Colleges, the Board of Trustees of Community-Technical Colleges has adopted and expanded the application of the Governor's policy. Executive Order No. 16 is attached to this Board policy and is fully incorporated herein.

For purposes of this policy, "violence" is defined as an overt act or threat of harm to a person or property, or any act that poses a substantial threat to the safety of any person or property. "Premises" is defined as any space owned or leased by the Community Colleges or any of its constituent units, including vehicles and any location where college or system business or activities are conducted. Conduct that may violate this policy includes, but is not limited to, the following:

- Intimidating, harassing or threatening behaviors
- Physical abuse, including hitting, slapping, poking, kicking punching, grabbing, etc.
- Verbal abuse, including yelling, shouting, use of sexually, racially or ethnically charged epithets, etc.
- Vandalism
- Carrying or possessing weapons or dangerous instruments of any kind on Community College premises, unless properly authorized
- Using such weapons
- Any other act that a reasonable person would consider to constitute a threat of violence, including oral or written statements, gestures or expressions that communicate a direct or indirect threat of physical harm

Reporting Threats or Violent Act

A person who feels that he or she has been subjected to threats or acts of violence as defined herein, or a person who witnesses such threats or acts, must report the incident to a supervisor, manager or to the Human Resources office. Supervisors and managers who receive such reports shall seek advice from the Human Resources office regarding investigating the incident and initiating appropriate action. Serious incidents or serious threats of imminent danger to the safety of persons or property should immediately be reported to proper law enforcement authorities and/or to the campus Public Safety/Security Department.

Any individual who has applied for or obtained a protective or restraining order which lists the premises of the Community Colleges as protected areas, must provide to the Human Resources office a copy of the petition and declaration used to seek the order, a copy of any temporary protective or restraining order that is granted, and a copy of any protective or restraining order that is made permanent. The sensitivity of the information requested is understood and colleges are responsible for treating such information in a manner that recognizes and respects the privacy of the reporting person.

Enforcement of this Policy

All reported incidents of violence will be taken seriously and will be dealt with appropriately, including prompt evaluation, investigation and response. An individual who makes a substantial threat of violence or commits an act of violence as defined in this policy shall be removed from the premises. Any weapon or dangerous instrument will be confiscated and turned over to appropriate law enforcement/public safety authorities. There is no reasonable expectation of privacy with respect to such items

on college premises.

Violations of this policy, including knowingly providing a false report, or failing to cooperate fully with an investigation, may lead to disciplinary action up to and including dismissal from employment or expulsion from the college. Violations may also result in criminal penalties.

Threat Assessment Team

Each college will establish a Threat Assessment Team to oversee the implementation of this policy. The Threat Assessment Team should include representatives of management, human resources, employee unions, public safety, and facilities management.

One goal of the team approach is to ensure that people are prepared to work together to deal with violent or potentially violent situations. Although violence cannot always be prevented, planning ahead and being prepared to act swiftly to deal with threats, intimidation and other disruptive behavior at an early stage can reduce the risk. The Assessment Team has three major functions:

- **Identifying the potential for violence**. This involves analyzing trends in incidents relating to particular units, jobs, activities, time of day and so forth.
- **Prevention.** This includes recommending procedures to prevent violence, such as conducting violence prevention and response training for employees and students, establishing mechanisms for employees, students and others to discuss their concerns about violence, conducting inspections of college premises, evaluating working environments f employees and students to ascertain any unusual risks, conducting employee/student surveys, recommending changes in physical plant, equipment and practices to enhance campus safety.
- **Responding to individual acts of violence.** Incidents reported to the Human Resources office and/or the Public Safety department should be shared with the Threat Assessment Team which may advise and assist in the investigation if appropriate. The Team may also assist in the management of threats or incidents of violence by planning a response to mitigate further damage, coordinating responses with local law enforcement and the community and managing media inquires

Publication of Policy on Violence Prevention and Response

This policy shall be distributed to all members of the college community and shall be posted prominently in areas where students, staff and guests may gather. The policy should also be included in orientation materials for new employees and students and published in college newsletters, catalogues, handbooks, as appropriate. The policy should be reissued once a year as a reminder of the importance of this issue in our community. Contractors, subcontractors, and vendors doing business with the college shall be advised that compliance with this policy is mandatory.

For further information on the subject of workplace violence, please consult the State of Connecticut Violence in the Workplace Policy & Procedures Manual for Human Resource Professionals, September 1999, which can be found on the Office of Policy & Management website at the following address: www.opm.state.ct.us/olr/wpv/wpv.htm

(Adopted December 20, 1999)

APPENDIX VIII

Event Planning and Campus Speaker Policy for Students

Purpose Statement:

In the traditions of open inquiry, academic freedom, and the pursuit of truth and knowledge, the college encourages students to plan student activities and events, including programs that involve outside speakers or performers. Such programs are an invaluable opportunity to encourage the free exchange of ideas in an atmosphere of mutual respect and civility.

Policy:

Students as well as formally recognized and funded student clubs or organizations may request the use of college facilities and equipment for meetings or events, including programs that involve outside speakers or performers. Student planned activities and events are subject to all applicable policies, procedures, and guidelines as set forth by the college administration and by the Board of Regents for Higher Education, including policies related to free speech, peaceful assembly, nondiscrimination event planning, college purchasing, etc. Speakers should be made aware by the club of all applicable policies and procedures and of their obligation to comply.

This policy statement is intended to regulate only the time, place, and manner in which events planned by students are organized. The student organizers determine the content of such events. Recognized student groups should collaborate with their club advisor to ensure that events are appropriate to, and in the best interests of, the Housatonic community. Students not affiliated with a recognized student group should collaborate with the Dean of Students Office. Collaboration with a club advisor or with the Dean of Students is advisory only and is not for the purpose of the college exercising control over the content of any proposed event.

Programs and speakers representing all points of view are welcome. A faculty or staff moderator, selected by the student organizer(s), is required for all meetings or events that include an off-campus speaker. In the interests of open discussion, the college suggests that any speaker take questions from the audience.

Speakers may be invited to the campus to discuss political issues. The expression of political or other views, with the exception of expression that is intended to incite violence on college premises, is the prerogative of every individual or group. Student political clubs may form on campus. Private business may not be conducted in college facilities.

Students may recruit for student club memberships at club-sponsored meetings, activities or events. Additionally, recognized student clubs and organizations may seek to use the facilities of the college for the purpose of raising funds for bona fide charities and affiliated with the activities of the club or organization.

Individual students or groups of students not affiliated with a recognized student club or organization may plan student activity events and, in the absence of a Faculty Advisor or club affiliation, must collaborate directly from the Dean of Students' Office and comply with all other event planning procedures and requirements.

Any student or student group wishing to initiate a spontaneous event or activity, for which no campus facility or equipment is needed or requested, may do so provided the activity does not interrupt the normal operation and business of the college. Requests for use of campus facilities and equipment requires advanced reservations, planning, and paperwork.

Any student-organized activities, events, and meetings that do not comply with this policy and related procedures shall not be approved for funding through the Student Senate or college and shall not be granted use of space in college facilities. The President or her/his designee reserves the right to cancel reservations of planned activities at any time if deemed necessary

for public safety. The Director of Student Activities is responsible for ensuring compliance with this policy. Questions regarding event planning or inviting speakers to campus may be directed to the office of the Director of Student Activities or the Dean of Students Office.

Procedure:

In order for a student-organized event to take place or for an off-campus speaker or performer to be invited to present at a student meeting, activity or event, the following steps must be completed:

Step 1: For recognized clubs and organizations, the club or organization's membership must vote in favor of the event and the speaker; this vote must be reflected in the minutes of the club or organization. Students not affiliated with a recognized student club or organization should indicate their interest and intent to plan an activity or event to the Student Life Office in writing.

Step 2: The official advisor(s) for a recognized student group, or the Dean of Students Office in the case of unaffiliated students, must review and approve the event for time, place, and manner considerations as described above before an invitation is extended to the speaker.

Step 3: Publicity and communications concerning student planned events, activities, or meetings shall clearly identify the name of the sponsoring student(s), club or organization and must be stamped for posting by the Student Life Office. In order to be stamped for posting, publicity flyers, posters, etc. for an event must first be reviewed and approved (for time, place, and manner considerations only) by the student club or organization's advisor(s), or by the Student Life Office in the case of students that are not affiliated with a recognized student club or organization.

Step 4: Requests for the use of college space or equipment by students or student clubs and organizations must be submitted in writing at least 7-10 business days prior to the event. More notice is required for spaces in high demand and for facilities that require greater setup coordination. A reservation request can be approved only if the space is available and if time allows for the necessary processing and coordination of room setup. The request should be submitted to the college staff responsible for scheduling reservations for the preferred space. It is the responsibility of the reserving college staff to notify the club or organization representative regarding the status of the request in a timely manner.

Step 5: All students and student clubs and organizations must show compliance with all required steps and procedures by completing the required event planning forms, available from the Student Life Office, at least seven (7) business days prior to the proposed event. However, events that involve contracts and financial commitments require a minimum of four to six weeks notice.

APPENDIX IX

See Also *Student Code of Conduct*, Part D, items 13, 15, 19, 21, **Appendix I**

Procedure for Dealing with Disruptive Students

Disruptive students interfere with the learning process and education mission of the college. Students are obligated to abide by the Student Code of Conduct and all local, state, and federal laws. The Student Conduct Code, instituted by the Board of Regents, can be found under "Policy on Student Discipline" and "Policy on Student Rights" in the Housatonic Community College Student Handbook. Students also are obligated to abide by the standards and expectations of proper classroom decorum as established by faculty in their class syllabi.

Disruptive students will be subject to immediate disciplinary intervention by the Office of the Dean of Students. In the event of an incident, faculty members are advised to follow the established college procedure for dealing with disruptive students:

1. The instructor should inform the disruptive student, either verbally or in writing, that such behavior is unacceptable in the classroom, and that the student may be removed from the class for either that day (by the instructor) or the rest of the semester (by the Dean of Students' Office only) if the behavior continues. The verbal warning may take place privately or in the presence of others as witnesses. Faculty members are encouraged to consult with the Dean of Students Office for guidance in providing such feedback to the student.
2. The instructor simultaneously should inform the Dean of Students and the Department Chair person via memo or email regarding the feedback to the student in question. The professor may request that the Dean of Students or a designee meet with the student to discuss the student's behavior and potential disciplinary consequences of further disruptive behavior and to reiterate that the professor has full authority in the classroom. A behavior contract may be developed by the faculty for the student, with the assistance of the Dean of Students or a designee. Where and when appropriate, the college does attempt to mediate/counsel a student prior to taking formal disciplinary action.
3. If the student's behavior continues to be disruptive, the professor has the option of requesting the formal discipline process be implemented to remove the student from the class and, if warranted, from the college. This request should be made to the Dean of Students and the Department Chair person via email or memo. However, if the disruptive behavior is of such a nature that the professor cannot gain control of the class, or the safety and welfare of the instructor or students are in jeopardy, the instructor should immediately contact Campus Security by using the classroom/office phone and dialing x5025, by dialing ** on a campus phone, or by pressing the blue light emergency call buttons located in the hallways throughout the facility.

The college will address any behavior deemed to be inappropriate and disruptive in accordance with the policies set forth by the Board of Regents, including the policies on Sexual Harassment, Racism and Acts of Intolerance, and Violence Prevention and Response. Any questions or concerns about disruptive students and the disciplinary procedure should be directed to the Dean of Students' Office at 332-5184.

APPENDIX X

See Also *Student Code of Conduct*, Part D, item 1, **Appendix I**

Housatonic Community College Copyright Policy for Students

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

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

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

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

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

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

Media Allowable Portion under Fair Use

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

All copyright-protected material used must include the complete source citation and the rights holder. This information should appear on the same page as the material itself.

If you have a copyright question not answered by this information, please contact a librarian for assistance.

APPENDIX XI

Satisfactory Progress (3.8)

Statement on Satisfactory Progress

1. 1The grading system employed by each college should accurately reflect the academic achievement of the student. In order to ensure appropriate use of state resources available for the education of its citizens, each college will develop procedures to monitor satisfactory progress through its warning, probation and suspension policy.
2. 2This policy shall be applicable to all students enrolled for developmental and/or credit courses, no matter the number of credits for which they are enrolled.
3. No course may be repeated for credit more than twice. The highest grade received will be used in calculating the student's academic average. This does not apply to those courses that are designed to be repeated for additional credit.
4. Satisfactory completion of fifty percent of the credits attempted (this phrase means actual continued enrollment beyond the add/drop period) will be the minimum standard for good standing.
5. Students who have completed 11 or fewer credits whose Cumulative Grade Point Average (CGPA) falls below 1.5 will be given a written warning. Students who have completed between 12 and 30 credits inclusive whose CGPA falls below 1.7, and those who have completed 31 or more credits whose CGPA falls below 2.0, will be given a written notice that they are placed on academic probation.
6. Students placed on academic probation will be required to take a reduced course load for one semester.
7. Students who, after being placed on academic probation for one semester and after taking a reduced course load, fail to attain the required CGPA as shown above will be notified in writing that they are suspended for one semester.
8. After the period of suspension, students may be reinstated, either as regular or probationary students, upon application to the college.
9. An appeals process will be established by each college, which provides for due process.
10. College procedures will be included in appropriate publications and communications.

Adopted October 17, 1993; amended January 28, 2002; amended February 23, 2004; amended September 20, 2004; amended February 14, 2005)

Satisfactory Academic Progress Policy for Student Financial Aid Recipients

In March 2005 the Connecticut Community Colleges approved a uniform satisfactory academic progress policy for all students receiving financial aid. Recent changes to federal regulations, announced in October 2010, require the Connecticut Community Colleges to make updates to this policy. The updated policy is reflected below and is in effect as of July 2011.

Policy

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

A student must complete successfully two-thirds (66.66%) of the credits (earned credits/attempted credits) s/he attempts. All attempted credits

resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, noncredit remedial courses (with appropriate credit equivalency evaluation), and ESL courses will be included in this assessment. Transfer credits will be counted as both attempted and earned credits in the calculation for determining satisfactory academic progress.

A student must also maintain a cumulative minimum grade point average as noted below to be making satisfactory academic progress and be eligible to receive financial aid.

Earned Credits	Minimum GPA
≤15.99	1.50
≥16.00	2.00

A student's cumulative and inclusive academic history will be evaluated prior to each term's financial aid disbursement. This policy will be used to evaluate full-time and part-time students.

Maximum Credit Hours

A student may receive financial aid for any attempted credits in his/her program of study that do not exceed 150% of the published length of the student's educational program at the college. For example, a student enrolled in a 60-credit degree program may receive financial aid for a maximum of 90 attempted credit hours. Similarly, a student enrolled in a 30-credit certificate program may receive financial aid for a maximum of 45 attempted credit hours. Any attempted credits at the college must be included in the calculation. This 150% maximum credit hours rule is applicable to students who change majors or who pursue a double major.

Communication

A student will receive notification prior to the start of a period of enrollment via postal mail or email that will describe any changes to the status of their academic progress. Updates to academic progress standing will also be made available to students through the use of myCommNet online access (http://my.commnet.edu).

Financial Aid Warning

Any student who fails to meet the minimum satisfactory academic progress standard will be placed on Financial Aid Warning ONCE. The Warning period will be the student's next semester of enrollment at the college. The college will communicate the Warning status to the student and inform the student that s/he must meet the academic progress standard by the end of the subsequent enrollment period in order to maintain eligibility to participate in the financial aid program at the college.

Termination

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning Period will be dismissed from the financial aid program at the college. The college will communicate the Termination status to the student and inform the student of the Reinstatement and Appeal Process available.

Reinstatement Policy

A student's financial aid eligibility will be automatically reinstated at such time as the student meets the minimum satisfactory academic progress requirements. Reinstatement to the financial aid program may also occur upon a successful appeal by the student.

Financial Aid Probation

A student may request reinstatement to the financial aid program through the following Appeal Process:

Appeal Process

If the student feels his/her failure to meet the minimum satisfactory academic progress standard was the result of an extraordinary or unusual situation that affected successful academic progression, the student may appeal to the Financial Aid Office. Extraordinary or unusual situations could include illness or injury of the student, caring for an ill member of the immediate family, death of a member of the immediate family, domestic violence, or divorce. All situations must be documented. An appeal form is available in the financial aid office.

To provide consistency in decision-making, a financial aid administrator will make all appeal decisions in a timely manner after the receipt of the appeal form. The student must:

1. Explain the extraordinary or unusual situation causing the non-compliance
2. Substantiate it with third party documentation (e.g., letter from the doctor who treated the student)
3. Give a detailed explanation of specifically what has changed that will allow satisfactory progress to be demonstrated at the next evaluation

Should an appeal be approved and the student is not mathematically able to return to satisfactory academic progress at the conclusion of subsequent enrollment period, a financial aid administrator will require that the student meet with an academic advisor. The student will then be required to sign an agreement to the terms of the following academic plan:

1. Register and successfully complete a minimum of six (6) credits; and
2. Complete 100% of the courses attempted for the semester with a minimum GPA of 2.0.

At the end of the semester, grades will be evaluated. If the student has met the required terms of the academic plan, the student may continue to receive financial aid the following semester. If the student fails to meet the terms of the academic plan in any subsequent semester, the student will be terminated from the financial aid program until he or she is able once again to meet the minimum requirements for academic progress. The student's progress will continue to be monitored at the end of each semester with the same terms in place until the student is in compliance with Connecticut Community Colleges' Satisfactory Academic Progress Policy.

If the student's appeal is denied and the student is already registered for the upcoming semester, the student is responsible for any monies owed to the college. If the student pays for the next semester and successfully completes all classes in accordance with the academic plan listed above (minimum of six credits; 100% completion with a minimum GPA of 2.0), the student may appeal again after that semester.

APPENDIX XII

See Also *Student Code of Conduct*, Part D, item 18, **Appendix I**

Policy on Drugs and Alcohol in the Community Colleges (4.15)

Drugs and Alcohol in the Community Colleges

The Board of Trustees of Community-Technical Colleges endorses the statement of the network of colleges and universities committed to the elimination of drug and alcohol abuse, which is based on the following premise:

American society is harmed in many ways by the abuse of alcohol and other drugs – decreased productivity, serious health problems, breakdown of the family structure, and strained social resources. Problems of illicit use and abuse of substances have a pervasive effect upon many segments of society – all socio-economic groups, all age levels, and even the unborn, Education and learning are especially impaired by alcohol abuse and illicit drug use.*

The board recognizes that education regarding alcohol and substance abuse is an appropriate and even necessary part of contemporary college life. Since the unauthorized use of controlled substances, in addition to the potential harmful effect it may have on students and employees, is contrary to state and federal law and regulation, it must be prohibited in any college activity, on or off the college campus.

Although the conditions of alcohol and drug dependency may be considered disabilities or handicaps under state and federal law and regulation and board of trustees policy, and employees and students will not be discriminated against because they have these disabilities, all students and employees are considered to be responsible for their actions and their conduct.

These provisions shall apply to all colleges under the jurisdiction of the board:

1. No student or employee shall knowingly possess, use, distribute, transmit, sell, or be under the influence of any controlled substance on the college campus or off the college campus at a college-sponsored activity, function, or event. Use or possession of a drug authorized by a medical prescription from a registered physician shall not be a violation of this provision.
2. All colleges shall develop and enforce policies regarding the sale, distribution, possession, or consumption of alcoholic beverages on campus, subject to state and federal law. Consistent with previous board policy, the consumption of alcoholic beverages on campus may be authorized by the president subject to the following conditions, as appropriate:
    a. when a temporary permit for the sale of alcoholic beverages has been obtained and dram shop act insurance has been purchased;
    b. when a college permit has been obtained;
    c. when students bring their own beverages;
    d. when alcoholic beverages are provided by a student organization and no fee is charged for attendance or for said beverages.
3. All colleges shall provide educational programs on the abuse of alcohol and other drugs and referral for assistance for students and employees who seek it.
   Colleges are encouraged to establish campus-wide committees to assist in development of these programs in response to particular campus needs and identification of referral resources in their respective service planning regions.
4. This policy shall be published in all college catalogs, faculty and staff manuals, and other appropriate literature.
5. Failure to comply with this policy will result in invocation of the appropriate disciplinary procedure and may result in separation from the college and referral to the appropriate authorities for prosecution.

*Statement of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse

(Adopted November 20, 1989)

CONNECTICUT'S POLICY FOR A DRUG-FREE WORKPLACE

The State of Connecticut is committed to winning the battle against substance abuse. Substance abuse jeopardizes a stable family structure, exacerbates crime, threatens worker productivity and presents a continuing and growing drain of government funds. For our youth, substance abuse is an especially harmful threat. Drugs destroy their hopes and dreams and, all to often, their very lives.

The workplace is not immune to the influence of substance abuse. Worker safety, health and efficiency are adversely affected. Therefore, in harmony with Connecticut's existing three-pronged strategy of education, treatment and enforcement to combat substance abuse, and in accordance with new federal legislation, the Drug-Free Workplace Policy has been adopted. Connecticut State employees will be protected and served by this new initiative, which includes an on-going substance abuse awareness program.

Effective March 18, 1989, the federal government enacted the "Drug-Free Workplace" Act. This act requires that any State agency which receives federal funding must certify that it will maintain a drug-free workplace. Among other things, the act requires that a policy is published notifying employees that the unlawful manufacture, distribution, possession, or use of controlled substances is prohibited in the workplace. It also requires that certain actions be taken if this policy is broken.

It is the policy of the State of Connecticut that each employee has a right to come to work and perform his or her job in an environment that is free from the illegal use of drug. It is also in the interest of the State and the public that employees be able to perform their duties safely and efficiently. The State is firmly committed to promoting high standards of health, safety and efficient service. Thus, our goal is to maintain a work environment free from the effects of drug abuse.

It is the policy of the State of Connecticut that employees shall not unlawfully manufacture, distribute, dispense, possess or use a controlled substance while on the job or in the workplace, or be under the influence of a controlled substance, not prescribed for him/her by a physician, while on the job or in the workplace. Any employee violating this policy will be subject to discipline, up to and including termination.

Controlled substances are specifically defined in federal law. They consist of two classes of "drugs": 1) those commonly thought of as "illegal" drugs, and 2) certain medications available by prescription, but not being taken under a physician's orders, which the federal government has determined have a potential for abuse, or are potentially physically or psychologically addictive.

APPENDIX XIII

See Also *Student Code of Conduct*, Part D, item 19, **Appendix I**

Weapons on College Campuses (4.23)

The use or possession of weapons (as defined in Section 53-206 of the Connecticut General Statutes)* is prohibited on college campuses or at college activities except as authorized by Board or college policies. Colleges are hereby authorized to develop policies which allow for specific exemptions to the extent permitted by law.

*(Adopted May 18, 1992)

APPENDIX XIV

Admission - Policy (5.1)

Admission at the Community Colleges shall be as follows:

1. Applicants for admission to a Community College should present evidence of graduation from an approved secondary school or should have been awarded a state high school diploma or its equivalent, or be qualified under the provisions of Board Policy 5.1.5 – Home Schooled Students.
2. An applicant should have such maturity and other qualities which indicate an ability to profit from a program offered by the college.
3. Applicants meeting these qualifications should be admitted to the limits indicated by available funds and space, and applications received beyond these limitations should be placed on a waiting list.
4. The college president may grant a special waiver of these requirements for individuals.
5. Notwithstanding the foregoing, whenever in the judgment of the college president the admission, readmission or registration for any course, whether credit or non-credit, of any person as a student would constitute an unreasonable threat to the safety of the people, the security of property or the integrity of academic processes or functions of the college, such person may be denied admission or readmission to the college or registration for the course.

(Adopted March 21, 1966; readopted May 17, 1966; amended May 10, 1971, April 18, 2005, December 17, 2007)

Home Schooled Students (5.1.5)

1. A home-schooled student is defined, for purposes of this policy, as someone who has completed a secondary school education in a home school setting that is treated as a home school or private school under state law, or who is in the process of doing so.
2. Home schooled students who wish to attend a Community College and pursue a degree or certificate must meet the same admission requirements as any other applicant, except for providing evidence of graduation from a secondary school or obtaining a state equivalency diploma. This includes, but is not necessarily limited to, completing an application, paying admission fees, submitting evidence of inoculation against measles, mumps, and rubella, taking placement tests, etc.
    a. Home schooled applicants may also submit a copy of a transcript from any secondary school attended, whether or not they may have graduated therefrom, or a copy of a federal or state equivalency diploma, or a summary of the secondary program of study they pursued, and a certificate of successful completion thereof, signed by the parent or other provider of the home schooling.
    b. Home schooled applicants may be required to submit transcripts, or records of study, if such are required for other applicants.
3. Home schooled applicants who wish to enroll at a Community College, but not pursue a degree or certificate, shall be treated as any other non-matriculated student at the college.
4. Home schooled applicants may, at the discretion of the college to which they are applying, be required to have an in-person interview with the college's director of admissions, or such other officer as the college may direct, to assess the applicant's ability to benefit from the program of study.
5. Each college shall develop such procedures, forms, and other materials as may be necessary to manage this policy.
6. Each college shall also establish an appeals process, with appeals going to a designated dean, who may, in special circumstances, waive the requirements of the policy.
7. If and when the State of Connecticut enacts laws or issues policies regarding home schooled students or their admission to public colleges, this policy will be revised and reissued, as may be necessary, to ensure compliance therewith.

(Adopted April 18, 2005)

Sex Offenders on Campus (5.1.1)

Whenever in the judgment of the college president the continued presence of a convicted sex offender who has been previously admitted or registered as a student, credit or non-credit, would constitute an unreasonable threat to the safety of people, the security of property or the integrity of academic processes and functions of the college, such person may be denied continued attendance as a student or have limitations placed on participation in college activities and/or access to college property.

The decision to exclude a person under this provision must be based on an assessment of the risk presented by the continued presence of the convicted sex offender, who normally must be allowed to provide information pertinent to the decision. The decision to exclude such person may not be based solely on the person's status as a convicted sex offender, nor shall any person use information regarding a convicted sex offender to injure or harass any person. The decision of the president shall be final.

(Adopted December 17, 2007)

APPENDIX XV

Transfer - Acceptance of Credit at Community Colleges (3.17.1)

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

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

(Adopted January 16, 1973; amended November 19, 1979; May 16, 2005; May 21, 2007)

APPENDIX XVI

Assessment - Entering Students (3.19)

Assessment of Skills and Competencies of Entering Students

Consistent with its statutory mandate and mission, the Board of Trustees of Community-Technical Colleges has endorsed and promoted a host of system planning efforts rooted in recognition of

- the need to extend to an increasingly diverse student clientele access to educational opportunity
- the need to provide a wide variety of instructional and student support services to assist students to achieve their objectives
- the need to enhance the quality of Community College system programs and services.

Accordingly and within this context, the board of trustees approves the following recommendations for implementation of a systemwide program for assessment of the skills and competencies of students who enter a Community College:

1. The Accuplacer computerized adaptive test shall be used for purposes of assessment placing of entering Community College students.
2. Each college shall use, at a minimum, the reading comprehension, sentence skills and the algebra sections of the test.
    a. In order for students to place into ENG* 101 Composition, a minimum score of 88 on Accuplacer Sentence Skills and a minimum score of 83 on Accuplacer English Comprehension must be attained. Students may challenge the outcome of these specific tests by requesting an essay prompt. The prompt will require the student to read, summarize, and respond to a text. It will be scored using the New Jersey rubric.
    b. An alternative method to place into ENG* 101 Composition will be a score of 450 or higher on the SAT Verbal or SAT Essay, or a score of 21 or higher on the ACT English portion or a score of 47 or higher on the ACT English and Reading portions.
    c. All students will begin the Accuplacer Math test with the Elementary Algebra subtest. An Arithmetic score should be available adaptively, for students placing below MAT* 095, to allow selection into an array of developmental courses, which are configured differently at different colleges.
    d. To place out of developmental courses into Intermediate Algebra, the minimum Elementary Algebra score will be in the band between 54 and 66.
    e. An alternative method of placement into Intermediate Algebra will be a score between 500-549 on the SAT Math section, or a score of 18-21 on the ACT Math test.
    f. Placement out of Intermediate Algebra into some, but not all, higher-level courses will require a score of 40 or higher on the College Level math portion of Accuplacer.
    g. An alternative method of placement out of Intermediate Algebra will be a score of 550 or higher on the Math section of the SAT, or a score of 22 or higher on the ACT Math test. These scores would place students into some, but not all, courses above Intermediate Algebra in the system.
3. Students seeking Ability to Benefit (ATB) in order to qualify for Federal financial assistance shall be tested, at a minimum, in the reading comprehension, sentence skills, and arithmetic sections of the Accuplacer test.
4. The Chancellor is authorized to develop an alternative assessment

program to pilot the validity of testing instruments such as certain state tests to be used for student academic assessment at the point of entry to a Community College. Colleges designated to participate in an alternative assessment program will be required to follow the standards established for the program and to report the research findings for systemwide use.

5. Students with previous college-level English and/or Mathematics credits with a grade of C (2.0) or better will be exempt from placement testing in that specific discipline, except in situations where specialized accreditation or licensure standards pertain, or in situations where the prior credit is not relevant to the student's program of study.
6. Resources shall be made available to assist colleges in implementation of the testing program and for appropriate research studies.
7. Working towards common standards and sequences of courses across the system, each college will establish prerequisites at the developmental level for those college-level courses which require writing, reading, and mathematics.
8. All courses offered at the developmental level (courses with an initial number of "0" whose credits do not count towards graduation) must be pre-collegiate, defined as part of a sequence of courses which lead to college-level work. Courses deemed to be basic skills which are not pre-collegiate, as defined in this section, cannot be offered as part of the developmental sequence.
9. Consistent with these prerequisites, entering students who need courses at the developmental level will be strongly advised by the college to enroll during their first year of matriculation in the necessary developmental English and Mathematics courses.

(Adopted May 16, 1988; amended May 16, 2005; amended May 19, 2008; amended May 23, 2011; amended June 20, 2011)

APPENDIX XVII

Confidentiality of Student Records

NOTIFICATION OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request amendment of an education record that the student believes is inaccurate. Students may ask an appropriate college official to amend a record that they believe is inaccurate. The student should write to the college official, clearly identify the part of the record he or she wants changed, and specify why he/she believes it is inaccurate. The college will notify the student of the decision. If the college decides not to amend the record as requested by the student, the college will advise the student of his or her right to a hearing 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 of Regents who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
   FERPA also permits disclosure of education records without consent in connection with, but not limited to:
   - To comply with a judicial order or a lawfully issued subpoena;
   - To appropriate parties in a health or safety emergency;
   - To officials of another school, upon request, in which the student seeks or intends to enroll;
   - In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
   - To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities,

in connection with certain state or federally supported education programs;
- To accrediting organizations to carry out their functions;
- To organizations conducting certain studies for or on behalf of the college;
- The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
- Directory information as defined in the policy of the Board of Trustees.
- The right to refuse to permit the college to release directory information about the student, except to school officials with a legitimate educational interest and others as indicated above. To do so, a student exercising this right must notify the Office of Registrar in writing. Once filed, this notification becomes a permanent part of the student's record until the student instructs the college, in writing, to remove it.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S
Washington, DC 20202-4605

Directory Information

The Board of Regents has designated the following as directory information: student names and addresses, dates of attendance, full vs. part-time student status, program of study/major, awards and honors and graduation date. For purposes of access by military recruiters only, telephone listings, 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 3 above.

Additional Information

A FERPA brochure for faculty, staff, and students is available in the Registrar's Office.

APPENDIX XVIII

2.1.2 Equal Opportunity Policy Statement

This statement establishes a policy framework for the implementation of equal opportunity and affirmative action principles within the Community College system. The purpose is to set forth an appropriate and consistent standard for each college and the system office. The statement constitutes the policy statement required by section 46a-68-63 of the regulations of Connecticut state agencies.

The chancellor is authorized to promulgate a supplement to this statement in order to achieve compliance with paragraphs 3 and 8 of the subject regulation, which supplement shall be an integral part of this policy statement. The chancellor is further authorized to establish system-wide standards for the implementation of affirmative action and equal opportunity consistent with the requirements of applicable law, regulation, and executive orders.

The Role and Purpose of Affirmative Action

The Board of Trustees recognizes that historically certain groups have been excluded from full participation in educational and employment opportunities and that if they are to overcome the present effects of this past exclusion affirmative steps beyond simple neutrality are required. Without such affirmative action, society runs the risk of the perpetuation of the status quo ante.

Affirmative action in employment involves taking additional steps to recruit, employ, and promote members of protected groups. More particularly, the board endorses and expects full compliance with the requirements of law, including but not limited to positive action designed to identify and remove practices, policies, or other job related requirements which act as barriers to equal employment opportunity for women, blacks, hispanics, and other protected groups found to be underutilized in the work force or affected by policies or practices having an adverse impact.

Similarly, the board endorses and expects that there will be efforts made to reach out to groups within our society which have historically been excluded from or are disproportionately represented in postsecondary education. The mission of the

Community Colleges is particularly well suited to include and provide an environment of success for members of such historically underrepresented groups.

Need for Immediate Action

Both the executive and legislative branches of government have identified the need for positive and effective affirmative action in employment and services offered to the public through the agencies of the state of Connecticut. The board recognizes, adopts, and pledges its support for such affirmative action as a necessary and immediate objective for all the Community Colleges and the system office of the Board of Trustees.

In considering the need for affirmative action, it is useful to distinguish between affirmative action and equal employment opportunity. The latter implies an absence of discrimination. In contrast, affirmative action recognizes that a simple stance of neutrality is not sufficient to surmount existing patterns of underrepresentation and underutilization both in employment and education.

While it is understood that affirmative action relates to societal groups based on such characteristics as race and sex, the Board of Trustees also recognizes the special problems of the aged and people with disabilities as requiring particular attention and sensitivity in the implementation of equal opportunity and affirmative action. To this end, each college and the system office shall identify problem areas, if any, and where appropriate establish program goals to achieve full and fair utilization of such individuals in the workplace.

Nondiscrimination Policy

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

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

Affirmative Action in Employment

The employment process consists of recruitment, selection, placement, promotion, transfer, tenure consideration, salary and fringe benefit determination, separation and termination, and job training. The role of affirmative action is to provide an environment for the application of equal opportunity principles and to monitor the employment process to prevent instances of illegal discrimination from arising or existing.

The affirmative action influence on the employment process seeks to assure that

1. recruitment and hiring of protected group members reflect their availability in the job market;
2. selection, tenure, placement, and related activities are based upon job-related factors, and criteria and practices which have an illegal discriminatory impact have been identified and eliminated;
3. salary and fringe benefits, including opportunities for training and education, are administered in an equitable manner;
4. transfer, reassignment, separation, and termination decisions are nondiscriminatory and do not result in an illegal adverse impact upon members of protected groups, and, where there is a negative impact upon protected groups, alternative approaches to separation and termination are explored.

(Adopted October 10, 1975; amended May 17, 1982, July 19, 1982, April 15, 1985, November 17, 1986, February 26, 1990 and March 22, 1993; technical amendment May 1, 2002 in compliance with Public Acts 98-180 and 01-28; technical amendment in compliance with Public Act 11-55 eff. October 1, 2011)

APPENDIX XIX

Transfer - CSU/CTC Joint Statement (2.2.3)

The Board of Trustees approves the Connecticut State University system and Community College system joint statement on transfer and articulation, as provided below..

Connecticut State University System
Connecticut Community Colleges
Joint Statement on Transfer and Articulation

I. Introduction and Background

The presidents of the Connecticut Community Colleges (CCCs) and the Connecticut State University (CSU) system agree that sound public policy and good educational practice make it essential for them to establish effective policies and mechanisms of transfer between the two systems. Only in this way can students enrolled in the CCCs gain full access to the opportunities available in Connecticut public colleges and universities, an only in this way can these institutions fulfill their fundamental mission to be accessible to the citizens of the state.

The report of the advisory committee on transfer and articulation to Connecticut's board of governors for higher education (June 1990, p.1) underscores the importance of this commitment:

> The board of governors' strategic plan for higher education identifies transfer and articulation as an important strategy for its expanding access to higher education. The purpose for strengthening transfer opportunities and improving articulation of two-year and four-year educational programs is to ensure that students attending two-year colleges have mobility and clear predictable paths to completion of baccalaureate education. The importance of enhancing transfer opportunities for graduates of two-year colleges also involves equity, effective use of state resources, and the coordination of two-year and four-year educational programs.

Many factors have combined in recent years to challenge some of the traditional assumptions which have shaped the structure of academic programs in public higher education. There has been a dramatic shift from full-time to part-time study and significant growth in the proportion of adults pursuing higher education. In addition, it is the clear responsibility of public colleges and universities to serve minority and economically disadvantaged students. These factors, plus the growing importance of lifelong learning, suggest that both associate and baccalaureate institutions should reassess the structure of academic programs and reconsider the value and limitations of traditional educational terminology.

It is common, for example, to distinguish some programs in both Community Colleges and the baccalaureate institutions as "career programs," "professional programs," or "transfer programs." But all associate and baccalaureate degree programs are now considered in some way to be related to career education or professional preparation. It is all the more important, therefore, that for all associate degree programs to be regarded as having at least the potential to transfer, whether in whole or in part, to baccalaureate programs. The CCCs and the CSU system have agreed that issues of transfer and articulation must be assigned a position of high priority on their respective campuses. In April 1988, the president of the CSU system and the executive director of the regional Community College system established a joint task force to study transfer and articulation policies and procedures. Over a period of several months, the task force gathered information concerning existing agreements, policies, procedures and practices of transfer and articulation; studied successful models of transfer between Community Colleges and four-year institutions in other states; and explored several options for improving and expanding opportunities for students to transfer between the two systems with full academic credit.

In August 1990, a working group of presidents from the regional community and technical colleges and the CSU system met to review

the issues raised by the joint task force. This presidential committee, consisting of Presidents DeVaughn, Menack, Daube, and Gonzalez-Sullivan form the regional Community Colleges and Presidents Shumaker, Adanti, Carter, and Feldman from the CSU system, has developed the following statements of principles and specific recommendations for review and approval by their respective boards of trustees.

II. Principles

The committee of presidents endorses the following principles and assumptions to guide the development of new articulation policies and procedures for the two systems:

A. The focus of all efforts to clarify and improve the process of articulation and transfer must be upon the needs of the students. Campuses of the community and technical colleges and the CSU system are committed to expanding and optimizing opportunities for students to take full advantage of programs and opportunities which they offer. The needs of the students are of overarching importance in all discussions of these matters.

B. Discussions concerning transfer and articulation should take place in an atmosphere of collegiality, good faith, and mutual respect. Faculty and administrators at both the CTC and campuses of the CSU system agree to work together as professional colleagues committed to the development of institutional policies and curricula that will best serve the students of Connecticut.

C. Both systems agree to accept responsibility as public institutions to 1) establish policies and procedures that will expedite transfer for students; and 2) provide information necessary for students to take full advantage of educational opportunities available in both systems; and 3) help students identify transfer objectives and options as early as possible and to help them plan accordingly.

D. Programs and curricula at the CTC and CSU have been developed and are taught by qualified instructional faculty. Since these programs have been approved by the respective boards of trustees and have received appropriate licensure and accreditation, they have prima facie academic integrity sufficient to justify close links between associate and baccalaureate degree programs.

E. In both the CTC and CSU systems, members of the teaching faculty, working collaboratively with campus administrators, have primary responsibility for the formation of academic policy as well as for the quality, design, evaluation, and quality of the curriculum.

F. Effective articulation of academic programs and expanded opportunities for the transfer of students between and among institutions depend upon policies and procedures which are flexible by design and consistent in application.

G. Procedures established to expedite transfer should enhance the students' completion of baccalaureate requirements with little or no need to repeat course work taken in the Community College. Both the CTC and the CSU system agree to make every effort to facilitate this process. In the words of the report of the advisory committee on transfer and articulation (page 21 BOT Manual),

> The primary mechanism for course transfer will be the establishment of procedures to determine comparability or equivalency of courses. In addition, institutions will provide for alternative mechanisms for assessment of individual courses that may not have been assessed for equivalencies. Such measures may include provisional approval of credit, challenge exams, validation based upon successful completion of higher level courses, and approval based on assessment of text, course content, and examinations.

Both systems agree to take steps to assure transfer of courses and credits taken as part of the associate degree. In addition, both systems agree to work towards adopting the broadest approach to determine course equivalence, comparability, and/or validation in all fields as part of formal transfer and articulation agreements.

H. Information and analysis of issues related to transfer is an extremely important aspect of any successful agreement for transfer and articulation. Both the CTC and campuses of the CSU system agree to work closely together to improve the collection, publication, and analysis of data. The systems also agree to develop innovative joint admissions procedures and other forms of collaborative programming which will enhance students' ability to complete programs and degrees.

III. Recommendations

The presidential committee endorses the following specific recommendations:

A. Establishment of a Joint CTC/CSU Standing Committee on Transfer and Articulation

We recommend that the respective boards of trustees of the CTC/CSU systems establish a standing committee on transfer and articulation. The committee will be composed of members of the faculty and administration from each system. Its charge will be

1. To serve as a repository for all formal articulation agreements between the campuses of the two systems and to monitor their implementation;
2. To recommend to the respective boards policies and procedures that will improve the effectiveness of transfer and articulation;
3. To identify and discuss problems in the articulation process and to recommend to each board, as appropriate, a solution to these problems;
4. To sponsor activities which promote regular inter-system contact between faculty and administration in order to maintain an atmosphere of cooperation and collegiality among academic and administrative staff;
5. To establish working subcommittees of faculty and staff from both systems to study specific problems and issues as they arise and make recommendations for their solution.

The standing committee on transfer and articulation should consist of four CSU faculty, four faculty from the CTC, three administrators from the CSU system, three administrators from the CTC — all nominated by campus presidents and appointed, as appropriate, by the president of the CSU system, or the chancellor of the CTC. The committee will be co-chaired by one representative from the CSU system and one representative from the CTC system, as appropriate, appointed by the president of the CSU system and the chancellor of the CTC.

B. Transfer Issues: Recommended Guidelines

1. Transfer of degrees. The completion of an associate's degree in a college transfer program shall normally give students junior standing upon admission to the baccalaureate institution.
2. Transfer of credits.
   a. Credit for passing grades (as defined in specific transfer and articulation agreements) from the sending institution shall be accepted by the baccalaureate institution;
   b. While this agreement focuses upon students holding the associate's degree, both systems expect that any student who transfers into the CSU system will normally receive the transfer credit on the same basis.
   c. The CSU/CTC standing committee on transfer and articulation will serve as an appeals body for students; it will establish appropriate procedures for receiving appeals from students after they are heard at the campus level. It will issue

advisory opinions to each Board of Trustees and to individual campuses involved in specific appeals.

3. Transfer of general education courses. In order to satisfy university general education distribution requirements, the baccalaureate institution shall accept for transfer comparable courses from the CTC. Collaborative efforts should be instituted to establish clear criteria for comparability of such courses.
4. Course validation. In recognition of the fact that Community Colleges at times offer courses which may be considered by baccalaureate institutions to be upper division, a consistent policy and procedure shall be established for contingent acceptance of these courses for transfer into the baccalaureate program. Acceptance of these courses shall be dependent upon successful validation as defined in specific transfer and articulation agreements.
5. Baccalaureate degree requirements.
    a. Baccalaureate degree institutions shall provide information to CTC concerning proposed program changes as far in advance as possible of planned implementation in order to provide for adequate consultation.
    b. Once baccalaureate degree requirements have been adopted and published, baccalaureate institutions shall, before such changes are implemented, allow a reasonable grace period (normally two years), to be negotiated by program, as part of each formal transfer and articulation agreement.
6. Transfer admission.
    a. Policies and requirements for transfer admission shall be clearly stated and [e.g., in college catalogues and other literature] widely disseminated.
    b. Each Community College and each campus of the CSU system will identify and individual or office to facilitate the transfer process (including a preliminary and unofficial evaluation of transcripts) and to serve as liaison with the other system.
    c. The assessment of transfer credits at campuses of the CSU system shall be made following a review of the student's official transcript, preferably at the time of application for admission.
    d. Community College students from institutions having an official transfer and articulation agreement with the receiving campus of the CSU system, and who will transfer with the associate's degree, will upon entry and to the extent possible be afforded the same access to programs, housing, registration, and financial aid as native students.

Once these recommendations have been approved by the Board of Trustees of the CTC and the Board of Trustees of the CSU system, the CSU/CTC joint standing committee on transfer and articulation will be established. Then each campus of CSU, within the context of principles and actions presented in this document, will begin immediately to work with Community Colleges to create detailed articulation agreements to reflect the unique elements and requirements of programs at the CSU campus and the Community College. During this process campuses will also bring existing agreements into conformity with the principles and procedures outlined in this agreement. The objective of this effort is to design formal transfer and articulation agreements between each campus of the CSU and all CTC campuses. Agreements will be filed with the CTC/CSU steering committee on transfer and articulation.

(Adopted April 15, 1991)

NOTE: In addition, significant work is underway through the Transfer of Articulation Program (TAP) to align Connecticut community college and Connecticut state university programs across the system.

APPENDIX XX

Policy Regarding Reporting Suspected Abuse or Neglect of a Child

The Board of Regents for Higher Education (BOR) of the Connecticut State Colleges and Universities (CSCU) accept that institutions of higher education foster educational opportunities for people under the age of 18 years. The BOR, in acknowledging the special care required for children, strives to the utmost to protect children on its campuses from any form of abuse or neglect.

Pursuant to state law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer, collectively referred to as "mandatory reporters" who in the ordinary course of their employment has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required to cause a report to be made to the Department of Children and Families within 12 hours of becoming aware or suspecting abuse, neglect or imminent harm to a child.

The BOR recognizes that each CSCU campus must be a safe and secure environment for children to grow and develop. Therefore, the BOR further requires mandatory reporters to report any witnessed or suspected abuse or neglect of a child on a CSCU campus to their immediate supervisor in addition to DCF. The supervisor must report the incident to their director or vice president who must then inform the campus President and the System Office Vice President for Human Resources or his/her designee.

If the director or vice president reasonably believes that a reportable incident has occurred, and, if the suspected perpetrator is a BOR or CSCU employee, he/she will immediately contact their Chief Human Resources Officer who shall assign an objective person to investigate the report. An employee under investigation may be placed on administrative leave pending the results of the investigation. Employees who report suspicions of abuse or neglect are protected from any disciplinary action unless the report is determined to have been maliciously made. An employee who fails to report, but is later determined to have had previous knowledge of the abuse, may be subject to discipline.

A report is required if there is reasonable cause to suspect that a person under the age of 18 is in imminent harm, has had non accidental injuries or has been abused or neglected. Reasonable cause to believe or suspect that child abuse has occurred is sufficient to make a report.

All staff designated as mandatory reporters are required to take the Department of Children and Families Mandated Reporter Training, either on-line or in person, and Mandated Reporter Training will be included in New Employee Orientation. Compliance with training will be monitored by each CSCU campus's Department of Human Resources. A copy of this policy shall be disseminated annually to all employees.

Reasonable steps will be taken to preserve privacy while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of the information reported, which information may be subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the CSCU community and to assure that the appropriate disciplinary processes are implemented.

BOR approved January 17, 2014 and Revised January 15, 2015

Members, Connecticut Board of Regents for Higher Education

The 17 Connecticut State Colleges and Universities (ConnSCU) governed by the Board of Regents for Higher Education offer students an affordable, accessible option to further their education or career training. With 12 community colleges, 4 state universities and an online college, no matter where you live or work, there's a ConnSCU campus close to you.

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Leadership Team

The Connecticut State Colleges and Universities (ConnSCU) leadership team works with the campus leaders, faculty, and staff to help increase the educational attainment of Connecticut's adult population. All 17 college and university presidents report directly to President Gregory W. Gray, who reports to the Board of Regents for Higher Education. ConnSCU leadership team members provide additional support and guidance for both the Board and campuses.

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Civic leaders in education, religion, the professions, business and industry serve as advisors to the Board of Regents. The Advisors with their range of experience and interests contribute in an important way to reciprocal understanding between the college and the community.

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Housatonic Community College Foundation, Inc.

The Housatonic Community College Foundation was established in 1990 by a group of Greater Bridgeport residents, business and arts leaders. The Foundation provides financial assistance to the college and its students beyond the fundamentals provided by the State of Connecticut. It assists the college in becoming a unique educational resource for its students and the community. The Foundation also serves as a vehicle generating funding for Housatonic student scholarships, student emergency assistance, child care assistance for parents enrolled at Housatonic, program enhancements and support of the Housatonic Museum of Art.

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Public Safety

Sherman Owens, Maintainer
Maintenance

Josephine Pelaggi, Administrative Assistant
Office of the Dean of Community Outreach

Gonzalo Perez, Office Assistant
Office of the Registrar

Lydia Pizarro-Quesada, Administrative Assistant
Human Resources and Affirmative Action

Kathleen Provitz-Rosado, Payroll Officer 1
Payroll

Winifred Regnier, Part-time Clerk Typist
Information Services

Marie Roland, Accountant
Business Office

Gary Rooney, Buildings & Grounds Lead Patrol Officer
Public Safety

Orlando Soto, Police Officer
Public Safety

Patria Spignolio, Secretary 2
Evening Division

David Stevenson, Maintainer
Maintenance

Verniece Still, Office Assistant
Admissions

Richard Strobel, Buildings & Grounds Patrol Officer
Public Safety

Judith Taylor, Buildings & Grounds Patrol Officer
Public Safety

Carlos Torres, Maintainer
Maintenance

Fabiola Ward-Roberts, Office Assistant
Admissions

Thomas Wiencko, Messenger and Supply Clerk
Information Services

DeNeva Wilson, Clerk
Information Services

Mariann Ziembroski, Clerk Typist
Early Childhood Lab School

Educational Assistants and Part-time Professional Staff*

Diane Artis, Payroll Specialist
Payroll

Stanley Biga, Manufacturing Lab Assistant
Advanced Manufacturing Center

Salvatore Capello, Jonathan Law H.S. Site Coordinator
Evening Division

Marilyn Chin-Gosset, Part-time Reference Librarian
Library

Parveen Chowdhury, Program Assistant/High School Outreach Program
Student Development

Christina Dancy, Events Scheduler
Continuing Education and Workforce Development

Nancy DelVecchio, Part-time Reference Librarian
Library

Vickie Fabrizio, Testing Assistant/Placement Testing
Academic Support Center

Meredith C. Ferraro, Health Career Advisor
High School Outreach Program/College Careers Pathway

Cynthia Gabris, Records & Dual Employment Assistant
Evening Division

Kathy Giotsas, Part-time Reference Librarian
Library

Dorothy Gleason, Bridges Program Coordinator
Academic Support Center

Mark Grossane, Part-time Reference Librarian
Library

Stephanie L. Guerrera, Assistant Director of Student Activities
Student Life Office

Richard Hubbard, Webmaster/PT
Website Development and Support

Talisa King, Teacher Assistant
Early Childhood Lab School

Eugene LaPorta, Industrial Technology Outreach Coordinator
Advanced Manufacturing Center

Suzanna Lim, Teacher Assistant
Early Childhood Lab School

Ayaceli Martinez, Teacher Assistant
Early Childhood Lab School

Hayes Moore, Machining Lab Assistant
Advanced Manufacturing Center

Aliss Obeid, Tutoring Coordinator
Academic Support Center

Marnie Parrett, Institutional Research Assistant
FORWARD Program

Grace Rosario, Media Assistant
Library

Bernard Shea, Transfer Advising Assistant
Admissions

Sung Shim, Part-time Reference Librarian
Library

Angela Skyers, Weekend Coordinator
Evening Division

Esther Watstein, Public Relations Associate
President's Office

Part-time Faculty*

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B.M., Boston University
M.M., Manhattan School of Music
D.M.A., Case Western Reserve University and The Cleveland Institute of Music

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M.A., University of Toledo Ohio

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B.S., University of New Haven
M.S., Southern CT State University
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B.A., Fordham University
M.A., Fordham University
Ph.D., Fordham University
Degré Supérieur, University of Aix-Marseille, France
Diploma, Business French/Euro Economic Comm. Institutions, World Trade Center and University of Strasbourg, France

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B.A., University of South Florida

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M.F.A., Arizona State University

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M.S., Troy State University
M.M.A.S., U.S. Army Command and General Staff College

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Occupational Therapy Assistant Program

Clinical Fieldwork Facilities

Aces – Area Cooperative Educational Services:
- Hamden Public Schools
- New Haven Public Schools
- East Haven Public Schools
- Seymour Public Schools
- Naugatuck Public Schools
- Albhin Center, Bridgeport:
- Bridgeport Hospital (Inpatient)
- Albhin Center (outpatient)

Alliance Rehab Facilities:
- Bishop Wicke Health & Care Center
- Whitney Center
- Avery Heights
- Avon Health Center
- Duncaster
- Ingraham Manor Nursing Home
- Noble Horizons
- St Mary Home
- West Hartford Health & Rehab Center
- Branford Hill Health Care Center
- Filosa for Nursing and Rehabilitation
- Hancock Hall
- Leeway,Inc

AllStar/Apple Rehab Facilities:
- Apple Rehab Avon
- Chesterfields Health Care Center
- Apple Rehab Coccomo
- Apple Rehab Rocky Hill
- Apple Rehab Guilford
- Gardner Heights Health Care Center
- Apple Rehab West Haven
- Hewitt Health & Rehab Center
- Apple Rehab Middletown
- The Kent
- Ledgecrest Health Care Center
- Apple Rehab Colchester
- Orchard Grove
- Plainville Health Care Center
- Apple Rehab Cromwell
- Rose Haven, Ltd.
- Apple Rehab Shelton Lakes
- Astoria Park
- Apple Rehab Watertown
- Watrous
- Apple Rehab Saybrook
- Apple Rehab Mystic
- Westfield Care & Rehab Center
- Apple Rehab Laurel Woods
- Apple Rehab Farmington Valley
- Talmadge Park
- Wolcott Hall Nursing Center

Amberwoods of Farmington, Farmington

Bridgeport Public School System, Bridgeport

Constellation Health Services, Norwalk:
- Norwalk Public School System
- Stamford Public School System
- Monroe Public School System
- Darien Public School System
- Greenwich Public School System

Coastal Hand Therapy, Norwalk

Department of Mental Health and Addiction Services:
- Connecticut Mental Health Center, New Haven
- Connecticut Valley Hospital, Middletown
- Greater Bridgeport Community Mental Health Center (inpatient), Bridgeport
- Greater Bridgeport Community Mental Health Center (Young Adult Service), Bridgeport
- Western Connecticut Mental Health Network (Young Adult Service), Waterbury
- Riverview Hospital, Midletown

Early Childhood Laboratory, Bridgeport

Fairview Health Care Center, Fairfield

Foundation School, Milford

Genesis Rehabilitation Facilities:

Harrington Court
- Salmon Brook Health Care Center
- Groton Regency
- Meriden Center
- Glendale Center
- St John Paul II Center
- Glen Hill Center
- Arden House
- Madison House
- The Willows
- Kimberly Hall North/South
- Brittany Farms Health Center
- Matulaitis Rehab and Skilled Nursing
- Governor's House
- St. Joseph's Center
- The Reservoir

Hand Therapy Associates, Bridgeport, Woodbridge

Independence Rehab Facilities:
- Watermark East Hill, Southbury
- Watermark 3030 Park, Bridgeport

Kennedy Center, Bridgeport

Lord Chamberlain Health Care Center, Stratford

Marrakech, Inc, West Haven

Milford Public Schools System

Montowese Health & Rehabilitation Center, North Haven

Newtown Public School System, Newtown

Preferred Therapy Services:
- Pines of Bristol
- Bloomfield Health Care
- Cambridge Manor
- Candlewood Valley
- Village Crest Center for Health & Rehab
- Cold Spring Hills
- Greenwich Woods
- Smith House
- Waveny Care Center
- Hamden Health Care
- Milford Health Care Center
- Regency House
- Water's Edge

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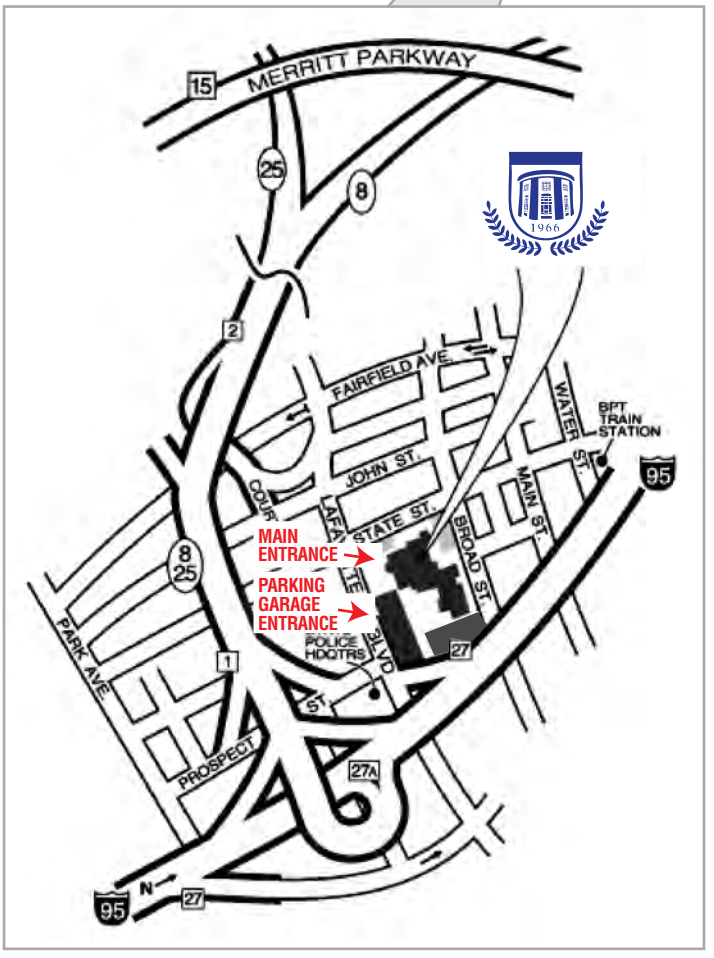
Getting to Housatonic

From Fairfield and points south: Connecticut Tpk., I-95 north to exit 27 (Lafayette Blvd., Downtown). At bottom of ramp, continue straight and take left onto Lafayette Blvd., going under I-95. Garage entrance is on your right about 1 1/2 blocks from underpass.

From Milford, Stratford, and points north: Connecticut Tpk., I-95 south to exit 27 (Lafayette Blvd.) Use right exit ramp onto Lafayette Blvd. Continue to garage on your right.

From Trumbull, Huntington, Monroe, the Valley and points north: Route 8-25 south to exit 2. From ramp go straight, bearing left to Lafayette Blvd. Continue past 2 lights. Entrance to garage is on left at the third traffic light.

Or: Take Rte. 8-25 south to exit 1. Left at bottom of ramp. At end of street, go left onto Lafayette Blvd. Entrance to garage is on right.



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Housatonic 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.

Housatonic Community College no discrimina con base en la raza, color, creencias religiosas, edad, sexo, origen nacional, estado civil, descendencia, historia de enfermedades mentales presentes o pasadas, discapacitación física o mental, orientación sexual, identidad y expresión de género o información genética en sus programas y actividades. Además, Housatonic Community College no discrimina en el empleo con base adicional en el estatus de veterano o antecedentes criminales.

All programs are open to students. These programs are described in the Degree and Certificate Programs section of the HCC College Catalog and Student Handbook. There is selective admission criteria for the following Career and Technical Education Programs: Nursing and Occupational Therapy Assistant. Refer to the programs for special admission requirements. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Human Resources/Equal Employment Opportunity Officer/Title IX, Mrs. Theresa Eisenbach Room LH-A203, phone (203) 332-5013; and Section 504/ADA Coordinator, Dean of Students Office, Room LH-A110, phone (203) 332-5183; Housatonic Community College, 900 Lafayette Boulevard, Bridgeport, CT 06604.