

# Gateway Community College

Open Doors  Open Minds



## 2008-2009 CATALOG

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The college reserves the right to modify any statement contained herein. Students are responsible for complying with all regulations contained in this catalog and the dates cited in the official academic calendar.



*"When you learn, teach. When you get, give."*

## ***A Message from the President***

I am pleased to welcome you to Gateway Community College. We take pride in providing equal access to a high-quality education, state-of-the-art equipment and laboratories, and a caring faculty and staff who provide the educational support you will need to achieve your learning goals and maximize your human potential.

This catalog will acquaint you with the wide array of degree and certificate programs available to you at Gateway Community College. I encourage you to become familiar with the contents of this document. It will be your guidebook during your time at the College.

My vision for Gateway Community College is to provide you with the best possible choices for success. I realize that you are here because you have made the decision to improve the quality of your life through education. In doing so, you also enhance the quality of your future and the future of our community.

I wish you the best in your lifelong endeavors.

Sincerely,

Dorsey L. Kendrick, Ph.D.

President

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## ACADEMIC CALENDAR 2008 -2009

### FALL 2008

August 27	Open Registration
August 28	Professional Day
August 29	College Day
September 1	Labor Day (College Closed)
September 2	First Day of Classes
September 8	Last day to Add Classes (until 7:00 p.m.)
October 13	Columbus Day (College Closed)
October 14	Mid-Term Deficiency Reports Due from Faculty
November 3	Last Day to Make up Incomplete Grades from Spring 2008
November 7	Last Day to Withdraw from Individual Classes
November 26	College Planning Day (No Classes)
November 27	Thanksgiving (College Closed)
November 29 – 30	Thanksgiving Recess (No Classes/College Closed)
December 15	Last Day of Classes
December 16 – 22	Final Examinations
December 26	Last Day to Submit Final Grades (by 12 noon)
December 29	Semester Ends

### SPRING 2009

January 19	Martin Luther King Day (College Closed)
January 20	Open Registration
January 21	Professional Day
January 22	College Day
January 23	First Day of Classes
January 29	Last day to Add Classes (until 7:00 p.m.)
February 16	President's Day (College Closed)
February 27	Mid-Term Deficiency Reports Due from Faculty
March 23 – 28	Spring Recess (No Classes)
April 6	Last Day to Withdraw from Individual Classes
April 9	Last Day to make up Incompletes from Fall 2008
April 10	Good Friday (College Closed)
April 24	System Professional Day (No Classes)
May 11	Last Day of Classes
May 12 – 18	Final Examinations
May 20	Last Day to Submit Final Grades (by 12 noon)
May 25	Memorial Day (College Closed)
May 28	Graduation
June 1	Semester Ends

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# INTRODUCTION

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## ABOUT THIS CATALOG

This catalog contains both academic and general information and Gateway Community College's policies at the time of publication. Each student is responsible for becoming thoroughly familiar with the catalog and the rules, regulations, and program requirements it contains. A student has the right to be graduated by the College under the conditions and requirements contained in the catalog in use at the time of initial registration. A student may elect to graduate under the conditions and requirements of a program contained in a subsequent catalog. However, in no case will a student be permitted to use requirements for graduation from more than one catalog.

## ABOUT THE COLLEGE

Gateway Community College (GCC) provides the residents and businesses of the Greater New Haven area with innovative educational programs and social and cultural opportunities at its locations in New Haven and North Haven. On July 1, 1992, the New Haven location at Long Wharf, formerly known as South Central Community College, combined resources with Greater New Haven State Technical College in North Haven. This merged institution is now one of twelve community colleges in Connecticut.

In the academic year 2006-07, the College served the educational needs of 8,909 full- and part-time students at both campuses through more than ninety-five academic programs or program options that lead to a certificate or to an associate degree in arts, science, or applied science. There were 3,021 more students enrolled in non-credit courses and Business and Industry Services programs. During the last academic year, nearly 80 percent of students were enrolled in one of the College's degree or certificate programs or program options. Courses at both locations are offered at convenient times for both full- and part-time study during the day, evening, and Saturdays. The faculty is one of the finest in Connecticut. The College's 331 full- and part-time faculty members and 290 staff are committed to continuing the proud tradition of the institution. The College looks forward to serving the residents and businesses of South Central Connecticut.

At the Long Wharf Campus, the focus is on associate degrees and certificates in academic and career programs. The North Haven location offers associate degrees and certificates in health care fields, engineering technology, technical study programs, and more. All degree programs are transferable to four-year colleges and universities. Curricula have been designed with local employment needs in mind.

The community also benefits from Gateway's numerous credit-free offerings. Developmental courses in English, mathematics and science, and English as a Second Language are offered in response to the educational, economic, and socio-cultural needs of the region. The Business and Industry Services office provides workforce development, business development, and technology transfer programs.

## MISSION AND PURPOSE

The College community adopted the following mission statement in February 1997:

Gateway Community College offers high-quality instruction and comprehensive services in an environment conducive to learning. We respond to the changing academic, occupational, technological, and cultural needs of a diverse population.

To realize this mission, Gateway Community College:

Offers a broad range of credit and credit-free liberal arts and sciences, technical, and career associate degree and certificate programs and courses leading to transfer, employment, and lifelong learning;

Encourages student success and inclusion through stimulating learning opportunities, innovative teaching, support services, and co-curricular activities;

Supports economic development through partnerships with business, industry, government, and our community by providing workforce development, business development, and technology transfer;

Strengthens our community through the sponsorship of intellectual, cultural, social, and recreational events and activities;

Engages students and community members as active, responsible leaders.



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## ACCREDITATION

Gateway Community College is accredited by the New England Association of Schools and Colleges Inc. (NEASC) through its Commission on Institutions of Higher Education.

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

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

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges, Inc.  
209 Burlington Road  
Bedford, MA 01730-1433  
(781) 271-0022  
e-mail: [cihe@neasc.org](mailto:cihe@neasc.org)

## PROGRAM ACCREDITATIONS

The Automotive Programs (General Motors (ASEP), Toyota (T-TEN), and the Alternative Fuel Certificate Program) are certified by the National Automotive Technicians' Education Foundation Inc. (NATEF).

The Dietetic Technology Program is currently granted developmental accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995, (312) 899-0040 ext. 5400 or (800) 877-1600; [www.eatright.org](http://www.eatright.org).

The Joint Review Committee on Education Programs in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, (312) 704-5300, and the Joint Review Committee on Education in Nuclear Medicine Technology accredit the Radiologic Technology Program (Diagnostic Medical Sonography [pending], Nuclear Medicine Technology, Radiography, and Radiation Therapy Technology). (Recognized by the American Registry of Radiologic Technology, the Nuclear Medicine Technology Certification Board, and the American Society of Radiologic Technology.)

The Drug and Alcohol Recovery Counselor Program is approved by the Connecticut Certification Board, a member of the International Certification and Reciprocity Consortium/Alcohol and Other Drug Abuse, Inc.

The National League for Nursing Accrediting Commission, Inc. (NLNAC), 61 Broadway-33rd Floor, New York, New York 10006; Telephone: 800-669-1656 ext. 153; Fax: 212-812-0390; [www.nlnac.org](http://www.nlnac.org).

## LICENSURE

Curricula are approved and licensed by the Board of Governors for Higher Education in the state of Connecticut. The state of Connecticut, Department of Education, Veterans Education Division, approves the College's programs for the education and training of veterans under provisions of Section 1775, Chapter 36, Title 38, USC.

## ABOUT OUR STUDENTS

In the academic year 2006-07, the College served the educational needs of 8,909 full- and part-time students at both campuses through more than ninety-five academic programs or program options that lead to a certificate or to an associate degree in the arts, sciences, or applied sciences. □ There were 3,021 more students enrolled in non-credit courses for personal enrichment, continuing education or training geared to business and industry.

Females comprise 64 percent of the College enrollment; 43 percent of students are members of ethnic minorities; and 66 percent attend GCC on a part-time basis. The average student age is 29.

Approximately 85 percent of our occupational and technical program graduates enter the workforce immediately after graduation. Based on a survey of graduates, 14 percent chose to continue their studies at the baccalaureate level.

GCC encourages and supports almost 30 percent of students attending to obtain basic skills, English, mathematics, and sciences for admission to baccalaureate programs.

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# INSTITUTIONAL POLICIES

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## AFFIRMATIVE ACTION

Gateway Community College is an academic unit of the Connecticut Community College System. The College administration executes the academic policies and procedures promulgated by its governing board that relate to equal employment for those individuals from protected class groups found to be under-utilized in the College's work force. The President of the College is the agent of the Board of Trustees charged with the responsibility to execute the Board's policies and to achieve the goals and timetables set forth in the Affirmative Action Plan.

## AIDS AND OTHER COMMUNICABLE DISEASES

The community college system reaffirms its commitment to provide a safe and healthy educational environment, safeguard the rights of individuals, and comply with state and federal 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 practicals) 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.

\*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."

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## CHILDREN ON CAMPUS

The college does not permit children unattended at any college location or in a vehicle parked in the parking lot. Students with children are expected to arrange suitable childcare services elsewhere while attending classes at GCC. Use of any college location, including but not limited to the Student Lounge, Fitness Center, or playground, is prohibited.

## DRUGS AND ALCOHOL

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 socioeconomic 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.

- Statement of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse

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.

### Drug-Free Workplace

U.S. Department of Education regulations published on January 31, 1989, implementing the Drug-Free Workplace Act of 1988, require any agency awarded federal grants after March 18, 1989, to provide certification that it will maintain a drug-free workplace.

To this end, Gateway Community College certifies that it will provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibitions;



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- b. Establishing a drug-free awareness program to inform employees about:
    1. The dangers of drug abuse in the workplace;
    2. The College's policy of maintaining a drug-free workplace;
    3. Any available drug counseling, rehabilitation, and employee assistance programs; and
    4. The penalties that may be imposed on employees for drug abuse violations occurring in the workplace:
      - a. Making it a requirement that each new employee be given a copy of the statement described in paragraph a;
      - b. Notifying the employee in the statement described in paragraph a that, as a condition of employment, the employee will:
        1. Abide by the terms of the statement, and
        2. Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;
          - a. Notifying the agency within ten (10) days after receiving a notice as described in subparagraph d-2, or having otherwise received legitimate notice of such conviction;
          - b. Taking one of the following actions, within thirty (30) days of receiving notice under subparagraph d-2, with respect to any employee who is so convicted:
            1. Taking appropriate personnel action against such an employee, up to and including termination; or
            2. Requiring such an employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;
              - a. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs a through f.

## **MEASLES/RUBELLA**

Public Act 89-90 requires that all full-time or matriculated Connecticut college students born after December 31, 1956, provide proof of adequate immunization against measles and rubella. Exemptions will be granted only

1. For medical reasons, confirmed by a physician's statement;
2. If the student has had measles and/or rubella and a physician's or health department certificate verifying this (laboratory evidence demonstrating immunity must be presented); or
3. If religious beliefs do not allow students to be vaccinated and they sign a statement to that effect. If students claim a religious or medical exemption and there is an outbreak of measles or rubella on campus, those students may be excluded from college activities, including classes and exams.

Public Act 03-13 eliminates the requirement for higher education institutions to obtain proof of measles and rubella immunization before enrolling a full-time or matriculating student who (1) graduated from a Connecticut public or private high school in 1999 or later (proof of high school graduation must be on file for immunization to be waived) and (2) was not exempt from offering proof of immunization when enrolled in that school for religious reasons or because immunization was medically contraindicated.

Non-degree students registering for 12 or more credits need to provide proof of Measles and Rubella Immunization.

### **Student Compliance**

All students, full-time or part-time, enrolled in a degree or certificate program who were born after December 31, 1956, must present proof of adequate immunization against both measles and rubella as explained below. Proof includes such documentation as a medical record, a physician's statement, or an elementary or secondary school health record.

### **Adequate Immunization**

**Measles:** Students must provide verifiable evidence of two (2) doses of measles vaccine — one dose administered after January 1, 1969, and a second dose administered after January 1, 1980. NOTE: In order for the second dose to be effective, at least thirty (30) days must have elapsed since the first dose was administered.

**Rubella** (German Measles): Students must provide verifiable evidence of one (1) dose administered after the first birthday.

Any student not showing the necessary proof of immunization will not be allowed to register.

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## **TRAFFIC AND PARKING**

The following traffic and parking regulations apply to both the Long Wharf and North Haven Campuses:

1. Parking of student vehicles shall be in designated areas only and is at the student's own risk. There is no student parking in the area designated for faculty. Areas zoned by yellow stripes are designated as NO PARKING areas. The driveways in front of the building are designated as FIRE LANES; no parking or standing is allowed in these areas at any time, except to drop off passengers. Handicapped parking areas at each campus are located in the parking lot immediately across from the main entrance.
2. The campus speed limit is 10 mph.
3. Traffic violations are punishable by fines and/or towing of vehicle at the owner's expense. Parked vehicles that create a hazard, impede traffic flow, or restrict parking will be tagged and/or towed at the owner's expense.
4. Fines must be paid in the Business Office within one (1) week of issuance. The student will be unable to register for future courses until the fine is paid.
5. All violations are subject to appeal through the Traffic Appeals Committee. Requests for appeal should be made through the Dean of Administration, Louis D'Antonio, at (203) 285-2021.

## **PERSONS WITH DISABILITIES**

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. Any comments, questions, or concerns about these policies should be directed to the Learning Disabilities Specialist (Section 504 Coordinator), Toni Page, at (203) 285-2234 [tpage@gwcc.commnet.edu](mailto:tpage@gwcc.commnet.edu).

## **RACISM AND ACTS OF INTOLERANCE**

The community colleges have long been committed to providing educational opportunities to all who seek and can benefit from them, as evidenced in the mission statements and policies concerning student rights, affirmative action, and equal opportunity. The board and the colleges recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differences. At the same time, colleges and universities have traditionally been at the cutting edge of protection of our most cherished freedoms, most notably freedom of speech and non-violent action, which protect even unpopular or divisive ideas and perspectives.

Such constitutionally-protected expression can contribute to an 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.

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Therefore, the community colleges recognize that they have an obligation not only to punish proscribed actions, but also to provide programs which promote pluralism and diversity and encourage the college community to respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, hostility, and violence but supportive of individual academic, personal, social, and professional growth.

Acts of racism or harassment directed against individuals or specific groups of individuals will not be tolerated and will be dealt with under the employee affirmative action grievance procedures and the student grievance and disciplinary procedures.

Each college will provide a comprehensive educational program designed to foster understanding of differences and the value of cultural diversity. This will include plans to (1) promote pluralism, (2) educate the college community about appropriate and inappropriate behaviors to increase sensitivity and encourage acceptance, and (3) widely disseminate this policy statement to the entire college community.

## **SEXUAL HARASSMENT**

Sexual harassment is a form of sex discrimination, which is illegal under state and federal law and is also prohibited by the Board of Trustees' Nondiscrimination Policy. The board's policy recognizes that sexual harassment undermines the integrity of employer-employee and student-faculty-staff relationships and interferes with the right of all members of the college community to work and learn in an environment free from harassment. Sexual harassment will not be tolerated.

Sexual harassment may be described as:

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

Sexual harassment may be verbal, visual, or physical. It may be overt or implicit and may, but need not, have tangible adverse effects on the victim's employment or learning experience.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

- Sexual flirtation, touching, advances, or propositions

- Verbal abuse of a sexual nature

- Pressure to engage in sexual activity

- Graphic or suggestive comments about an individual's dress or appearance

- Use of sexually degrading words to describe an individual

- Display of sexually suggestive objects, pictures, or photographs

- Sexual jokes

- Stereotypic comments based upon gender

- Threats, demands, or suggestions that the retention of one's employment or educational status is contingent upon toleration of or acquiescence to sexual advances.

The perpetrator of sexual harassment, like the victim of such conduct, may be a man or a woman. Sexual harassment may involve individuals of the same or opposite sex and, in the college environment, may involve an employee and a student, an employee and another employee, or a student and another student. Sexual harassment in any of these relationships is a violation of the Board's policy.

Any comments, questions, or concerns about Gateway Community College's sexual harassment policy should be directed to the Affirmative Action Officer (Title VI and Title IX Coordinator), Vincent Tong, at (203) 285-2415 vtong@gwcc.commnet.edu.

## **SMOKING**

Gateway Community College is a smoke-free establishment. No smoking is permitted anywhere in the buildings on either the Long Wharf or North Haven Campus. Outside smoking areas are designated at each campus.

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## STATEMENT OF NON-DISCRIMINATION

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

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

Further, it is the policy of Gateway Community College that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, on the basis of race, color, religion, sex, marital status, sexual orientation, mental retardation, political beliefs, veteran status, age, criminal record, genetic information, ancestry, handicap, physical disability, learning disability, or national origin.

### 5.2.1 POLICY ON STUDENT CONDUCT

#### Section 1: Student Conduct Philosophy

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. This Policy is intended to ensure that members of the College community are able to pursue their goals in an atmosphere free from unreasonable interference or threat of interference.

This Policy is also intended to foster the development of important values, including accountability, responsibility, fairness, respect for self and others, appreciation of personal freedoms and a recognition of the importance of physical safety in the College community. Compliance with the Policy provides an opportunity to develop and practice skills in leadership, group process, decision making and ethical and moral reasoning. Students who demonstrate these values and possess these skills are more likely to find success and fulfillment in their academic, professional, family and personal endeavors.

This Policy sets forth a number of expectations for student conduct and prescribes procedures for enforcement. Since students are assumed to be at various stages of moral and social development, sanctions imposed should attempt to assist students in their growth and development, wherever possible. However, the paramount consideration must always be to protect members of the College community and the educational process from harm.

#### Section 2: Application of the Student Conduct Policy

This Policy applies to student conduct on campus and on other property or facilities owned, controlled or used by the College. It also applies to student conduct on premises not owned, controlled or used by the College if the off-campus conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to any member or members of the College community.

Conduct on or off College premises prohibited by federal, state or local law, codes and ordinances is also covered. Students who engage in behavior prohibited by law may be subject to civil or criminal sanctions as well as to the sanctions of this Policy.

Additionally, where a court of law has found a student to have violated the law, a College has the right to impose the sanctions of this Policy even though the conduct does not impair the College-related activities of another member of the College community and does not create a risk of harm to the College community. The decision to exercise this right will be in the sole discretion of the President or his/her designee.

For purposes of the Policy on Student Conduct, a "student" is any person who has registered for at least one (1) course, credit or non-credit, at the College. Student status continues in effect for two (2) calendar years after the conclusion of the last course in which the student was registered, unless the student has formally withdrawn from the College, graduated or been expelled.

#### Section 3: Expectations for Student Conduct

Consistent with the Student Conduct Philosophy set forth in Section 1 of this Policy, students are expected to:

1. Demonstrate respect for the College community by acting in accordance with published Board policies and College rules and regulations;

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2. Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to:
    - a. cheating on an examination,
    - b. collaborating with others in work to be presented, contrary to the stated rules of the course,
    - c. plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own,
    - d. stealing or having unauthorized access to examination or course materials,
    - e. falsifying records or laboratory or other data,
    - f. submitting, if contrary to the rules of a course, work previously presented in another course, and
    - g. knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed;
  3. Demonstrate respect for the property of the College and of others by not damaging or destroying or attempting to damage or destroy such property, and by not possessing or attempting to possess such property without authorization, including unauthorized entry to or use of College premises;
  4. Demonstrate respect for others by:
    - a. refraining from conduct that constitutes a danger to the personal health or safety of other members of the College community and guests or licensees of the College, including intentionally causing or attempting to cause injury;
    - b. refraining from conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair College-sponsored or College-authorized activities; and
    - c. refraining from harassment, which is defined as conduct that is abusive or which substantially interferes with a person's pursuit of his or her customary or usual affairs;
  5. Demonstrate respect for others by refraining from sexual misconduct  
(see the Sexual Misconduct and Relationship Violence Statement);
  6. Be truthful in all matters and not knowingly make false statements to any employee or agent of the Board or the College with regard to a College- related matter, nor forge, alter or otherwise misuse any document or record;
  7. Comply with the directions of College staff members acting within the scope of their employment responsibilities;
  8. Contribute to a safe and healthy learning and working environment by refraining from the unauthorized possession or use of weapons or dangerous instruments as defined by law and pursuant to Board Policy, and by refraining from possessing or using other objects in a manner that causes harm, threatens or endangers oneself or others;
  9. Respect oneself and others in the community by refraining from knowingly possessing, using, transferring, selling or being under the influence of any controlled substance, as defined by law, or possessing or consuming alcoholic beverages unless specifically authorized, pursuant to Board Policy. Use or possession of a drug authorized by prescription from a licensed medical practitioner is not covered by this statement;
  10. Refrain from any unauthorized use of electronic or other devices to make an audio or video record of any person while on College premises without his/her prior knowledge or without his/her expressed consent;
  11. Conduct oneself in a civil and respectful manner, both within and outside the College.

Students may be sanctioned for behavior that is not in accordance with the above-stated expectations.

#### **Section 4: Sanctions**

The prior conduct record of a student shall be considered in determining the appropriate sanction for a student who has been found to have violated any part of Section 3 of this Policy. Sanctions shall be progressive in nature; that is, more serious sanctions may be imposed if warranted by the prior conduct record of the student.

A "sanction" may be any action affecting the status of an individual as a student taken by the College in response to a violation of this Policy, including but not limited to the following:



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1. "Expulsion" is a permanent separation from the College that involves denial of all student privileges, including entrance to College premises;
  2. "Suspension" is a temporary separation from the College that involves denial of all student privileges, including entrance to college premises for the duration of the suspension, and may include conditions for reinstatement;
  3. "Removal of College privileges" involves restrictions on student access to certain locations, functions and/or activities but does not preclude the student from continuing to pursue his/her academic program;
  4. "Probation" is a status that indicates either (a) serious misconduct not warranting expulsion, suspension or removal of College privileges, or (b) repetition of misconduct after a warning has been imposed;
  5. A "Warning" is a written notice to the student indicating that he or she has engaged in conduct that is in violation of Section 3 of this Policy and that any repetition of such conduct or other conduct that violates this Policy is likely to result in more serious sanctions;
  6. "Community restitution" requires a student to perform a number of hours of service on the campus or in the community at large.

### **Section 5: Procedures**

The following procedures shall govern the enforcement of this Policy:

1. Information that a student may have violated this Policy should be submitted to the Dean of Students or other designee of the President (hereinafter referred to as "the Dean"), normally within thirty (30) days of the date of a possible violation or within thirty (30) days of the date that the facts constituting a possible violation were known.
2. Upon receipt of information relating to a possible violation, the Dean may immediately place restrictions on or suspend a student on an interim basis if, in the judgment of the Dean, the continued presence of the student at the College or continued participation in the full range of college activities poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process.
  - a. "Interim restrictions" are limitations on the student's participation in certain College functions and activities, access to certain locations on campus or access to certain persons, that do not prevent the student from continuing to pursue his/her academic program. A student upon whom the Dean has placed interim restrictions shall be afforded written reasons for the restrictions, as well as the time period during which the interim restrictions shall apply. The decision of the Dean regarding interim restrictions shall be final.
  - b. "Interim suspension" is the temporary separation of the student from the College that involves the denial of all privileges, including entrance to College premises. Prior to imposing an interim suspension, the Dean shall make a good faith effort to meet with the student. At this meeting, the Dean shall inform the student of the information received and provide the student an opportunity to present other information for the Dean's consideration. Based upon the information available at that time, the Dean shall determine whether the student's continued presence on campus poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process. A student suspended on an interim basis by the Dean shall be provided written reasons for the suspension and shall be entitled to an administrative conference or a hearing as soon as possible, normally within ten (10) business days from the date the interim suspension was imposed. The decision of the Dean regarding an interim suspension shall be final.
3. Following the imposition of interim restrictions or interim suspension, if any, the Dean shall promptly investigate the information received by meeting with individuals who may have knowledge of the matter, including the accused student, and by reviewing all relevant documents. If upon the conclusion of the Dean's investigation, the Dean determines that there is insufficient reason to believe the student has committed a violation of any part of Section 3 of this Policy, the Dean shall dismiss the matter and shall so inform the student in writing.
4. If, upon the conclusion of the Dean's investigation, the Dean determines that there is reason to believe the student has committed a violation of any part of Section 3 of this Policy and, after considering both the possible violation and the prior conduct record of the student, that a sanction of less than suspension or expulsion is appropriate, the Dean shall schedule an administrative conference with the student. The student shall be given reasonable notice of the time and place of the conference. At the administrative conference, the student shall have the opportunity to present information for the Dean's consideration. At the conclusion of the administrative conference, the Dean shall determine whether it is more likely than not that the student has violated the Policy and, if so, impose a sanction less than suspension or expulsion. The Dean shall provide the student with a written explanation for the determination. The decision of the Dean shall be final.

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5. If, upon the conclusion of the Dean's investigation, the Dean determines that there is reason to believe the student has committed a violation of any part of Section 3 of this Policy and, after considering both the violation and the prior conduct record of the student, that a sanction of suspension or expulsion is appropriate, the Dean shall provide the student with reasonable written notice of a meeting and shall inform the student that his/her failure to attend the meeting or to respond to the notice may result in the imposition of the maximum permissible sanction. At the meeting, the Dean shall provide the student with a written statement that shall include the following:
    - a. a concise statement of the alleged facts;
    - b. the provision(s) of Section 3 that appear to have been violated;
    - c. the maximum permissible sanction; and
    - d. a statement that the student may resolve the matter by mutual agreement with the Dean, or may request a hearing by notifying the Dean in a 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) business days, or as soon as reasonably possible, by an impartial party or panel whose members shall be appointed by the Dean;
    - b. if the Dean appoints an impartial panel, to have a student on the panel, if requested by the student;
    - c. to appear in person and to have a nonlawyer advisor. However, if there is pending at the time of the hearing a criminal matter pertaining to the same incident that is the subject of the hearing, a lawyer may be present for the sole purpose of observing the proceedings and advising the student concerning the effect of the proceedings on the pending criminal matter;
    - d. to hear and to question the information presented;
    - e. to present information, to present witnesses and to make a statement in his or her behalf; and
    - f. to receive a written decision following the hearing.

(See Section 6 for additional procedures regarding sexual misconduct.)

7. As used herein, the term "impartial" shall mean that the individual was not a party to the incident under consideration and has no personal interest in the outcome of the proceedings. Prior to the commencement of the hearing, the student who is subject to the hearing may challenge the appointment of an impartial party or panel member on the ground that the person(s) is (are) not impartial. The challenge shall be made in writing to the Dean and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the Dean shall be final.
  8. The written decision of the impartial party or panel shall specify whether, based on the information presented, it is more likely than not that the student committed the violation(s) reported and shall state the sanction to be imposed, if any. The written decision shall be provided to the student.
  9. Sanctions imposed by an impartial party or panel are effective immediately. The President may, for good cause, suspend imposition of the sanctions imposed by the impartial party or panel to allow the student time to prepare a written request for review. If a written request is received, the President may continue to suspend imposition of the sanctions until he has reviewed and acted on the student's request.
  10. A written request for review of the decision of the impartial party or panel must be received by the President within three (3) calendar days after the student is notified of the decision and must clearly identify the grounds for review. The review by the President is limited to the record of the hearing, the written request and any supporting documentation submitted with the request by the student. The decision of the impartial party or the panel shall be upheld unless the President finds that:
    - a. a violation of the procedures set forth herein significantly prejudiced the student; and/or
    - b. the information presented to the impartial party or panel was not substantial enough to justify the decision; and/or,
    - c. the sanction(s) imposed was (were) disproportionate to the seriousness of the violation.
  11. Decisions under this procedure shall be made only by the college officials indicated.
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## **Section 6: Additional Hearing Procedures for Sexual Misconduct Cases**

In any hearing conducted pursuant to Section 5, paragraph 6 of this Policy and involving allegations of sexual misconduct, the accuser and the accused student shall each have the right to:

- a. be accompanied by a support person during the hearing (see Section 5, paragraph 6c of this policy regarding limited right to have a lawyer present.); and
- b. receive a written report from the Dean indicating the determination of the impartial party or panel and the sanction(s) imposed on the accused student, if any.

## **Section 7: Miscellaneous**

The written decision resulting from an administrative conference or a hearing under this Policy shall become part of the student's educational record and shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). While student educational records are generally protected from disclosure by FERPA, there are a number of exceptions to this rule. Students should be aware that a record concerning his/her behavior while a student at the College may be shared with other colleges or universities to which the student may subsequently wish to transfer or be admitted. Similarly, prospective employers may require a student to provide access to his/her College records as part of the employment application process. A record of having been sanctioned for conduct that violates Section 3 of the Policy may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

Any question concerning the interpretation or application of this Policy on Student Conduct should be referred to the President or his/her designee.

## **Section 8: Publication of Student Conduct Policy**

This Policy shall be published in College catalogs and student handbooks and should be distributed in other ways that are likely to ensure student awareness of the Policy.

## **Section 9: Policy Review**

Five years following adoption of this Policy, and as often thereafter as the Chancellor shall deem appropriate, the Chancellor shall designate a committee to review the Policy on Student Conduct, as necessary.

## **Sexual Misconduct and Relationship Violence Statement**

To insure that each member of the Connecticut Community College community has the opportunity to participate fully in the process of learning and understanding, the Connecticut Community Colleges strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. It is the intent of the Colleges to provide safety, privacy and support to victims of sexual misconduct and relationship violence.

**Sexual Misconduct** is defined as:

- Non-consensual sexual intercourse, which includes any sexual intercourse (anal, oral, or vaginal), however slight, with any body part or object, by a man or a woman, without effective consent.
- Non-consensual sexual contact, which includes sexual touching, however slight, with any object, by a man or a woman, without effective consent.
- Sexual exploitation, which includes non-consensual, unjust or abusive sexual advantage taken by a student of another, for his or her own advantage or benefit, or to benefit or advantage any one other than the one being exploited, and that behavior does not otherwise constitute non-consensual sexual intercourse, non-consensual sexual contact or sexual harassment. Examples of sexual exploitation include, but are not limited to: prostitution, videotaping consensual sex without a partner's consent, peeping tommy and knowingly transmitting sexually transmitted infections without a partner's knowledge.

## **Definition of Consent**

Consent must be informed, freely and actively given, involving an understandable exchange of affirmative words or actions, which indicates a willingness to participate in mutually agreed upon sexual activity. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. The lack of a negative response is not consent. Consent may not be given by a minor or by any individual who is incapacitated, whether voluntarily or involuntarily, by drugs and/or alcohol. Past consent of sexual activities does not imply ongoing future consent.

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**Stalking** is defined as:

Any behaviors or activities occurring on more than one (1) occasion that collectively instill fear in the victim and/or threaten her/his safety, mental health and/or physical health. Such behaviors or activities may include, but are not limited to, whether on or off campus, non-consensual communications (face to face, telephone, e-mail, etc.), threatening or obscene gestures, surveillance or being present outside the victim's classroom or workplace.

**Relationship Violence** is defined as:

- Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.
- Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse, which can include but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's pets and humiliating another person.
- Sexual harassment, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:
  - sexual flirtation, touching, advances or propositions
  - verbal abuse of a sexual nature
  - pressure to engage in sexual activity
  - graphic or suggestive comments about an individual's dress or appearance
  - use of sexually degrading words to describe an individual
  - display of sexually suggestive objects, pictures or photographs □
  - sexual jokes
  - stereotypic comments based upon gender
  - threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

The definitions contained in this statement are in addition to any applicable provisions of state law.

### **Confidentiality**

While the College will treat reports of sexual misconduct and relationship violence seriously and with sensitivity for all concerned, the College can not assure complete confidentiality in all instances with respect to such information, particularly when that information pertains to an offense or an alleged offender that may affect the safety of others on campus or is mandated to be reported.

### **Time for Reporting**

Normally reports must be received by the Dean of Students or other designee of the President within thirty (30) days of the date of a possible violation or within thirty (30) days of the date the facts constituting a possible violation were known. However, the College recognizes that the decision to file a report of sexual misconduct or relationship violence is difficult and may take some time. Because memories may fade and witnesses may become inaccessible, the sooner information is gathered, the greater is the ability of the College to effectively investigate and resolve the matter fairly to all parties concerned.

(Adopted October 18, 1976; amended February 19, 1979, April 20, 1981, July 20, 1981, November 16, 1987, and February 26, 1990, and entirely replaced *February 26, 2007*)

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## 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 Trustees who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

**FERPA also permits disclosure of education records without consent in connection with, but not limited to:**

- To comply with a judicial order or a lawfully issued subpoena;
  - To appropriate parties in a health or safety emergency;
  - To officials of another school, upon request, in which the student seeks or intends to enroll;
  - In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
  - To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
  - To accrediting organizations to carry out their functions;
  - To organizations conducting certain studies for or on behalf of the College;
  - The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
  - Directory information as defined in the policy of the Board of Trustees.
4. **The right to refuse to permit the College to release directory information** about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the Office of Registrar in writing *[location to be inserted by each College]*. Once filed, this notification becomes a permanent part of the student's record until the student instructs the College, in writing, to remove it.



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5. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605**

### **Directory Information**

*The Board of Trustees has designated the following as directory information:* student names and addresses, dates of attendance, full vs. part-time student status, awards and honors and graduation date. For purposes of access by military recruiters only, telephone listings and, if known, age, level of education and major are also designated as directory information.

Colleges may disclose directory information without prior consent, unless a student has exercised the right to refuse to permit the College to release directory information in accordance with paragraph 4 above.

## **STUDENT RIGHTS**

### **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, age, national origin, ancestry, present or past history of mental disorder, marital status, sexual orientation, mental or learning 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 educational 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.

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- b. In the case of a grievance alleging discrimination based on race, color, religious creed, sex, 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 (Appeal of grade)**

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 first be discussed informally with the instructor then department chair or coordinator within fifteen (15) calendar days of the student's awareness of the decision.
2. If the matter is not satisfactorily adjusted within ten (10) days of this appeal or the instructor is not available, the student may refer the matter to the Dean of Academic Affairs or his/her designee by filing a written appeal. The appeal must be filed with the Dean of Academic Affairs within thirty (30) calendar days of the student's awareness of the decision, which is being appealed. Upon receipt of such appeal, the Dean may refer the matter to the academic supervisor for informal consideration.

The academic supervisor shall meet with the instructor to determine that Step 1 has taken place and to receive relevant information from the instructor responsible for the decision prior to Step 3 below.

3. At Gateway Community College, the Academic Standards Committee serves as an Appeals Committee to review grades being redressed. The student shall be afforded the right to present a statement of appeal and relevant information in support of it. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of Section 1 of this policy. The student is entitled to a written response within thirty (30) days of the completion of his/her presentation. A decision to change the grade or modify the decision, which has been appealed, is advisory to and subject to approval of the President.
4. The foregoing decision may be appealed to the President by filing a statement of appeal within ten (10) calendar days of the date of the decision. Review by the President shall be on the basis of the written record unless he/she decides that fairness requires broader review. The decision of the President shall be final.

\* The time frames provided herein may be modified by the President for good cause shown.

### **UNIFORM CAMPUS CRIME REPORT**

Gateway Community College herein complies with the State of Connecticut's Campus Safety Act, Public Act 90-259 and with the Cleary Act, both of which mandates the annual publication of a Uniform Campus Crime Report, and establishes a process for raising awareness of safety on college campuses. Broader awareness of campus safety issues and procedures at Gateway Community College is the first step toward improving the security of students and staff.

Gateway Community College in compliance with all applicable laws, will notify all current students and employees of the annual campus safety report's availability on the College's website [www.gwcc.commnet.edu](http://www.gwcc.commnet.edu). A hard copy of the report can be obtained from the office of the Dean of the Administration.

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## **INFORMATION TECHNOLOGY RESOURCES POLICY**

The Connecticut Community College (CCC) System provides information technology resources (IT resources) to faculty, staff and students for academic and administrative use. IT resources may also be available to members of the college community through college libraries and websites. This policy applies to all users of IT resources.

IT resources include, but are not limited to, computers and peripheral hardware, software, networks, databases, electronic communications and Internet connectivity. CCC IT resources are the property of the Board of Trustees. Use of such resources is a privilege and is subject to such IT policies, standards and procedures as may be promulgated from time to time.

IT resources shall be used solely for legitimate and authorized academic and administrative purposes, and in furtherance of CCC mission and goals. They shall not be used for personal purposes, including monetary gain. Use of IT resources may be monitored by the appropriate CCC authority to ensure proper and efficient usage, as well as to identify problems or to check for security violations.

Any unauthorized or illegitimate use of IT resources may subject the user to disciplinary action, up to and including dismissal or expulsion, as well as loss of computing privileges. Users must comply with all applicable state and federal laws and may be subject to criminal prosecution for violation thereof under state and federal laws.

The Chancellor is authorized to promulgate necessary and appropriate IT policies, standards and procedures, including but not limited to those affective acceptable uses of IT resources, electronic communications and network security. Colleges shall ensure that users of IT resources are aware of all IT policies, standards and procedures, as appropriate.

## **COMPUTER USE POLICY OF GATEWAY COMMUNITY COLLEGE**

This Computer Use Policy governs all computer users at Gateway Community College and outlines the acceptable use of its computer resources. The policy has been formulated in accordance with the state of Connecticut, Department of Information Technology acceptable use policy, Connecticut software management policy and Connecticut General Statute 53, sections 451-453.

Violation of this Computer Use Policy may result in a loss of access privileges as well as college disciplinary and/or legal action.

### **Scope**

This policy applies to all users of Gateway Community College's computing equipment.

### **Objectives**

This policy:

- Establishes user responsibilities;
- Defines acceptable use; and
- Defines inappropriate use of computer resources.

### **User Responsibilities**

Computer users must be mindful of the impact of their activities on computing resources, network resources, and other users. The holder of either a network or Banner account is responsible for his/her actions and activity within his/her account. If a violation of the computer use policy is suspected, the College reserves the right to examine any of Gateway Community College's owned or operated computer resources, communication systems, and/or files.

### **Lab Assistants' Responsibilities**

Oversee the College's open labs and uphold the Computer Use Policy

Assist students who are currently enrolled in a Gateway computer science class

Monitor and report to the Information Technology office any activity that appears to be inappropriate

### **Acceptable Uses**

1. Account use, including Banner account use, by the authorized owner for authorized purposes
2. Use of computer resources in a manner that respects the right of others
3. Adhering to quotas for disk space on systems, such as e-mail
4. Use of the network in a socially appropriate manner

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5. Communication and exchange of information for professional and academic development
  6. Applying for administrative grants or contracts for research and/or instruction
  7. Collaboration with peers at other community colleges in support of work-related activities
  8. Supporting appropriate institutional communication to the college community

**Unacceptable Uses**

1. Use of any computer resources for commercial or for profit purposes
2. Deliberately damaging or physically misusing equipment
3. Possession of food or drink in labs or at any library workstation
4. Downloading or distributing any software from the Internet without the prior consent of the Information Technology department. Examples of such downloads include, but are not limited to, screen savers, wallpapers, games, web cams, shareware/freeware programs, and PowerPoint slides
5. Engagement in chat-rooms, instant messaging, or threaded discussions on the Internet, except for legitimate academic purposes
6. Violating federal or state law, including copyright regulations
7. Concealing or misrepresenting your name or affiliation to mask irresponsible or offensive behavior, including using other identities as your own. This is fraud
8. Viewing, downloading, or printing sexually graphic or suggestive materials, including inappropriate text files or files dangerous to the integrity of the local and wide area network. Violation of this clause can be considered grounds for disciplinary action for sexual harassment
9. Installing, deleting, or altering computer software on any computer without proper license and authorization from the Information Technology department
10. Political lobbying
11. Sharing any passwords and/or accounts
12. Malicious use of the network to develop programs that harass other users, infiltrate a computer or computing system, and/or damage Gateway Community College's software
13. Sending hate mail, harassing, making discriminatory remarks, and/or other antisocial communication
14. Deliberately monopolizing computer resources to the exclusion of other users. This includes, but is not limited to, broadcasting unsolicited mailing or other messages, creating unnecessary output or printing, and creating unnecessary traffic using such tools as streaming audio, video, and game-playing on the Internet
15. Altering or manipulating another user's data/files

The Information Technology department periodically monitors computers in all areas of the College. Be aware that e-mail messages are considered public record, and are therefore legally discoverable and subject to record retention.

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# APPLICATION AND ADMISSION PROCEDURES

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## Admissions Office, Long Wharf Campus (203) 285-2010

Gateway Community College is dedicated to providing educational opportunities through an open-door admission policy to graduates of an approved secondary school or those who hold a State Equivalency Diploma (GED). Admission is offered on a first-come, first-served basis by program within budgetary limitations, with the exception of Nursing, Radiologic Technologies, and Drug and Alcohol Recovery Counselor programs offered at the North Haven Campus.

### Procedures

*A student will not be enrolled in a degree or certificate program until the application file is complete. The following steps must be taken to ensure a complete application file:*

1. Please obtain an application form from the Admissions Office at the Long Wharf Campus, 60 Sargent Drive, New Haven, CT 06511 (203) 285-2010, the North Haven Campus, 88 Bassett Road, North Haven, CT 06473, or from our website: [www.gwcc.commnet.edu](http://www.gwcc.commnet.edu). You can also apply online as a NEW student for the spring or fall semesters only by visiting the website. Please note: new students *cannot* register online.
2. High school students must complete the application and give it to a high school guidance counselor. High school graduates must mail the application directly to the Admissions Office along with the \$20 application fee (check or money order only) or fee waiver. Holders of a State Equivalency Diploma (GED) must mail the application directly to the Admissions Office, along with a copy of their diploma or transcript of test results.
3. A copy of a student's high school transcript showing graduation date or a copy of a high school diploma or GED must be sent to the Admissions Office at 60 Sargent Drive, New Haven, CT 06511. Please note: if you attended high school under another name, please make sure that name is noted on your diploma or transcript. Upon receipt of a college transcript showing Associate Degree or higher has been conferred, the high school requirement will be waived.
4. Transfer applicants must request that the registrar of any college or university previously attended forward official transcripts to the Admissions Office. In addition, an official high school transcript or copy of high school diploma or GED is required. If transfer credit is desired, please notify the Admissions Office. Transfer evaluation will be performed for degree or certificate students only. New students to Gateway Community College who wish to transfer in credits from another college need to complete and submit a "New Student Transfer Evaluation Request Form." An unofficial copy will suffice for advising purposes only.
5. All new applicants are required to pay a \$20 non-refundable application fee. Attach a \$20 check or money order, made payable to Gateway Community College, to your application. If you have attended another Connecticut Community College, this fee is waived.
6. After being admitted, all students are required to take placement examinations in reading, English, and mathematics. English and mathematics credits earned from an accredited institution of higher education will be reviewed to determine if a student must take the tests. (Students in Business Office Technology may be required to take an additional, specialized proficiency examinations.) If test results indicate deficiencies, students will be expected to take additional course or courses to increase their capability for success in college-level work. In lieu of taking placement tests, students may provide evidence – college transcript(s), CLEP, Dantes, or Advanced Placement results – verifying that they have successfully completed a college-level mathematics and/or English course.

### ADMISSION OF NEBHE STUDENTS

The Board of Trustees adopts the following recommendations of the New England Board of Higher Education (NEBHE) for reciprocity among the New England states through the New England regional student program, with the reservation that priorities go to Connecticut students in the event of budget and/or space limitations:

1. Nonresident students whose traveling time would be less if attending a Connecticut community college than if attending a similar instate institution are permitted to attend the Connecticut institution at the NEBHE tuition rate, which is fifty percent above the resident tuition rate, pursuant to section 10a-67 of the general statutes, as amended.
2. Nonresident students who wish to enroll in a Connecticut Community College degree program which does not exist in their home states are permitted to enroll in such program at the NEBHE tuition rate.



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## **ADVANCED PLACEMENT**

Gateway Community College accepts for advanced placement high school students who demonstrate sufficient scholastic ability and who are approved by the high school principal or his/her designated representative, with the understanding that no additional general fund class sections will be created to accommodate them except as approved by the board.

## **ENROLLMENT STATUS**

Degree students are those who have satisfied admission requirements and are enrolled in a planned program of study that will result in a certificate, Associate in Arts, Associate in Science, or Associate in Applied Science degree. Non-degree students take courses but do not wish to be enrolled in a planned program of study leading to a certificate or degree. Any student may apply to a degree program at a later time. For instructions on how to do so, please refer to the regular application procedures.

Full-time students enroll for 12 credits or more. Part-time students enroll for 11 credits or less. Full-time students may take a fifth credit class. Students registering for more than 17 credits must pay a nominal fee of \$100.

## **FRESH START OPTION**

1. Colleges shall have a policy called Fresh Start, which will allow students who have not attended college for a period of two or more years and who have a poor academic record to refresh their Grade Point Average (GPA) and develop a more favorable academic record. Students accepted for enrollment under Fresh Start will meet with a designated college official to determine their academic status for re-entry into the college.
2. 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. If the Fresh Start option is approved, the student will receive credit for courses with a grade of C-minus or above, including "P" (Pass).
3. The Fresh Start option can be used only once.
4. The Fresh Start option does not apply to any completed degree or certificate.
5. 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.
6. Each college is responsible for developing its own procedures for managing Fresh Start, including where and how the student applies, what forms are used, who approves the application, and how the student's progress is monitored.

## **HIGH SCHOOL PARTNERSHIP PROGRAM**

Developed by the Board of Trustees of Connecticut Community Colleges, this program provides the opportunity for a junior or senior to experience college while still in high school. In order for a student to participate, his/her high school must have a partnership contract signed and on file with the college. The tuition and fees for students in this program are paid for by the Board of Trustees and apply toward the General Fund credit classes only. See your High School Guidance Counselor for more information.

## **HOME-SCHOOLED STUDENTS**

Home-schooled students who have completed their high school program of study may be admitted as degree-seeking or non-degree seeking, full or part-time. Home-schooled students, like all new students, will be required to submit an application and required fee, take the College ACCUPLACER academic assessment and per state law, provide documentation that they have been immunized against Measles, Mumps and Rubella.

Home-schooled students who do not have a high school diploma may still attend Gateway Community College but only as part-time, non-degree seeking students. All home-schooled students must demonstrate sufficient academic ability and complete the ACCUPLACER academic assessment test. Home-schooled students must meet with the Director of Admissions or designee prior to registering for classes.

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## **INTERNATIONAL STUDENTS**

The credentials of an applicant for admission from another country are evaluated in accordance with general admissions requirements. A completed application, official leaving certificates, and detailed transcripts, in English, of the student's academic record should be sent to the Admissions Office. Applicants who wish to begin undergraduate study must submit all credentials by May 15 for the fall semester and by October 15 for the spring semester. This will allow time for the exchange of official correspondence, and, if the applicant is admitted, will allow time to obtain a passport and/or visa. The I-20 A-B Form, required by the United States Immigration and Naturalization Service, is issued by the College only to students who have been accepted as full-time degree students.

Evidence of the ability to read, write, and speak English well enough to pursue college courses must be submitted to the College. If the applicant's primary language is not English, TOEFL (Test of English as a Foreign Language) scores must be submitted. Information about the test can be obtained by writing to TOEFL, Test of English as a Foreign Language, CN 6151, Princeton, NJ 08541-6151.

The College awards no financial aid (scholarships or loans) to international students, nor does the College make housing available. Applicants must be entirely self-supporting and be able to meet all financial obligations to the College in full and from their own resources. Employment in the United States is not guaranteed, and immigration laws governing employment of international students are very strict. Therefore, a notarized letter or affidavit of support must be submitted from a financial sponsor, who must state his/her name and relationship to the applicant. The sponsor must state his/her willingness and ability to meet any financial obligations that are related to studies at Gateway Community College.

## **READMIT STUDENTS**

Readmit students are former Gateway Community College students who have withdrawn from the college or have been absent from the college for at least two years (excluding summer and winter intersessions). Please contact the Records Office. It is not necessary to pay the \$20 application fee. However, if students attended another college during their absence, they must submit an official transcript from each college if they wish to transfer credit.

## **TRANSFER INTO GATEWAY COMMUNITY COLLEGE**

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-specialty 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.

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# REGISTRATION

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**Long Wharf Campus (203) 285-2020**

**North Haven Campus (203) 285-2304**

Fall and spring registration dates are established each semester for new and returning students. While every effort will be made to meet the educational needs of each student, registration is conducted on a seat-available basis. Courses listed in the catalog will not necessarily be offered every semester. The College reserves the right to cancel course offerings for budgetary reasons or because of lack of enrollment. Every attempt will be made to notify students if a selected course has been cancelled.

The College offers credit and credit-free instruction during its winter intersession, which runs from late December through early January, and during summer sessions. The exact dates of the winter intersession and summer sessions may be found in the appropriate course schedules that are mailed to area residents, distributed through the Records Office, and online at: <http://www.gwcc.commnet.edu> or <http://www.online.commnet.edu>. Courses are open to all Gateway Community College students, students from other colleges, and any interested adults. For further information, contact the Office of Continuing Education/Community Services at (203) 285-2082.

## **CROSS-REGISTRATION**

Tuition and fees for students who register for general fund/tuition account courses at multiple colleges within the community college system shall be charged as follows:

- A. **Full-time Students** – Students who have paid full-time student tuition and fees at their “home” institution shall be exempt from further charges. Copies of the student’s tuition and fee receipt from the “home” institution should be accepted by the “host” institution in lieu of payment.
- B. **Part-time Students** – The charges for students who have paid part-time student tuition and fees at their “home” institution and register for additional courses at the “host” institution shall not exceed the amount charged for a full-time student, if the student’s combined registration at the “home” and “host” institutions would classify them as a full-time student. Copies of the student’s tuition and fee receipt from the “home” institution should be accepted by the “host” institution, and the “host” institution should charge the difference between full-time tuition and fees and the amount paid to the “home” institution as indicated on the “home” institution receipt. The “host” institution must notify the “home” institution of the multiple college registration. Any change in student status that would warrant a refund of tuition and fees will be based on the combined registration at the “home” and “host” institutions. Students who register at multiple colleges whose combined student status is less than full-time shall be charged as a part-time student for the semester credits registered at each of the respective colleges.

## TUITION AND FEES

Tuition and fees are established by the Board of Trustees of Community-Technical Colleges and are subject to change without notice. **Please refer to the printed college schedule when available for the 2008-2009 Tuition and Fee rates.**

<b>TUITION</b>	<b>2008-2009</b>
Full-time Student (12 semester hours or more per semester)	
Connecticut Resident	\$1,320.00
Non-resident	\$3,960.00
New England Regional Student Program	\$1,980.00
Part-time Student (Per Semester hour through 11 hours)	
Connecticut Resident	\$110.00
Non-resident	\$330.00
New England Regional Student Program	\$165.00
Summer & Winter Sessions	\$125.00
<b>FEES</b>	
Full time Student (12 semester hours or more per semester)	
Student Activity Fee	\$10.00
College Service Fee	
Connecticut Resident	\$162.00
Non-resident	\$486.00
New England Regional Student Program	\$243.00
Summer Session	\$156.00
Winter Intersession	\$162.00
Extension Program	\$162.00
Part-time Student (Per Semester hour through 11 hours)	
Student Activity Fee	\$5.00
College Service Fee - Connecticut Resident	
1 Credit	\$54.00
2 Credits	\$58.00
3 Credits	\$62.00
4 Credits	\$66.00
5 – 11 Credits	\$12.00 ea. add'l credit
Non-Resident	
1 Credit	\$162.00
2 Credits	\$174.00
3 Credits	\$186.00
4 Credits	\$198.00
5 – 11 Credits	\$36.00 ea. add'l credit
New England Regional Student Program	
1 Credit	\$81.00
2 Credits	\$87.00
3 Credits	\$93.00
4 Credits	\$99.00
5 – 11 Credits	\$18.00 ea. add'l credit

<b>SUMMER</b>	<b>2008-2009</b>
Resident	
1 Credit	\$53.50
2 Credits	\$57.00
3 Credits	\$60.50
4 Credits	\$64.00
5 – 11 Credits	\$11.50 ea. add'l credit
<b>EXTENSION PROGRAM</b>	
Resident	
1 Credit	\$54.00
2 Credits	\$58.00
3 Credits	\$62.00
4 Credits	\$66.00
5 – 11 Credits	\$12.00 ea. add'l credit
<b>SPECIAL FEES</b>	
Academic Evaluation (Credit by Exam - per test)	\$15.00
Portfolio Assessment	\$50.00
CLEP Service Fee (Subject to change per CLEP Fee Schedule)	\$15.00
Returned Check Charge	\$25.00
Application Fee	\$20.00
Late registration Fee	\$5.00
Late Payment Fee	\$15.00
Graduation Fee (non-refundable and payable in the semester student expected to graduate)	\$42.00
Program Enrollment	\$20.00
Installment Plan Fee	\$25.00
Replacement Lost ID	\$1.00
<b>MANDATORY USAGE FEES</b>	
Laboratory Course Fee (per registration in designated lab course)	\$66.00
Studio Course Fee (per registration in designated studio course)	\$72.00
Clinical Program Fee Level 1 (charged each fall & spring to students matriculated in Allied Health and Nursing programs)	\$227.00
Excess Credits Tuition Charge (applies when total registered credits exceed 17 for the semester)	\$100.00

### **Tuition and Fee Notes**

College Service, Student Activity, Clinical Program, Installment Plan, Application and Graduation fees are not refundable. Refer to refund policies for the refunding rules associated with other charges.

Allied Health and Nursing students who pay Clinical Program fees are exempt from Laboratory fees for DMS, NMT, NSG, RAD, RDT, and RST lab courses. NTR students pay Laboratory Fees for NTR 210 and NTR 202.

Online/Distance Learning courses are charged Connecticut Resident Tuition rates but are exempt from student activity fees.

No student who has an unpaid account at any state community college may register at that same college or any other state community college.

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## PAYMENT POLICIES

**Long Wharf Cashier Window:** (203) 285-2009  
**Hours:** 8:30 a.m. to 4:00 p.m. Weekdays  
8:30 to 7:00 p.m. during scheduled late night registrations

Drop boxes for non-cash payments are also available adjacent to the Cashier's Office on either campus.

The college accepts checks, VISA and MasterCard, cash (Long Wharf Campus only).

Payments are also accepted online at [www.online.commnet.edu](http://www.online.commnet.edu).

**When to Pay:** Payment is due at registration. Students who register on the web will not receive an additional invoice from the college. During early and regular registration periods classes are automatically dropped without notice after a three (3) business day payment grace period. There is no grace period for students who register the week before the start of the term or during Add/Drop registration.

***Failure to pay accounts in full by the specified dates will result in the College placing a hold on the student's account. This hold will bar the student from transcript and registration services. Furthermore, the account will be turned over to a collection agency and the student may also be held liable for the cost of collection.***

**Fall/Spring Early Registration Option:** To reserve your classes until the Tuition due date, just pay your nonrefundable fees when you register. You must pay your balance by the tuition due date or your classes will be dropped without notice and your non-refundable fee deposit will be forfeited.

**Financial Aid Payments:** Authorized financial aid must be applied to the student's account in accordance with the schedule above. The student is responsible for full payment of his/her account if the financial aid is not awarded or is rescinded. Financial Aid authorizations can be viewed on the Web at [www.online.commnet.edu](http://www.online.commnet.edu). Student installment plan (see Tuition Installment Payment Plan section for more details).

**Third Party Voucher Payments:** Vouchers must be filed at the Long Wharf Cashier's Window in accordance with the schedule above. You are responsible for full payment of your account if the voucher is not honored.

**Checks returned by the bank:** Checks that are returned from a bank for any reason must be replaced with cash, money order or bank check within seven days (one week) of the college's receipt of notification by the bank. A fee of \$25 will also be charged to the student's account.

**Tuition Installment Payment Plan:** GCC offers a Tuition Installment Payment Plan for students with accounts in good standing who are enrolled in six or more credits in the Fall and Spring semesters. This plan cannot be used to finance charges associated with courses offered through our Continuing Education Division. The College defines accounts in good standing to be accounts which are paid in full for prior semesters in a timely fashion. To enroll see a Cashier at the Long Wharf Campus.

The Installment Plan allows a student to defer payment of seventy-five percent (75%) of tuition charges for 45 days. Twenty-five percent (25%) of tuition and all other student charges (including nonrefundable fees) must be paid at the time of plan enrollment. The cost for the plan is \$25. The balance of 75% of tuition charges will be due in full on the 45th day of the semester.

Student Responsibilities:

- Students who change their course load after enrolling in a payment plan are responsible for notifying the Long Wharf Cashier's Office of the change.
- Students who add a class or classes must amend their payment plan or pay in full in accordance with the payment policies.
- Students who drop a class or classes must formally withdraw in the Records Office in accordance with the published refund policy dates. Please note – depending on the date of withdrawal, the amount due on the installment plan may not be affected. Please refer to the College's Refund Policies or speak with a Cashier for more details.



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## TUITION AND FEE WAIVERS

**Senior Citizen Waiver:** On a space available basis, individuals 62 years of age and older who register during the special registration session held at the end of the regular registration period are eligible for a waiver of tuition, general, and application fees. Senior Citizens are required to pay all Lab and Studio fees at registration. Senior Citizen waivers are not granted for classes offered through our Corporate and Continuing Education Division or for special fees.

**Veterans' Waiver:** CGS 27-103 entitles a waiver of tuition for honorably discharged veterans who are Connecticut residents and who served on active duty for at least ninety (90) days during one of the following periods: World War II (12/7/41-12/31/46), Korean Hostilities (6/27/50-1/31/55), Lebanon Conflict (7/1/1958-11/1/1958), Vietnam Era (2/28/61-7/1/75), Operation Desert Storm (8/2/1990-present), or those engaged in combat or a combat support role in four (4) other specific military operations between 1982 and 1990. *Reservists and members of the National Guard who have been activated for 90 days or more can qualify for the tuition waiver.* The waiver applies to tuition (not to fees or for courses offered through the Division of Continuing Education) for credit courses taken in the fall or spring semesters. To be eligible for this waiver, the student must pay all fees and present a copy of his/her DD214 (discharge certificate) to the Long Wharf Cashiers Office in accordance with the College's Payment Policies.

**National Guard Waiver:** Under CGS section 10a-77, tuition is waived for any active member of the Connecticut Army or Air National Guard who is a Connecticut resident, certified by the Adjutant General or his/her designee as a member in good standing of the Guard and enrolled in a degree or certificate program. If the guard member receives tuition reimbursement from an employer, this waiver will be reduced by the amount of the reimbursement. The waiver applies to tuition (not to fees or for courses offered through the Division of Continuing Education) for credit courses taken in the fall or spring semesters. To be eligible for this waiver, the student must pay all fees and present a copy of the written Waiver from the Adjutant General to the Long Wharf Cashiers Office in accordance with the College's Payment Policies.

**Dependent Children of POWs and MIAs:** Under CGS section 10a-77, tuition is waived for any dependant children of a person declared by the U.S. Armed Forces as missing in action or a prisoner of war while serving in the Armed Forces after January 1, 1960, who was a resident of Connecticut at his/her time of entry into the Armed Forces or while serving. The waiver applies to tuition (not to fees or for courses offered through the Division of Continuing Education) for credit courses taken in the fall or spring semesters. To be eligible for this waiver, the student must pay all fees and present a proof of eligibility to the Long Wharf Cashiers Office in accordance with the College's Payment Policies.

## REFUND POLICIES AND PROCEDURES

**General Information:** All refunds are issued in the form of a check. Please allow up to 45 days for receipt of refund.

**Courses Cancelled by the College:** If the College cancels a course, a full refund of all charges (except application fee) will be issued unless the student selects a replacement course. If the student does not select a replacement course, a refund will be sent via mail within 45 days.

**Return of Title IV Funds:** The College maintains a fair and equitable refund policy as mandated by the U.S. Department of Education regulations. These refund and repayment rules apply only to students who withdraw completely and/or otherwise fail to complete the current period of enrollment. Please refer to the appropriate section in this catalog or speak with a Financial Aid Officer for more details.

**Armed Service Enlistment:** 100% refund of Tuition and Fees will be granted to any student who enters the Armed Services before earning degree credit in any semester, provided that he/she submits, in writing, a notice of withdrawal and a certified copy of enlistment papers.

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**Tuition and Fee Refunding Rules:**

College Service, Student Activity, Installment Plan, Application, Graduation and other fees not listed below are nonrefundable.

Allied Health and Personal Liability Insurance Fees: A curriculum change must be filed prior to the start of the term to be eligible for a refund of Allied Health/Nursing program and Personal Liability Insurance fees.

Tuition, Laboratory and Studio Course Fees: The student must officially withdraw either online or in the Records Office according to the schedule below to be eligible for a refund or a reduction of Installment Plan Charges.

- If the student completely withdraws from classes up to the business day before the start of the term, a 100% refund of Tuition, Laboratory, and Studio Course Fees will be granted.
- If the student completely withdraws from classes within the first fourteen (14) calendar days of the term, a 50% refund of Tuition, Laboratory and Studio Course Fees will be granted.
- If the student completely or partially withdraws from classes after the first fourteen (14) calendar days of the term, **NO** refund of Tuition, Laboratory and Studio Course Fees will be granted.
- If the student partially withdraws from classes during the first 14 calendar days of the term a refund will be granted in the amount of 50% of the difference in Tuition, Laboratory and Studio Course Fees between the original and revised schedules.
- Please refer to the refunding table printed in the College Schedule for specific withdrawal deadlines applicable to abbreviated courses

Extension Credit Fees: A 100% refund of extension credit fees related to Corporate and Continuing Education courses will be granted to students who officially withdraw in the Records Office up to the business day prior to the first day of class. No refund will be granted once the class has met.

**Exceptions:** Regardless of circumstance, refund requests can not be considered after the 14th calendar day of the term or after the first class meeting for classes offered through the Division of Corporate and Continuing Education Division. Any requests for special consideration of the College's refund Policy must be submitted, in writing, to the Dean of Administration. Requests must include a detailed description of the relevant circumstances. Circumstances that will not be considered are: changes in job, normal illness, poor decision or change of mind by the student regarding course selection, or dissatisfaction with course content.

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# FINANCIAL AID

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## **Long Wharf Campus (203) 285-2030**

Gateway Community College is committed to providing access to higher education by minimizing economic barriers. The College provides several options for financial aid, including state and federal grants, college loans, work-study, and scholarships. Awards may come from one or any combination of the following four sources. The exact form of the total award will be determined only after careful evaluation of the student's individual situation. Financial need, academic performance, and resources available to the student are all considered.

Students must have a high school diploma or a GED, be enrolled in an approved degree or one-year certificate program, and must maintain "satisfactory academic progress" as described in the Academic Policies and Procedures section.

Policies and regulations instituted by Title IV, Student Financial Aid Programs, and Gateway Community College require that a student's academic progress be monitored and measured to determine continuing Financial Aid eligibility. To maintain Financial Aid eligibility, students must successfully complete two-thirds (66.66%) of their credits with Satisfactory Academic Progress. (For additional information, please see the Student Handbook.)

All financial aid awards are predicated upon available funds and subject to revision by the Financial Aid Office upon change in enrollment status, additional resources, scholarships, and/or lack of completion of necessary information to determine eligibility. All awards are based upon a student's enrollment status at the end of the add/drop period. Financial aid is disbursed twice per academic year: the first disbursement occurs during the fall semester and the second disbursement during the spring semester.

### **Application Process**

All students must file the Free Application for Federal Student Aid (FAFSA) to establish eligibility. Documentation of income for the preceding year is also required if selected for verification. (See Electronic Filing Instructions on the Gateway Home Page at: <http://www.gwcc.commnet.edu>.) You may also visit: <http://www.online.commnet.edu> for additional information about Financial Aid Services.

All males between ages 18 and 25 must have registered with the Selective Service System to be eligible for Title IV, Student Financial Aid.

## **TYPES OF FINANCIAL AID**

### **Federal Pell Grant Program**

This federal aid program is designed to provide assistance to those who need it in order to attend post-high school educational institutions. Pell Grants are intended to be the "base" of a financial aid package and may be combined with other forms of aid in order to attempt to meet the full cost of education.

### **Federal Supplemental Educational Opportunity Grants**

This program is available to students who demonstrate financial need. Students may receive grants in this category, particularly if they are eligible for a Pell Grant. Students may continue to receive this grant along with other aid as long as they remain in good academic standing and continue to require aid.

### **Federal Work-Study Program**

This program provides jobs for students who receive financial aid. Its purpose is to provide funds to allow employers to hire enrolled students. This part-time employment may be either on the college campus or in a public and/or private non-profit organization. Students may work a maximum of 15 hours a week while attending classes. If funds are available, eligible students may work a maximum of 35 hours during vacation periods. Students interested in this program should contact the Financial Aid Office.

### **Federal Stafford Loan Program**

This is a federally subsidized loan program available to financially eligible students. The annual interest rate is variable, with the maximum set at 8.25 percent. It may be adjusted each year on July 1. As a result, the interest may change annually, but it will never exceed 8.25%. After reviewing the actual interest rate, the student may cancel or reduce any loan obtained under his/her MPN (Master Promissory Note) in accordance with the "Loan Cancellation" procedures.

The borrower must attend an entrance loan interview before receiving a loan. Afterwards, an electronic loan application will be filed with CSLF (Connecticut Student Loan Foundation). The student will receive a Master Promissory Note via Mail. This must be signed and returned to the guaranty agency, CSLF. The borrower must have an exit loan interview before the borrower leaves the school.

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### **Unsubsidized Federal Stafford Loan**

This loan program is available for students who are ineligible to receive a subsidized Federal Stafford Loan. Interest rates and loan limits are the same as the Federal Stafford Loan program, payable while in school and during deferment periods. Interest may be deferred but will be added to the principal, increasing the repayment amount.

### **Federal Plus Loans**

Parent Loans for Undergraduates (PLUS) are for parents who want to help pay for their children's education. PLUS enables parents to borrow up to the "cost of education," minus other aid, for each child who is enrolled at least half time and is a dependent student. The interest rate for Federal PLUS loans first disbursed on or after July 1st, 1994, will be variable, but not higher than 9%. The repayment period begins within 60 days after the final loan disbursement. Unlike the Federal Stafford Loan, financial need is not a factor; however, Federal PLUS borrowers may have to undergo a credit analysis.

### **Capitol Scholarship Program**

This scholarship program is available to qualified students who are residents of Connecticut and who plan to enroll as full-time students in an institution of higher education in Connecticut or in a state where there is reciprocity. Further information is included on the application form, which should be obtained from the secondary school attended by the applicant. Persons not currently enrolled in a Connecticut secondary school may obtain applications from the state Department of Education, P.O. Box 2219, Hartford, CT 06115.

### **Community College Grants**

These funds are allocated to the College by the state of Connecticut and are awarded based upon financial need and available funds.

### **Connecticut Aid to Public College Students**

These funds are allocated to the College by the state of Connecticut and are awarded based upon financial need and available funds.

### **Family Education Loan Program (FELP)**

This program was created to help students and their families meet the cost of attending college by reducing the financial burden of borrowing. FELP loans are available, with no application fee, to help undergraduate, graduate, and professional students pay their current or prior year's educational expenses. To be eligible for a FELP loan, a student must be enrolled at least half-time in an accredited non-profit college or university located in Connecticut or be a Connecticut resident enrolled at least half-time at an accredited non-profit college or university elsewhere in the United States or its possessions. Students and their families may borrow, depending upon eligibility, certification by the college financial aid administrator, and credit worthiness. These loans are administered by the Connecticut Higher Education Supplemental Loan Authority (CHESLA).

### **LOAN ORIGATION FEES**

Lenders are authorized to charge student borrowers an origination fee of 3%, which will be deducted proportionately from each loan disbursement. Revenue from the fee is passed on to the federal government to help reduce the government's cost for these loans. A lender may also collect an insurance premium of up to 1% of the loan principal. This premium will also be deducted proportionately from each disbursement. The origination fee on PLUS is 3%, plus an insurance premium of up to 1%.

### **RETURN OF TITLE IV FUNDS**

The College maintains a fair and equitable refund policy, as mandated by US Department of Education regulations. These refund and repayment rules only apply to students who withdraw completely and/or otherwise fail to complete the current period of enrollment.

Federal Title IV regulations require the calculation of the return of Title IV Funds that are not earned by the student in a given semester. These regulations require the College to determine the amount of the return based on the following considerations:

1. Official date of withdrawal;
2. Total number of days in the semester;
3. Percentage of Title IV funds earned and unearned;
4. Amount of funds to be returned by the student.

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The College will notify the student within thirty (30) days of the determination of return of funds. The student has forty-five (45) days to retain Title IV eligibility by returning the amount in full or making satisfactory arrangements to repay the funds to the US Department of Education. Failure of the student to do either within the forty-five (45) days obligates the College to report the overpayment to the US Department of Education. Subsequently, the student will lose eligibility for Title IV funds on the 46th day.

Students (or parent(s), if a Federal PLUS loan) must return the unearned funds for which they are responsible to loan programs in accordance with the terms of the loan and to grant programs as an overpayment. Grant overpayments are subject to repayment arrangements satisfactory to the school or to overpayment collection procedures prescribed by the Secretary of the Department of Education.

### **ORDER OF RETURN OF STUDENT FINANCIAL AID PROGRAM FUNDS**

Funds credited to outstanding loan balances for the payment period of period of enrollment, for which a return of funds is required, must be returned in the following order (not to exceed the original enrollment from each source):

1. Unsubsidized Federal Stafford loans
2. Subsidized Federal Stafford loans
3. Unsubsidized Direct Stafford loans (other than PLUS loans)
4. Subsidized Direct Stafford loans
5. Perkins loans
6. Federal PLUS loans
7. Direct PLUS loans
8. Federal Pell Grants for the payment period for which a return of funds is required.
9. Federal Supplemental Educational Opportunity Grants (FSEOG) for the payment period for which a return of funds is required.

### **INCOMPLETE GRADES**

Financial Aid students must complete all grades of Incomplete (I) prior to the beginning of the subsequent semester. Eligibility for continued Financial Aid will be determined only after receipt of grades.

### **WITHDRAWAL FROM SCHOOL**

In general, if a recipient of Student Financial Aid Program assistance withdraws from a school during a payment period or during a period of enrollment in which the recipient began attendance, the school must calculate the amount of Federal funds the student did not earn. Those funds must be returned. (See Return of Title IV Funds.)

If the school determines that a student did not begin the withdrawal process or otherwise notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student's control, the school may determine the appropriate withdrawal date.

If the student registers for classes but never attends, the student is responsible for all charges incurred.

### **SCHOLARSHIPS**

#### **THE PAUL JONES SCHOLARSHIP**

This merit-based scholarship is funded by an educational trust established under the will of Douglas P. Jones and administered by the Meriden Trust and Safety Deposit Co. The main purpose of this trust is to train and educate health care personnel and to use this scholarship to induce as many people as possible to pursue careers in the health care field. The applicant requirements are as follows:

1. The student must be enrolling or enrolled in a program to educate and/or train nurses, licensed practical nurses, nurse's aides, medical and technical assistants, laboratory technicians, and any other personnel whose jobs and professions are related to the promotion, preservation, or restoration of the health of human beings;
2. The applicant must be a graduate of a Connecticut high school and currently reside in Connecticut. This requirement may be waived if the applicant has been a long-time resident of Connecticut; any exceptions will require the approval of the trustees;
3. The applicant must be enrolling or enrolled as a full-time student. The trustees must approve any exceptions to this requirement;
4. The applicant must meet the entrance requirements set by the school and maintain the minimum grade average required to continue as a full-time student.

Recipients are selected by the directors of the Allied Health and Nursing programs and the Director of Financial Aid upon review of academic status and full-time enrollment status in their respective programs of study.

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## FOUNDATION SCHOLARSHIPS

Scholarships are available through the Gateway Community College Foundation, Inc., which was formed to assist the College in expanding its services to students and enhancing academic instruction. The Foundation also helps the College to invest in Connecticut's future by providing resources and through advocacy.

The Foundation awards or administers various scholarships in compliance with the policies of its board of directors or at the request of the benefactor. Scholarships are awarded each spring to students for use in the following academic year. The GCC Foundation scholarship brochure (available in February) lists the various scholarships available and includes an application form. Brochures may be obtained from the Financial Aid or Counseling offices and are available at student information centers at both campuses. For more information, call (203) 285-2322.

### SCHOLARSHIPS INCLUDE:

Philomena M. Abell Nursing  
Alumni Association  
Kelsie Anderson  
Anthem Blue Cross and Blue Shield  
Anthem Blue Cross and Blue Shield Nursing  
Anderson Atkinson  
Atluru Family Foundation  
AT & T  
Sandra Broga-Norton  
Michael Cannella  
CASA/SME Liberty Rock Chapter  
Frederick DeLuca Foundation  
Todd Dogolo  
Mark Fusco Foundation  
GCC Foundation Directors  
Allen Hadelman  
Hamden Rotary  
Frank Jurczyk  
Susan Moore Lincoln Nursing  
Michael Murphy  
Nightingale Scholarship  
Francis Noonan  
North Haven Rotary Foundation  
Pfizer Science/Math  
Phi Theta Kappa  
R & B Enterprises  
RWA: Kathryn M. Bevan Memorial  
RWA Sophomore  
Shaw's/Coca-Cola Culinary  
West Haven Rotary Foundation  
Norman Wuestefeld  
Yale-New Haven Hospital  
Yale University

NewAlliance Foundation, through a generous endowed gift, has established NewAlliance Fellows to be awarded to the two students with the highest GPA accepted into an Allied Health program and into the Nursing program. Awards will cover tuition and fees for the fall and spring semesters following selection.

Pfizer Science and Math Scholarships for students from select New Haven High Schools (Hillhouse, Wilbur Cross and Career) are available for students entering Gateway. These scholarships provide \$3,000 to each recipient to cover educational costs.

Scholarship awards are subject to change.



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# ACADEMIC POLICIES AND PROCEDURES

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## SEMESTER HONORS

There shall be a Dean's List of students, both full- and part-time, who earn a semester grade point average of 3.4 or higher. Part-time students who pursue three (3) credits or more in a semester shall be eligible for semester honors. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester.

## GRADUATION HONORS

Student with exemplary academic performance shall be recognized at graduation with the following designations:

Highest Honors for students with 3.9 – 4.0 grade point average

High Honors for students with 3.7 – 3.89 grade point average

Honors for students with a 3.4 – 3.69 grade point average

Students with an Incomplete may become eligible retroactively for graduation honors upon completion of the course requirements. Recognition shall appear on the transcript, provided that the student has earned the required grade point average.

## 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 in 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.

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## ACADEMIC STANDARDS

A student with a GPA of 2.0 or higher is considered in Good Standing. Only students in Good Standing may register as full-time.

To remain eligible for continuation of studies, students must maintain a cumulative grade point average (CGPA) equal to or above the minimum stated in the Academic Standards criteria for the number of credits they have completed.

11 or fewer credits with less than 1.5 CGPA	Written Warning
12 - 30 credits inclusive with less than 1.7 CGPA	Written Notice of Academic Probation – Reduced Course Load
31+ credits with less than 2.0 CGPA	Written Notice of Academic Probation – Reduced Course Load
31+ credits with one semester probation earning less than 2.0 CPGA	Written Notice of Academic Suspension

## COURSE LOAD

A full course load normally consists of four to five courses, depending upon the student's major and degree of academic preparedness. Students wishing to take more than the normal course load for their major during the second or subsequent semesters may, provided they have maintained a GPA of 3.0 or better during the preceding semester, register for one additional course upon the recommendation of their advisor and the approval of the Dean of Students. Additional fees may apply.

## COURSE SUBSTITUTION

The substitution of a course must be approved by the appropriate department chairperson/program coordinator or the Academic Dean. Students must complete a Course Substitution Form available in the Records and Counseling offices.

## GRADES

All colleges will use the same system of values for grades awarded. Values to be used for all calculations of grades, averages, and related matters, are as follows:

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	0.0

Temporary Grade: I – Incomplete

Administrative Transcript Notations:

AU	Audit
M	Maintaining Progress
N	No Grade
P	Pass

The Grade Point Average (GPA) shall be calculated to two decimal places, based on quality points and the number of credits attempted.

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To determine the number of quality points earned in a course, a student's numerical grade is multiplied by the number of credits associated with the course (semester hours). The total of all quality points earned by a student is then divided by the total number of credits attempted. The result is the student's GPA.

### **Temporary Grade**

#### **I - Incomplete**

1. An Incomplete is a temporary grade assigned by the faculty member when coursework is missing and the student agrees to complete the requirements. Although a student may request an Incomplete, the faculty member is not required to honor the request. The faculty member should assign an Incomplete when there are extenuating circumstances such as illness that prevent a student from completing the assigned work on time and the student has completed most of the course requirements and, in the judgment of the faculty member, the student can complete the remaining work within the time limit established by system policy.
2. A faculty member who assigns an Incomplete shall file a system report form that includes:
  - (a) a brief description of the requirements to be completed;
  - (b) the date by which the coursework must be submitted to the faculty member, which is the end of the tenth week of the next standard semester;
  - (c) a statement that the Incomplete will change to a specified letter grade if the work is not completed by the end of the tenth week of the next standard semester.

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

3. All Incompletes must convert to a letter grade by the end of the following semester. If a student submits the required work on time, the faculty member shall calculate a grade to replace the Incomplete and submit it to the registrar by the end of the semester. If a student fails to complete the required work or fails to submit the work by the specified time, or if the faculty member fails to submit a replacement grade, the registrar shall convert the Incomplete to the letter grade specified in the report form, and that letter grade shall be entered on the student transcript.
4. Students with an Incomplete are temporarily ineligible for semester or graduation honors. Upon conversion of the Incomplete to a letter grade, students may retroactively receive semester or graduation honors, and such recognition shall appear on the transcript, provided that the student has earned the required grade point average.

Students in a Allied Health or Nursing program (Diagnostic Medical Sonography, Fitness Specialist, Nuclear Medicine, Radiation Therapy, Radiography) must complete all required course prerequisites before registering for any program-specific math, science, and/or Allied Health or Nursing courses.

#### **Administrative Transcript Notations:**

##### **"AU" - Audit**

An administrative transcript notation for students auditing a course.

Students not wishing credit may audit a course. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. Students may ask to have papers critiqued, but faculty members are not required to grade an auditor's course work. Full tuition and fees are charged for courses audited. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status.

Audited courses may be repeated in a subsequent semester for credit by re-registering and paying the appropriate tuition and fees. The structure of the course should not be altered in consideration of the number of students auditing the given course.

##### **"M" - Maintaining Progress**

An administrative transcript notation used only for development 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.

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**“N” - No Grade**

The “N” grade is used only when a student has failed to complete any of the course objectives so that it is impossible to evaluate the student on the basis of performance. The “N” grade is not used in place of an earned failing grade.

**“P” - Pass**

An administrative transcript notation for successful completion of courses taken on a pass/fail basis. Students failing will receive a grade of “F”.

With the permission of the instructor, a student may take an elective course on a Pass/Fail basis. Any student who has satisfactorily completed at least 12 credits may take advantage of the Pass/Fail option. The student must notify the Records Office in writing of this intent no later than one week following the Add period. Upon completion of the course, the student will receive a grade of “P” or “F.” No other grade will be reported. The “Pass” grade will entitle the student to an appropriate number of academic credits toward graduation. A “Pass” will not be computed in the student’s quality point average (GPA). Only one academic course may be taken under the Pass/Fail option during a semester.

All clinical courses in the Radiologic Technology programs are offered only on a pass/fail basis.

**“TR” - Transfer**

An administrative transcript notation in lieu of grades for courses accepted for credit from other colleges and universities.

**“W” - Withdrawal from a course**

An administrative transcript notation used to indicate that a student is withdrawn from a course in accordance with the procedures prescribed by the college.

Students who withdraw officially from semester credit courses through the Records Office within the first fourteen calendar days of the fifteen-week semester will be removed from class rosters. Students withdrawing after the first fourteen calendar days but before the end of the tenth week will receive a grade of “W”. A student with a grade of “W” will be ineligible for academic honors for that semester.

During the Summer/Winter sessions, students who withdraw prior to the first day of the credit course will receive no grade for the course. Generally, if a student withdraws after the first class and prior to the last date of withdrawal for each Summer/Winter session, the student will receive a grade of “W”. Please consult the Records Office. Students are encouraged to carefully read the academic calendars for each Summer/Winter session.

After the above deadlines have passed, withdrawal from a course may be granted and recorded on the student’s permanent record as “W” if extenuating circumstances are found to justify the withdrawal.

“W” grades are not computed in the quality point average. If a student stops attending class, however, and fails to officially withdraw from the course, the instructor may issue a grade of “F”.

“F” grades are calculated in the quality point average. To be official, all withdrawals must be received and processed by the Records Office.

**“\*” - Grades with an asterisk\*\*” (before the Fall 2004)**

**“^” - Grades with a carrot “^” (starting with the Fall 2004)**

These administrative transcript notations indicate the Fresh Start Option has been invoked. Those grades will not be calculated into the student’s GPA, but any course in which the student received a grade of C- or above can be used to satisfy graduation requirements.

**“#” - Grades with a pound sign “#”**

This administrative transcript notation indicates the courses are developmental and do not carry any credit for graduation nor are calculated into the student’s GPA.

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## **WITHDRAWAL FROM THE COLLEGE**

A student who wishes to withdraw from the College may do so at any time during the semester by contacting the Records office or the Counseling Office and completing the withdrawal process. A grade of "W" will be given for each course not completed at the time of withdrawal. A student must complete a readmit application if he/she desires to return to the College after a two-year time period.

## **REPEATING A COURSE**

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

## **INDIVIDUALIZED INSTRUCTION**

Students and instructors may arrange for individualized instruction in a catalog course not offered in a given semester. An Individualized Instruction Permission form shall be completed and signed by the student, the instructor, and the Department Chair. This form, available in the Records Office, may be submitted during registration but no later than the end of the Add/Drop period.

## **INDEPENDENT STUDY**

Independent Study provides special opportunities beyond the course offerings of the catalog. To be eligible, a student's cumulative grade point average must be 3.0 or better.

Interested students must fill out an Independent Study form, describing the objective(s), justification of the study, nature of the learning outcomes, learning methodology, and evaluative criteria. After the form has been completed, it must be signed by the instructor and the student. The student must then submit the form to the Academic Dean's office for final approval. The student must also obtain an Add slip from the Records Office or the Counseling Office, in order for the study to appear on the student's record. Upon completion of the independent study, a brief written evaluation will be attached to the student's permanent record. This evaluation will be submitted to the Registrar with the grade report.

Students shall be limited to three (3) Independent Studies at GCC. Only one (1) Independent Study may be taken per semester. No Independent Study may begin in the student's first semester.

## **ASSESSMENT OF NON-TRADITIONAL LEARNING (life experience)**

Students at Gateway Community College may earn up to 30 credits for knowledge acquired outside the college classroom from such experiences as paid or volunteer work, on-the-job training, vocational training, hobbies, and self-initiated study. A student who has completed a structured training program should first petition the Admissions Office for a direct award of credit. The Admissions Office also provides information about national examinations connected with certain courses and can explain the assessment of extracurricular learning. In general, the College awards credit when a student demonstrates competence in areas that are required in the student's program of study.

### **Credit for Previously Evaluated Training**

The American Council on Education has evaluated training conducted by the military and many national professional associations. Charter Oak State College and the University of the State of New York have evaluated many training programs offered by public and private non-collegiate organizations in Connecticut and New York.

In accordance with Board of Trustees policy, GCC will award credit to students who have successfully completed non-collegiate sponsored instruction and various health training programs including: the Basic Police Training Program conducted by the Municipal Police Training Council; training conducted by the Commission on Fire Prevention and Control and Bureau of the State Fire Marshall; the Pre-service Orientation Program conducted by the Connecticut Department of Corrections; the American Institute of Banking Program of the American Banking Association; and Licensed Practical Nurses are eligible for advanced placement in the Nursing program based on the Connecticut Articulation Model for Nursing Education Mobility.

For more information concerning previously evaluated training, contact the Director of Admissions.

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## Other Methods of Assessing Prior Learning

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

The College will award credit for a CLEP exam if the student achieved a sufficient score, as determined by the Admissions Office. Information about the exams and registration procedures is on the College Board web-site, [www.collegeboard.com/clep](http://www.collegeboard.com/clep). A transcript of each exam should be sent to the Admissions Office for review.

### **Assessment by Examination**

Qualified faculty may develop and administer individual tests to determine whether a student will be awarded credit without having taken a course. Contact the Director of Career Services to determine whether an examination has been approved for a course, to obtain the Credit by Examination application or for more information about the process. To apply to take an exam in one or more courses, a student must submit a Credit by Examination form for each course to the chairperson of the department or program coordinator in which the course is offered. The student must state on the form how the relevant knowledge was gained. The department chairperson designates a faculty member who, upon approval by the Academic Dean, administers the exam. The Academic Evaluation Fee is \$15 per test.

### **Assessment by Portfolio**

Prior learning may also be assessed by review of a portfolio that demonstrates satisfactory competence in one or more courses in the college catalog. The student must enroll in a portfolio preparation workshop and compile a portfolio that includes a list of relevant learning experiences, detailed descriptions of skills corresponding to competencies taught in the college courses, and relevant supporting documentation. The portfolio must demonstrate that the skills learned are equivalent to the competencies listed in the course outline. The student must apply for credit to the department chairperson who designates evaluators to be approved by the dean. The Portfolio Assessment Fee is \$50, regardless of the number of credits assessed. Contact the Director of Career Services for more information and assistance in beginning a portfolio.

## GRADUATION

***Graduation is NOT automatic!*** The final responsibility for meeting program requirements rests with the student. Students are strongly encouraged to see a counselor to verify their eligibility for graduation PRIOR to the start of their last semester.

1. The Counseling Office reviews and evaluates student transcripts for graduation. Students enrolled in degree programs should request an initial transcript evaluation after earning thirty (30) credits. Students enrolled in certificate programs should request an initial transcript evaluation after earning nine (9) credits or completing one-half (1/2) of the requirements.
2. Students should complete a preliminary graduation audit at the Counseling Office. Preliminary graduation audits should be completed **before** paying the *non-refundable* graduation fee. An official graduation audit is then conducted by the Records Office. Students **MUST** submit a graduation application by **March 15** of the year in which they expect to graduate.
3. A candidate for graduation will be evaluated under the most appropriate catalog, as follows:
  - A. For DEGREE STUDENTS - the catalog under which the candidate first enrolled shall be used to determine graduation requirements, except in the following cases:**
    1. If the candidate was readmitted to the College after an absence of four or more consecutive semesters, the catalog under which the candidate was readmitted shall be used.
    2. When the candidate changes programs during attendance, the catalog in use at the time of the last change in program shall be used.
    3. If there has been a change in the General Education requirements of the program, the candidate must fulfill the new requirements prior to graduation.



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- B. For CERTIFICATE STUDENTS - the catalog in force at the time of enrollment shall be used, unless the Registrar determines that either the catalog of readmission or the catalog of graduation should be used.**
4. To graduate, a student must: (1) have a cumulative quality point average of at least 2.0; (2) have the minimum semester hours of credit; and (3) successfully completed the required and elective courses as designated by the curriculum, and (4) fulfilled all financial obligations to the College.

### **AWARDING OF MULTIPLE ASSOCIATE DEGREES**

1. A student who already holds an academic degree may earn a second degree in a different curriculum at a community college. Such a student shall be treated similarly to a transfer student with respect to the minimum number of credits he or she must take for the second degree. This will require that a student meet all program requirements and earn at least twenty-five (25) percent of the minimum requirements for the new curriculum at the college through which the second degree is to be conferred.
2. A student may earn two degrees simultaneously at a community college by fulfilling all requirements stated above.
3. Requests for additional degrees beyond the second require approval from the academic dean. Students who receive approval must then complete all program requirements, including earning a least twenty-five (25) percent of the minimum requirements from the new curriculum at the college through which the degree is to be conferred.
4. Completion of the requirements of an additional program option does not automatically constitute completion of an additional degree.

### **TRANSCRIPTS**

Students desiring to have official transcripts of grades mailed to other educational institutions must complete a Request of Transcript form in the Records Office. The form may be downloaded from the [www.gwcc.commnet.edu](http://www.gwcc.commnet.edu) website. **Official transcripts will be mailed directly to other educational institutions.** One to two weeks are necessary to process such requests. Two weeks before and after a semester begins or ends, it will be a minimum of two weeks to process. No official transcripts may be picked up.

### **CONNECTICUT COLLEGE OF TECHNOLOGY**

The Connecticut College of Technology is an innovative course of study for men and women considering a career in the fields of engineering and technology. It provides an integrated curriculum at Connecticut's public colleges and universities, allowing individuals to begin their studies at Gateway Community College and advance directly to a bachelor degree program at the University of Connecticut (UConn), Central Connecticut State University (CCSU), Fairfield University, University of New Haven (UNH), University of Hartford, or Charter Oak State College.

Upon successful completion of their first two years of study at GCC, College of Technology students can seamlessly transfer to either the UConn School of Engineering or the CCSU School of Technology.

Students who are interested in pursuing a four-year degree in engineering or technology are encouraged to contact the College of Technology Pathway Coordinator, Professor Richard Fiore at (203) 285-2357.

### **CONNECTICUT STATE UNIVERSITY GUARANTEED ADMISSION**

Under the policies of their respective boards, Associate in Arts, Associate in Applied Science, or Associate in Science graduates of Gateway Community College are eligible for admission to a Connecticut State University (CSU) and the University of Connecticut. Students who plan to transfer should confer as soon as possible with their counselor or academic advisor regarding any specific requirements in their chosen academic area. Please contact the Counseling Office for more information about continuing into a bachelor's degree program.

Under an agreement with the University of Connecticut, GCC graduates with a grade point average of 2.5 or higher will be admitted to the College of Arts and Sciences; graduates with an average below 2.5 may apply for special consideration. With few exceptions, courses will be accepted and applied to the bachelor's degree at UConn. A transfer articulation agreement exists with the School of Business. Please see a counselor for more information.

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Applications for admission to a CSU campus should be completed early in the spring semester for entry the following September. All candidates for transfer to CSU must have a minimum quality point average of 2.0. An effort will be made to place every qualified graduate from GCC; however, if the demands of certain campuses exceed the student spaces available, it may not be possible to admit graduates to their first choice college. In this case, students will be admitted to a campus other than that of their first choice. Student spaces are calculated on the basis of major field of study. It may be possible for a college to accept students into one major field and not into another.

Transfer programs exist for students enrolled in Engineering Science and Technological Studies. Please refer to the Connecticut College of Technology Pathways section for more information.

### **GATEWAY COMMUNITY COLLEGE ARTICULATION AGREEMENTS**

Albertus Magnus College  
Central Connecticut State University  
Charter Oak State College  
Delaware State College  
Eastern Connecticut State University  
Fairfield University  
Institute of Environmental Management and Technology  
Johnson & Wales University  
Quinnipiac University  
Sacred Heart University  
Southern Connecticut State University  
St. Joseph College  
Teikyo Post University  
University of Bridgeport  
University of Connecticut  
University of Hartford  
University of New Haven  
University of Phoenix  
Wentworth Institute  
Western Connecticut State University  
Widener University

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# CORPORATE AND CONTINUING EDUCATION

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The Corporate and Continuing Education Department is comprised of three separate and distinct areas: Business and Industry Services, Continuing Education / Community Services, and the Workforce Development Institute.

## **BUSINESS AND INDUSTRY SERVICES**

### **North Haven Campus - Room 100**

#### **Director (203) 285-2310**

Business and Industry Services puts the resources, facilities, expertise, and state-of-the-art technology of Gateway Community College at the service of area businesses. This office meets the needs of new and established businesses with a full range of comprehensive, cost-effective, and convenient education training services. The office provides affordable learning opportunities to professional groups, labor organizations, state agencies, and other educational institutions. The office can help design training programs that receive state and federal funding or finances from other sources that support business development.

Additionally, Business and Industry Services has the flexibility to cater to the specific needs of business. Workshops and seminars, even courses for college credit, can be planned around business schedules and can be conducted at the business or at the College. Program content is tailored to address specific questions and problems and can be adapted to accommodate 20 to 100 employees. A few examples of special programs designed for some of Connecticut's leading employers are listed below:

A customized English course for non-English speakers prepared 45 employees on three shifts at a medical supply company involving a new integrated manufacturing process.

A computer-integrated manufacturing laboratory serves both as part of a degree program in the College's Manufacturing Engineering Technology program and as a training site for IBM users in business and industry.

Credit courses in medical terminology and medical transcription were held for employees of a large Connecticut hospital.

A large technical manufacturer used GCC to provide assessment, basic math, and literacy courses for employees who needed to improve their skills to meet the demands of a corporate-wide quality improvement project.

Production employees laid off by plant closings were retrained for new careers in office automation.

Business and Industry Services helps businesses design and deliver complete programs and provides the resources required to meet those needs. Some programs include:

- Customized training and retraining
- Needs assessments, with related research and analysis
- Basic literacy and math skills
- Basic and advanced computer training
- Manufacturing training in CAD, CNC, CAM, and ROI
- English as a Second Language
- Proposal and grant writing assistance
- Televised instruction and state-wide teleconferencing
- Facilities for conferences, trade shows, and workshops
- Small business development assistance
- Brokering services for individuals and businesses
- Quality assurance and customer service

All Business and Industry Services courses, both credit and credit-free, may be offered on-site at the customer's location if logistically and technically feasible.

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## **CONTINUING EDUCATION AND COMMUNITY SERVICES**

### **North Haven Campus - Room 120**

**Telephone (203) 285-2502**

The office of Continuing Education provides affordable learning opportunities in a continuing process of education for individuals, business employees, members of community organizations, and others.

Some non-credit offerings are designed as recreational and leisure activities. Other offerings provide such specific employment skills as computer literacy, Emergency Medical Technician (EMT), and Phlebotomy training. Training and safety courses (motorcycle rider and boating) are also available.

The College also offers a series of courses that provide professional assistance in various areas of small business development and management. These courses are designed for individuals either currently engaged in small business management or planning to start a small business.

The Connecticut Department of Education has approved the college as a site for Continuing Teacher Certification and Praxis preparation programs.

## **WORKFORCE DEVELOPMENT INSTITUTE**

### **North Haven Campus - Room 100**

**Coordinator (203) 285-2302**

The Workforce Development Institute offers non-credit certificate training programs which provide new occupational skills to dislocated workers and those who need updated or additional workplace skills. These programs have been approved by local workforce development boards and meet the criteria for inclusion on the CT Department of Labor Eligible Provider List for the Workforce Investment Act. Many of these programs have also been approved by the Veterans Administration and the CT Department of Higher Education for G.I. Bill benefits. A certificate program may be taken in its entirety or as independent, selected courses. They are offered in modules, with rolling start dates to accommodate student needs. Classes are held in the evening and weekends to accommodate the needs of working adults. These courses are open to the public.

Training is provided in a variety of career tracks including Medical Billing Associate, Bookkeeping, Desktop Publishing for the Graphics Industry, Website Development, Web Design, Precision Manufacturing (including CNC Programming), AutoCAD, Business Professional Computer Skills, COMPTIA A+, Network + and Security + Certification, .NET Programming and Business and Technical Writing.

The Workforce Development Institute also creates and coordinates occupational skills training programs in partnership with local community agencies. Training has been provided to cohort groups for entry level positions as Call Center/ Customer Service Agents. It also provided community outreach workshops in customer service to New Haven residents in preparation for opportunities in the retail industry.

Staff members are available to provide career exploration and counseling and to discuss funding opportunities and procedures.

## **STEP FORWARD**

### **North Haven Campus – Room 102E**

**Director (203) 285-2505**

Step Forward is a ten-month, non-credit certificate program to teach students ages 18-21 with learning challenges, the skills needed to be prepared and productive in today's workforce. This innovative program blends classroom instruction with practical workplace experience. Classroom learning takes place in an age-appropriate environment at Gateway Community College. Classes are taught Monday, Wednesday, and Friday from 9:00 a.m. – 12 noon at the North Haven Campus. Curriculum includes a variety, topics; including:

- Financial Education
- Self- Advocacy
- Job Search Essentials
- Career Planning
- Communication and Social Skills
- Customer Service

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# LEARNING SUPPORT SERVICES

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## ACADEMIC ADVISING

The mission of academic advising at Gateway Community College is to assist students in making academic decisions and developing educational plans, taking into account their strengths and their personal goals. Academic advising is an ongoing process of clarification and evaluation aimed at helping students utilize the College's resources to succeed in reaching their goals.

While new students may choose any faculty or professional staff member as an advisor, all continuing students must choose an advisor among members of the department in their program of study. All new students meet with their advisor during the scheduled freshmen orientation/registration sessions. Furthermore, all students are encouraged to take advantage of the advisement period that precedes registration for classes.

## BOOKSTORE

<b>Long Wharf Campus</b>	<b>(203) 865-5614</b>	<b>0809mgr@fhey.follett.com</b>
<b>North Haven Campus</b>	<b>(203) 239-3049</b>	<b>0823mgr@fhey.follett.com</b>
<b>Long Wharf and North Haven website:</b>		<b>www.gctc.bkgtr.com</b>

The bookstore carries all course textbooks, other reading materials, art and science supplies, notebooks and school supplies, sundries, snacks, clothing, gifts, and other items of interest. The operating hours of the college bookstore are flexible, thereby providing services to both day and evening students.

## COLLEGE ADVANCEMENT STUDIES

**Department Chairperson - (203) 285-2203**

The College Advancement Studies (CAS) Department includes all Gateway Community College's developmental courses in English and mathematics. The Mission of the CAS Department is as follows:

Through academic instruction and personal support services, the CAS Department will help students overcome basic deficiencies in English, mathematics, reading comprehension and critical-thinking skills essential for achieving success not only in college level courses but also in most professional careers they pursue in the future.

## COLLEGE WRITING CENTER

**Long Wharf Campus - Room 139**

**Telephone (203) 285-2245**

The College Writing Center (CWC), located on the Long Wharf Campus, is a place where students of all abilities can improve their writing and reading skills. The CWC, under the guidance of master tutors, offers personal tutorials and writing workshops on such topics as summaries, critiques, essays, research papers, technical reports, literature interpretation, proofreading techniques, topic-thesis development, and communications presentations. Students are welcome on a "walk-in" basis or by appointment. For information on the center's hours, please call.

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## COMPUTING RESOURCES

Computer-equipped classrooms and laboratories for computer science, word processing, and related courses and workshops are located conveniently on both campuses. A wide variety of popular software is available for use at these facilities. Personal computers on both campuses are linked via a Windows 2000-2003 network operating system and supported by Intel servers.

The North Haven Campus supports four separate, general-use PC classrooms/laboratories. Available programming languages include BASIC, COBOL, Assembler, C, C++ and Visual Basic.net. Furthermore, many of the technical programs incorporate computer use in specialty laboratories, including a lab devoted to computer repair and assembly. There is also a new state-of-the-art Macintosh lab.

The Long Wharf Campus offers program-specific laboratories equipped with networked PCs for Business Office Technology, Computer Science and other courses, plus one general-purpose laboratory equipped with personal computers.

## EARLY LEARNING CENTER (CHILD CARE)

**Long Wharf Campus      (203) 285-2131**

Students with three- to five-year-old children can benefit from enrolling their child in convenient, on-site childcare provided at the Long Wharf Campus. The Early Learning Center, located on the second floor of the College, is a fully licensed, nationally accredited child care program for young children and is open five days a week. The curriculum is based on the belief that each child is an individual and should be allowed to develop at his or her own pace; it is centered around the interests, needs, and abilities of its participants. A variety of sensory experiences encourages children to think, analyze problems, and arrive at logical conclusions. To accomplish this, the Early Learning Center provides a stimulating learning environment through three classroom models: Child Development, Modified Montessori, and Creative Curriculum. Breakfast, lunch, and an afternoon snack are included in the program.

The center's hours are Monday through Friday from 7:30 a.m. to 5:30 p.m. The weekly cost to students enrolled at Gateway Community College and Southern Connecticut State University is \$90.00 per week per child for full time care; \$58.00 per week per child for Monday, Wednesday, and Friday; and \$42.00 per week per child for Tuesday and Thursday. In order to qualify for student rates, a student must be enrolled for a minimum of three credits. Community rates for non-students are \$145.00 per week per child for full-time care; \$100.00 per week per child for Monday, Wednesday, and Friday; and \$70.00 per week per child for Tuesday and Thursday.

For more information, contact the Director at (203) 285-2132.

## EDUCATIONAL TECHNOLOGIES

**Long Wharf Campus      (203) 285-2268**

**North Haven Campus      (203) 285-2508**

The Office of Educational Technologies provides support to motivate and enable the College to enrich the learning process through technology. The office serves as a campus resource for information on emerging and evolving educational technologies, coordinates comprehensive media services, and assists in the electronic dissemination of information.

The office coordinates and/or provides support for the following:

- Videoconference Center
- College Website
- Audio-Visual Equipment
- Assistance in Multimedia and Video Production
- One-on-one or group instruction on presentation technology and other computer applications
- Campus-wide Electronic Message System
- Faculty/Staff Training
- Student Computer Laboratories



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## **LIBRARIES**

**Long Wharf Campus**      **(203) 285-2057**

**North Haven Campus**    **(203) 285-2340**

Gateway Community College maintains full service libraries on the Long Wharf and North Haven campuses. The libraries provide a variety of print and electronic resources that support and supplement the curriculum of the college. Internet access is available at both locations. The Social Science, Humanities, Business and Education strengths of the Long Wharf collection and the Technical, Allied Health and Nursing strengths of the North Haven collection complement each other. The libraries house special collections, including the African American History Collection, the Early Childhood Education Model Collection, and the Small Business Resource Center. A complete listing of both campus collections is available through the online public access catalog. The library maintains membership in the "LIBRIS" consortium of Connecticut Community College libraries. Links to all LIBRIS library catalogs are available through the Gateway Library website.

## **BORROWING PRIVILEGES**

Borrowing privileges are granted to full and part-time faculty, full and part-time staff, alumni, and all students currently enrolled. Public borrowing privileges are granted on request, with certain restrictions. Gateway Community College library cards or bar-coded student identification cards, issued on either campus, are honored at both locations. Materials are sent from one library to another on a daily basis. The normal circulation period for books is three weeks. Renewals can be arranged in person, by phone, or online. If a borrower does not return items on time he/she will be billed for the cost of replacement plus a processing fee. If a student fails to comply, this may result in a loss of borrowing privileges, withholding of diploma, denial of transcript requests to other institutions, and refusal of re-registration.

## **ELECTRONIC RESOURCES**

The library maintains web pages as part of the college website, offering links to databases, online catalog, library information and Internet resources. A number of online databases supporting a broad spectrum of programs may be accessed at the College through the "Research on Campus" page of the website. Off-campus access is available through the "Research off Campus" page. Links to full text reference books may be found under the heading "E-Reference." The college library website address is:

**<http://www.gwcc.commnet.edu/library.aspx>**

## **SERVICE DESKS**

The Service Desks at both library branches are central points for many library services, including:

- Obtaining library cards (Proof of registration is required for students)
- Circulation and return of all materials
- Reference assistance
- Closed reserve materials
- Video/DVD collections
- Interlibrary loan services
- Library instruction booking

## **INFORMATION LITERACY**

Information literacy is defined as the set of skills needed to find, retrieve, analyze, and use information. Library staff members provide information literacy instruction in every academic discipline. Specialized introductions to specific resources and/or searching techniques for individuals, small groups, or classes may be arranged at the service desks in either location. Links to library instruction reservation forms may be found under Information for Faculty on the library website.

Staff on both campuses will be happy to assist all users with information needs. Come in and browse!

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## **MATHEMATICS AND SCIENCE CENTER**

### **North Haven Campus - Room 004**

The Mathematics/Science Center provides students with tutorial and technological assistance in math and science. A staff of master tutors offers this academic assistance on a walk-in basis and works with instructors to help students with more complex projects. The center also helps students to improve their use of technology, including graphing calculators and computer software in mathematics and science. Call Miguel A. Garcia, Mathematics Program Coordinator, at (203) 285-2358 for more information.

## **WOMEN IN TRANSITION**

Many women have families, jobs, or other responsibilities that make returning to the classroom challenging. The GCC Women in Transition program takes into consideration these situations and offers support and direction to help women succeed. The College offers courses and support services specifically designed for adult women who wish to return to academe after having been away for many years. For more information about this program, contact Dr. Kerin Kelsey at (203) 285-2151 or e-mail ([kkelsey@gwcc.commnet.edu](mailto:kkelsey@gwcc.commnet.edu)).

### **Online Learning**

In many ways, taking an online course is similar to a traditional face-to-face course. You will still have an instructor and fellow students in your class. All of the elements of a traditional course the syllabus, the course material, textbooks, lectures, discussions, tests, and grades will be part of your online course. You can access the Blackboard Vista system from any internet connected computer with Java 1.5.

Gateway Community College offers numerous online and hybrid courses using Blackboard Vista, which is an online teaching system available to Connecticut Community College students. Blackboard Vista allows instructors to post materials and communicate with students online.

## **WOMEN'S CENTER**

### **Long Wharf Campus - Room 127**

**Telephone (203) 285-2151**

The Women's Center is a place for women to meet, learn more about issues of concern to women, and obtain information about both on-and off-campus services for women. A women's library, workshops, and on-going support groups are available.

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# STUDENT SUPPORT SERVICES

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## ATM Machines

ATM machines are located in both the Long Wharf and North Haven Cafeterias.

## CAFETERIA

During regular college session, the cafeteria on the Long Wharf Campus is open Monday through Thursday from 7:45 a.m. to 8:00 p.m. and on Fridays from 8:00 a.m. to 1:00 p.m., The North Haven Campus cafeteria hours are Monday through Thursday 7:45 a.m. to 1:15 p.m. and on Fridays from 7:45 a.m. to 1:00 p.m. Special hours are posted when classes are not in session. Hot and cold sandwiches, salads, side dishes, soups, and beverages are available at both cafeterias. An assortment of foods, snacks, and beverages are available from vending machines.

## COLLEGE CLOSING

If, because of inclement weather or other emergencies, the College announces a delayed opening, class/activity cancellation, or governor's order for closing, the following radio and television stations are notified: WELI, WKCI, WICC, WEBE, WKSS, WPLR, STAR, WTIC, WTNH TV 8, WFSB TV 3, WVIT TV 30. Please tune in to these stations for up-to-the-minute reports. Students may also call the Weather Telephone Line at (203) 285-2049.

## FACULTY OUT HOTLINE

Students can determine if an instructor has cancelled class for any reason by calling the Faculty Out Hotline at (866) 315-2769.

## CAREER SERVICES

### Long Wharf Campus - Room 107 (203) 285-2144

The mission of Career Services is to clarify the career and educational goals of prospective, current, and past students; enable students and others to learn life long skills essential to securing employment and advancing their careers; and develop continuing partnerships with employers. Services available on both campuses include:

#### Career Counseling

Career counseling is available to prospective or current students, including those in the General Studies (Exploratory) curriculum, who have not decided on a college program or career direction. Career counseling helps students to identify career possibilities and move toward a decision. A one-credit course (HDV 103) is offered every semester to help students develop their career plans.

#### Interest Testing

A student may take, free of charge, written interest inventories and other career tests. The results usually help to identify specific career areas of interest for the student to explore.

#### Occupational Information

Career Services maintains information on career fields to help students develop their career plans. Information on occupations, colleges across the country, and sources of financial aid can be obtained from the *Choices* computer system.

#### Employment Services

An online service, *College Central Network*, is available on the Career Services page of the College website. This service enables students and graduates to seek employment by searching for job listings and registering their resumes. Job postings also are maintained in notebooks in both Career Services offices. Employers can list full-time, part-time, seasonal job openings, and volunteer opportunities with the Career Services office, visit the College individually, and attend Job Fairs.

#### Job Search Skills

Career Services offers personal assistance and group workshops related to job search skills including resume writing, interviewing, networking, and job-seeking strategies. A series of over 75 *JobShop* handouts is available. Students may use computers in the Career Services offices on both campuses to write resumes and letters.

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## **CENTER FOR EDUCATIONAL SERVICES**

**Long Wharf Campus** (203) 285-2217

**North Haven Campus** (203) 285-2348

The Center for Educational Services (CES) provides academic support services for students. The CES provides tutorial assistance and related services to help students become better skilled in selected areas. Computer assisted tutorials are especially useful for review and practice of basic skills, mathematics, English and the sciences. All students are welcome in the center and are encouraged to use any of the services. Call to obtain information on office hours. Please keep in mind that budget restrictions limit the resources available each semester and therefore services are most available early in the semester and can quickly become limited.

### **Placement Testing**

Committed to an open admissions policy, the college welcomes students with different levels of academic preparation. The college believes that proper course selection is one of the keys to academic success. All first-time, degree or certificate students are required to take a Placement Assessment in Reading, Writing, and Mathematics. Placement Assessments are also available for students who have limited English proficiency. (Please refer to the English as a Second Language course descriptions.) Test results are used to advise students into appropriate courses.

### **Placement Re-Testing Policy**

Students wishing to register for courses beyond the Placement Test recommendation (ACCUPLACER) must get faculty approval from the Math and/or English Department. The department may elect to administer a local placement assessment. Faculty may then recommend a placement in a course consistent with the local test results. Students who wish to further challenge the placement outcome may request this from the department chairperson or the Dean of Students in the absence of the department chair. Students are responsible for providing relevant details supporting their case for the waiver of placement. The Dean of Students may authorize re-testing with the ACCUPLACER. Retesting will be scheduled at a time allotted by the placement coordinator, which will not displace first-time test takers.

### **Learning Disabled Academic Support**

Appropriate academic support strategies are arranged for students with learning disabilities through the ADA office.

### **Tutoring and Mini-workshops**

Students enrolled in courses at the college may receive free tutoring. Tutoring is provided for many entry-level courses at the college on small group basis, as available. Mini-workshops may include, but are not limited to, research paper writing skills; time management and coping with test anxiety and introduction to the Macintosh computer.

## **COLLEGE LIFE/STUDENT ACTIVITIES**

**Long Wharf Campus - Room 138**

**Telephone** (203) 285-2208

To complement formal academic life, the Office of College Life coordinates a wide variety of social, cultural, recreational, leadership, and special activities that enrich both the College and community. Some activities are primarily for students, but many are open to the public. Student activity fees fund the student activities program within the framework of a yearly budget approved by the Student Government Association.

### **Special Events**

Gateway Community College aims to make each student's experience culturally, as well as academically, rewarding. Throughout the year, the College's clubs and organizations, along with the student government, sponsor a variety of cultural programs covering a wide range of the performing arts. Nationally renowned authors, artists, speakers, and performers have appeared on campus.

Special philanthropic events are held on both campuses throughout the year to benefit the community. These include Red Cross blood drives, free blood pressure screenings, food drives, wellness expositions, seasonal events, and more.

### **Leadership Development**

The Office of College Life presents a variety of programs designed to enhance the leadership development of our student leaders. Through a formal leadership series, national leadership conference participation, and a variety of other means, students will have the opportunity to develop and augment their own personal leadership skills.

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### **Athletics**

Gateway Community College is a member of the National Junior College Athletic Association (Region XXI) and abides by its rules of eligibility and code of ethics. Intercollegiate team sports include men's and women's basketball and Men's Baseball. The North Haven Campus facilities also include a fitness center used for recreational programs. For information on athletic programs, contact the Acting Director of Athletics located in the Office of College Life at (203) 285-2208.

### **Student Clubs and Organizations**

The Student Government Association recognizes numerous clubs that are formed by special interest student groups and advised by a member of the College staff. New student organizations may be formally recognized by the Student Government Association throughout the year. Some of the clubs and organizations that have been formally recognized by the Student Government Association are: Academic Honors Club, African-American Student Union, Art Club, Community Service Club, Computer and Gaming Club, DARC Club (Drugs, Alcohol, and Recovery), Drama Club, Early Childhood Association, Film Society, Gospel Chorus, Hospitality Club, Intramural Club, Institute of Electrical Electronics Engineers Club, International Student Association, Multicultural Club, Organization of Latin American Students (OLAS), Poetry and Music Club, Pride Student Newspaper, Psychology Club, Radiology Club, Math/Science Club, the Sages, Students In Free Enterprise (SIFE), Student Nursing Association of Gateway Community College, Tennis Club, VICA, Gateway Racing Team, Women's Forum, and the Writers' Co-op.

### **Honor Societies**

Students are selected on the basis of outstanding scholarship for membership in Phi Theta Kappa, the national community college honor society; Tau Alpha Pi, the national engineering technology honor society; Psi Beta, the national two-year college psychology honor society; and Alpha Sigma Lambda, the honor society for part-time students.

### **Identification Card**

Each student is required to obtain a personal photo identification (ID) card. The ID card must be worn when on campus, presented when requested by authorized personnel, when borrowing books from the library, and for admission to college-sponsored activities. In order to obtain an ID Card, the student must present proof of payment along with a photo ID at the time the photograph is to be taken. Please contact the Office of College Life for more information at (203) 285-2208.

### **Professional Affiliations**

The College sponsors student chapters of the following professional societies: Institute of Electrical and Electronics Engineers, National Association of Accountants, Society of Biomedical Equipment Technicians, and Society of Manufacturing Engineers.

### **Student Government**

Gateway Community College has a Student Government Association (SGA) whose members are elected annually by the student body. The SGA serves to promote good citizenship and harmonious relationships throughout the college and the community. It serves to provide a forum for student representation and to provide orderly direction of college activities. The Student Government Association assists the Office of College Life in the allocation and distribution of the student activity fund. Any student who meets the necessary academic requirements and pays the student activity fee is eligible for election to the Student Government Association. For more information about the Student Government Association, contact (203) 285-2242.

## **COUNSELING**

**Long Wharf Campus**      (203) 285-2090

**North Haven Campus**      (203) 285-2318

Professional Counselors are available to help students obtain the most from their college experience. GCC offers students comprehensive counseling services: including personal counseling, vocational guidance, and academic counseling. Counselors are available most hours the College is in session, either on a walk-in basis or by appointment.

The counseling staff provides individual academic and career advising, assistance with transfer to four-year institutions, and personal counseling regarding issues that may interfere with goal achievement. Counselors are able to refer students to appropriate community resources. Workshops, support groups and guest speakers may also be offered.

A Student Development and Services Associate is available in room 103 at the North Haven Campus.

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## SHUTTLE BUS SERVICE

The College operates a shuttle bus between the North Haven and Long Wharf campuses when classes are in session. The bus runs Monday through Friday between 7:00 a.m. and 10:30 p.m. It leaves the Long Wharf Campus on the hour (7:00, 8:00, 9:00, etc.) and North Haven on the half-hour (7:30, 8:30, 9:30, etc.) The college shuttle bus is equipped to transport persons with disabilities.

## STUDENT DISABILITIES SERVICES

Long Wharf Campus (203) 285-2231

North Haven Campus (203) 285-2317

*Learning Disabilities Specialists: Toni Page / email: [tpage@gwcc.commnet.edu](mailto:tpage@gwcc.commnet.edu)*

*Amy Napierski / email: [anapierski@gwcc.commnet.edu](mailto:anapierski@gwcc.commnet.edu)*

*Mental Health Disabilities Counselor: Kellie Byrd Danso / e-mail: [kdanso@gwcc.commnet.edu](mailto:kdanso@gwcc.commnet.edu)*

Gateway Community College is committed to ensuring that all qualified individuals with disabilities have the opportunity to participate in our educational and employment programs and services on an equal basis. College employment and admission policies prohibit discrimination against qualified persons with disabilities.

Student Disability Services (SDS) facilitates the planning and provision of services for students with disabilities. If a student has sensory, learning, physical, medical or a mental health disability, he/she may be eligible for disability services. Students requesting services are required to provide relevant medical, psycho-educational, or mental health documentation prior to receiving services.

Due to the individualized nature of planning for and providing accommodations, it is essential that each eligible student meet with the Learning Disabilities Specialist/Counselor to discuss his/her specific needs prior to the beginning of **each** semester.

For mental health related disabilities, contact Kellie Byrd Danso at 203-285-2090 in the Counseling Office at the Long Wharf Campus.

## Insurance Coverage

All enrolled students are automatically covered under the School Time Only Accident Insurance Plan that covers accidents in school-related activities, except intercollegiate athletics. Students may purchase additional accident and/or health insurance (Optional 24-Hour Accident and Sickness Insurance Plan) at group rates and are eligible to enroll dependents under the Optional Plan. Athletic programs have their own insurance coverage. Students enrolled full-time in the fall semester are insured from September 1 to December 31; students enrolled full-time in the spring semester are insured from January 1 until August 31. A detailed brochure and additional information on insurance coverage is available in the SDS Office.

All on-campus accidents should be report to the SDS office.

## VETERANS' BENEFITS

Long Wharf Campus - Room 107

Telephone (203) 285-2144

### Veterans Administration Benefits

Veterans, members of the Reserves and dependents of veterans who believe that they are eligible for educational benefits from the Veterans Administration may obtain an application for benefits from the Director of Career Services, who is the Veterans Certifying Official for the college. Students who are receiving VA benefits *must* notify the Certifying Official of their course schedule *each semester* and of any changes in their course load. Courses must meet requirements of the degree or certificate in which the student is enrolled.

Some non-credit programs are certified for VA benefits; veterans may ask the Certifying Official whether they can receive benefits while attending a specific non-credit program.

To be eligible to receive educational benefits from the Veterans Administration, a student must maintain satisfactory academic progress, as defined by college policies. The Veterans Certifying Official at the college will not certify a student for VA educational benefits who has been suspended because of a failure to maintain satisfactory progress. Eligibility to receive benefits will be reinstated upon readmission.

### Connecticut Tuition Waiver

Veterans who meet the requirements listed under "Tuition and Fee Waivers" (page 23), including service on active duty for at least 90 days during the periods defined as war-time by state statute, are eligible for a waiver of tuition for general fund courses. The student must present a copy of DD Form 214 to the Payments Office to obtain the waiver. The waiver applies only to credit courses offered in the fall and spring semesters, and eligible veterans must pay all fees.



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# GENERAL EDUCATION REQUIREMENTS

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Effective Spring 2007, new general education requirements are outlined below according to Section 10a-34-15, (Curriculum and Instruction).

The general education requirement is designed to assure that each student develops the ability and knowledge to become an active and capable participant in a changing world, learns to appreciate the cultural and social differences of various groups of citizens, and develops independent judgment.

The desired student learning outcomes of the general education requirement are listed below:

1. Competence in written and oral communication in English
2. Ability for scientific and quantitative reasoning, for critical analysis and logical thinking
3. Knowledge and understanding of scientific, historical, and social phenomena
4. Knowledge and appreciation of aesthetics and ethics
5. Information literacy
6. Technological literacy
7. Understanding of the values of responsible citizenship
8. Appreciation of other cultures

Gateway Community College requires that at least one-third of all associate degree programs include English Composition (ENG\* 101), Fundamentals of Human Communication (COM\* 171), and a balanced distribution of coursework in the arts, humanities, natural and physical sciences, mathematics, and social sciences. Furthermore, each program has a computer literacy requirement.

## COMMON CORE OF GENERAL EDUCATION

The General Education Core requirements are listed below:

English Composition (ENG\* 101)

Fundamentals of Human Communication (COM\* 171)

At least one course in Fine Arts

At least one course in Humanities

At least one course in Mathematics

At least one course in Natural Sciences

At least one course in Social Sciences

At least one course that demonstrates competency in the College's Computer Literacy requirement, understanding the values of responsible citizenship and appreciation of other cultures

## GENERAL EDUCATION OUTCOMES

### English Composition (ENG\* 101)

After successful completion of English Composition, students should be able to write clear, coherent, focused, well-developed, error-free essays and will have produced a documented research paper.

### Fundamentals of Human Communications (COM\* 171)

After successful completion of Communications, students should be able to express themselves orally in interpersonal and small- and large-group situations and demonstrate an awareness of communication barriers and breakdowns.

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## **Fine Arts**

### *Art*

After successful completion of Art courses, students should have developed an aesthetic knowledge and appreciation of the arts through classroom activities, practical application, and related cultural experiences.

### *Music*

After successful completion of Music courses, students should have developed knowledge and appreciation of music through classroom activities, practical application, and related cultural experiences.

## **Humanities**

### *English Literature*

After successful completion of Literature courses, students should be able to demonstrate an awareness of relationships between literature and society and understand social and multicultural perspectives in literature. Students should be able to form and express logical opinions about literature in both discussion and writing.

### *Humanities*

After successful completion of a Humanities elective, students should have critically examined the development of values; the roles of creativity, spontaneity, and discipline in human life; and the essential spirit of communication.

## **Mathematics**

After successful completion of Mathematics courses, students should be able to solve problems and make reasoned decisions in their personal and professional lives.

## **Natural Sciences**

After successful completion of Science courses, students should be able to appreciate and apply the scientific method to describe, create, and understand natural phenomena.

## **Social Sciences**

### *Behavioral Sciences*

After successful completion of a Behavioral Science elective, students should be able to demonstrate knowledge of the major theories in the behavioral sciences; understand and apply the scientific methodology used for behavioral science research; demonstrate an understanding of basic psychological processes, such as memory and learning; analyze the effects of social forces on the perceptions, roles and behaviors of individuals and groups; evaluate the causes and consequences of perceived inequity among groups of people; demonstrate an understanding of the range of psychological and social functioning among different people across the life span and across situations; demonstrate an understanding and appreciation for the development and range of social structures such as marriage and the family, the arts, political organization, and religion across cultures; develop a conceptual framework for the origin of man and the development of culture.

### *Social Sciences*

After successful completion of a Social Science elective, students should be able to conduct an inquiry in the social sciences using a variety of resources to gather and evaluate information; evaluate the interdependence of local, national and global communities; appreciate the relevance of the social sciences to social, political, and economic institutions and behaviors; analyze the reciprocal influence of Western and non-Western institutions and ideas in the developing global community; demonstrate competence in accessing, ordering, interpreting and evaluating new information; demonstrate knowledge of both the strengths and weaknesses of the types of research employed in the social sciences, and, in addition, develop an appropriate conceptual framework for analyzing current world issues.

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### **Technological Literacy**

After successful completion of a course that satisfies the computer literacy requirement, students should be able to apply basic computer software to coursework in their programs, their chosen careers, and academic fields.

### **Information Literacy**

Upon completion of a course that satisfies information literacy, students should be able to utilize information technology to facilitate research and learning.

### **Understand the Values of Responsible Citizenship**

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

### **Appreciation of Other Cultures**

Students will recognize how environment and culture shape one's opinions and judgments and describe and evaluate individual, group and institutional influences on human experience

### **ELECTIVES**

These are courses selected by the student according to program requirements. When selecting electives, especially for transferability to another institution, students should consult their academic advisor.

#### **Business**

Accounting, Business, Computer Science, Economics, Business Office Technology, and Hospitality Management

#### **Computer Literacy**

Keyboarding for Information Processing I (BOT\* 111), Keyboarding for Information Processing II (BOT\* 112). Accounting Computer Application I (ACC\* 125), Business Software Applications (BBG\* 115), Introduction to Computers (CSC\* 101), Computer Logic and Programming, C, C++, Windows/DOS/Microcomputers (CSC\* 120), Word Processing Applications (BOT\* 137), Computers for ECE (ECE\* 110), Computerized Communication (BOT\* 220), Database Applications (BOT\* 218), Spreadsheet Applications (BOT\* 216), and Desktop Publishing (BOT\* 217). For technical programs: Computer Applications for Technology (CET 116)

#### **Engineering and Applied Technologies**

Biomedical Engineering Technology, Electrical Engineering Technology, Computer Engineering Technology, Manufacturing Engineering Technology, Mechanical Engineering Technology

#### **Fine Arts**

Art and Music

#### **Humanities**

Art, Communications, English (college-level), Foreign Languages, Literature, Music, Philosophy, Reading (college-level), or Sign Language

#### **Mathematics**

Mathematics (college-level)

#### **Natural Sciences**

Biology, Chemistry, Earth Science, Ecology, Physical Science, Physics, or Toxicology

#### **Social Sciences**

Anthropology, Criminal Justice, Drug and Alcohol Recovery Counselor (DARC), Education, Geography, History, Political Science, Human Development (college-level), Human Services, Psychology, or Sociology

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## Technical

Alternative Fuel Vehicle, Automotive Technology, Aviation Maintenance Technology, Environmental Science and Toxicology, Fire Technology and Administration, Water Management, Wastewater Management

## Liberal Arts

Any college-level course in the following disciplines: □ Anthropology (ANT), □ Art (ART) (non-studio), Biology (BIO), Chemistry (CHE), □ Earth Science (EAS), English (ENG), Foreign Language (FRE, ITA, SPA), Geography (GEO), History (HIS), Mathematics (MAT), □ Music (MUS) (non-performance), Philosophy (PHL), Physics (PHY), Political Science (POL), Psychology (PSY), Sociology (SOC).

## ACADEMIC DEFINITIONS

The following definitions are helpful to know when selecting your program and courses:

**Credit Hours** (cr.) — College work is measured in units called credit hours. A credit-hour value is assigned to each course and is normally equal to the number of hours the course meets each week. Credit hours may also be referred to as semester hours (S.H.).

**Lecture Hours** (lec.) — The number of clock hours in the fall or spring semester the student spends each week in the classroom. This time frame is different for the shorter summer sessions.

**Laboratory Hours** (lab.) — The number of clock hours in the fall or spring semester the student spends each week in the laboratory or other learning environment. This time frame is different for the shorter summer sessions.

**Prerequisite** — A course that must be successfully completed or a requirement such as related life experiences that must be met before enrolling in another course.

**Corequisite** — A course that must be taken during the same or earlier semester as the course in which one is enrolling.

**Common Core** — A term which refers to courses as listed under the College's Common Core of General Education which the faculty of the College considers essential to its degree programs.

**Electives** — Courses which may be chosen.

**General Electives** — All credit courses listed in the catalog. Students should consider transferability of courses when choosing general electives.

**Directed/Restricted Electives** — Credit courses that satisfy specific program requirements. These courses are listed with each program area.

**Non-Credit** — A course of study that does not apply towards the college degree; typically designed as short courses, workshops and customized programs. Non-credit programs focus on knowledge and skills that can be applied directly to the job, or personal and professional growth.

**Continuing Education Unit (CEU) Certificates** — Awarded for successful achievement of a non-credit program's learning objectives; typically CEU's are awarded on a 1:10 ratio (i.e., one CEU for every ten hours of qualified instruction).

**Syllabus** — An outline or summary of the main points in a course of study.

**Matriculate** — To be admitted to a program of study.

# DEGREE & CERTIFICATE PROGRAMS

AA - Associate in Arts  
AAS - Associate in Applied Science

AS - Associate in Science  
C - Certificate

TITLE	TYPE OF PROGRAM	PAGE
<b>ALLIED HEALTH</b>		
Health Career Pathways	C	60
Dental Hygiene Transfer Compact	AS	60
Nutrition and Fitness Programs		62
Dietetic Technology	AS	62
Fitness Specialist	C	64
Radiologic Technology Programs		66
Diagnostic Medical Sonography	AS	68
Nuclear Medicine Technology	AS	70
Nuclear Medicine Technology	C	72
Radiation Therapy	AS	74
Radiography	AS	76
<b>ART</b>		
Studio Art	AS	78
Studio Art: Graphic Design Option	AS	80
<b>AUTOMOTIVE</b>		
Alternative Fuel Vehicle	C	82
Automotive Technology: General Motors ASEP-TSEP	AAS	83
Automotive Technology: Toyota T-TEN	AAS	85
Automotive Technology	C	86
General Automotive Technology	C	86
Advanced Automotive Technology	C	88
<b>AVIATION</b>		
Aviation Maintenance Technology	AS	89
<b>BUSINESS</b>		
Business Administration	AS	90
Business Administration	AS	90
Business Administration: Accounting Option	C	92
Accountant's Assistant	C	93
Bookkeeping	C	93
Business Administration: Management Option	AS	94
Management	C	95

<b>BUSINESS OFFICE TECHNOLOGY</b>		
BOT: Business Office Technology	AS	96
BOT: Administrative Assistant Option	AS	97
BOT: Administrative Assistant	C	97
BOT: Administrative Assistant Foreign Language Option	AS	98
BOT: Customer Service Technology	C	98
BOT: Legal Administrative Assistant Option	AS	99
BOT: Medical Administrative Assistant Option	AS	100
BOT: Medical Administrative Assistant	C	100
BOT: Word Processing Option	AS	101
BOT: Information Processing Technician	C	101
BOT: Word Processing	C	102
<b>COLLEGE OF TECHNOLOGY</b>		
Engineering Pathway (UCONN, UNH, University of Hartford, Fairfield Univ.)	AS	104
Technology Pathway (CCSU, Charter Oak State College)	AS	105
<b>COMPUTER SCIENCE</b>		
Computer Science	AS	106
Computer Science	C	107
Computer Science: Networking Option	AS	107
Computer Science: Networking	C	108
<b>DRUG AND ALCOHOL RECOVERY</b>		
Drug and Alcohol Recovery Counselor	AS	109
Substance Abuse Training	C	110
<b>EARLY CHILDHOOD EDUCATION</b>		
Early Childhood Education Career	AS	111-112
Early Childhood Education Continued Study	AS	112
Child Development Associate Credential	C	113
Teacher Assistant	C	114
<b>EARLY CHILDHOOD SPECIAL EDUCATION</b>		
Early Childhood Special Education	AS	115-117
Early Childhood Special Education	C	118
Family Support and Respite Care	C	119
Infant and Toddler Development	C	119
<b>ENGINEERING TECHNOLOGY</b>		
Biomedical Engineering Technology	AS	120-121
Computer Engineering Technology	AS	122-123
Computer Servicing	C	124
Electrical Engineering Technology	AS	125-126
Electronics Technician	C	127
General Engineering Technology	AAS	128
Manufacturing Engineering Technology	AS	129-130
Quality Control	C	130
Mechanical Engineering Technology	AS	131-132
Computer Assisted Drafting (CAD)	C	132



<b>ENTREPRENEURIAL STUDIES</b>		
Entrepreneurial Studies	AS	133
Entrepreneurial Studies	C	134
<b>GENERAL STUDIES</b>		
General Studies	AS	135
<b>HOSPITALITY MANAGEMENT</b>		
Food Service Management	AS	136-137
Culinary Arts	C	138
Professional Baker	C	139
Hotel-Motel Management	AS	140-141
Meetings, Conventions, and Special Events Management	C	141
<b>HUMAN SERVICES</b>		
Human Services Career	AS	142-143
Human Services Continued Study	AS	144
Human Services	C	145
Human Services: Gerontology Option	AS	145
Gerontology	C	146
Therapeutic Recreation	C	146
Youth Worker	C	147
<b>LIBERAL ARTS</b>		
Liberal Arts	AA	148-149
<b>NURSING</b>		
Nursing	AS	150-155
<b>RETAIL MANAGEMENT</b>		
Retail Management/Fashion Merchandising	AS	156
Retail Management/Fashion Merchandising	C	157
<b>SCIENCE</b>		
Environmental Science and Toxicology	AS	158-159
Environmental Science and Toxicology	C	159
Natural Sciences And Mathematics	AS	160-161
<b>TECHNOLOGY</b>		
Wastewater Management	C	162
Advanced Wastewater Management	C	162
Water Management	C	163
Fire Technology and Administration	AS	163-164

Courses with an asterisk (\*) have been converted to the Community College System Common Course Numbers. Previous course numbers are listed after the title in the Course Description section.

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## ALLIED HEALTH

### HEALTH CAREER PATHWAYS

#### **Certificate**

The Health Career Pathways Certificate program is designed to assist the student 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 programs 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.

Upon successful completion of all program requirements, the student should be able to:

- 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
- Effectively utilize and interpret medical terminology
- Demonstrate critical thinking, logical reasoning and problem solving skills
- Demonstrate competence in written and oral communication
- Use and apply scientific methods

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
HLT* 103	Investigations in Health Careers	3
ENG* 101	Composition	3
MAT* 137	Intermediate Algebra	3
BIO* 105 or BIO* 115 or BIO* 121	Introduction to Biology Human Biology General Biology I	3
BIO* 211	Anatomy & Physiology I	4
BIO* 212	Anatomy & Physiology II	4
CHE* 121	Concepts in Chemistry	4
PSY* 111	General Psychology I	3
	<b>Total Credit Hours</b>	<b>27</b>

### DENTAL HYGIENE TRANSFER COMPACT

#### **Associate in Science – General Studies**

The Gateway Community College Pre-Dental Hygiene Transfer Compact is designed to provide academic opportunities for students who are seeking an Associate of Science or a Bachelor of Science Degree in Dental Hygiene. Students may complete pre-requisite and general education courses at Gateway Community College that will transfer to the University of New Haven's Dental Hygiene Program. Gateway students who complete the Associate of Science degree in General Studies and have followed the Pre-Dental Hygiene track are eligible to apply for admission to the University of New Haven's Dental Hygiene Program.

After completing the Associate of Science or the Bachelor of Science Degree in Dental Hygiene from the University of New Haven, graduates will be eligible to take both the Dental Hygiene National Board Examination and the Northeast Regional Board Examination in order to apply for the Registered Dental Hygienist (RDH) License. The Program in Dental Hygiene at the University of New Haven is accredited by the Commission on Dental Accreditation of the American Dental Association.

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## PROGRAM REQUIREMENTS

### Freshman Year - Fall Semester

Course #	Title	Credits
BIO* 121	General Biology	4
CSC* 101	Introduction to Computers	3
ENG* 101	Composition	3
MAT* 137 or MAT* 117	Intermediate Algebra Introduction to Finite Mathematics	3
Elective	Social Science	3
	<b>Total Semester Credit Hours</b>	<b>16</b>

### Freshman Year - Spring Semester

Course #	Title	Credits
CHE* 111	Concepts of Chemistry	4
COM* 171	Fundamentals of Human Communication	3
ENG* 102	Literature & Composition	3
SOC* 101	Principles of Sociology	3
Elective	Fine Arts *	3
	<b>Total Semester Credit Hours</b>	<b>16</b>

\* Restricted Fine Arts Electives: (Choose one): ART\* 101, 102, 103, 107 or MUS\* 101

### Sophomore Year - Fall Semester

Course #	Title	Credits
HLT* 107	Methods of Learning in a Clinical Curriculum	3
BIO* 211	Anatomy & Physiology I	4
DNT* 105	Introduction to Dental Hygiene I	1
HIS* 101 or HIS* 102	Western Civilization I Western Civilization II	3
Elective	Social Science	3
	<b>Total Semester Credit Hours</b>	<b>14</b>

### Sophomore Year - Spring Semester

Course #	Title	Credits
BIO* 212	Anatomy & Physiology II	4
DNT* 106	Introduction to Dental Hygiene II	1
NTR* 102	Nutrition I: Principles of Nutrition	3
POL* 102	Introduction to Comparative Politics	3
PSY* 111	General Psychology I	3
	<b>Total Semester Credit Hours</b>	<b>14</b>
<b>Total Credit Hours</b>		<b>60</b>

For more information, call Victoria L. Bozzuto, Director of Allied Health, at (203) 285-2390 (vbozzuto@gwcc.commnet.edu).

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## **NUTRITION AND FITNESS PROGRAMS**

Program Mission:

To prepare graduates with entry-level skills, competence, and flexibility to compete successfully in a dynamic employment market wherever food, nutrition, and wellness are emphasized.

Program Goals:

1. The program will prepare graduates to be competent entry-level dietetic technicians.
2. To provide a Dietetic Technology program that maintains a high level of student retention.
3. The program will offer quality instruction and comprehensive services to a diverse student population.

### **DIETETIC TECHNOLOGY**

#### **Associate in Science**

There is a growing demand for qualified personnel in the field of dietetics throughout the United States. The registered dietetic technician works under the supervision of a registered dietitian in health care, community nutrition, and food service management programs. Registered dietetic technicians function as active members of the nutrition team by assessing, planning, implementing, and evaluating the nutritional care of individuals or by supervising food service operations. The Dietetic Technology program is currently granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association (ADA), 120 South Riverside Plaza, Suite 2000, Chicago, Illinois 60606-6995; (312) 899-0040 ext. 5400 or (800) 877-1600; [www.eatright.org](http://www.eatright.org). Graduates of the program are encouraged to take the Commission on Dietetic Registration's registration examination to become registered dietetic technicians (DTR). Graduates are also eligible for membership in the ADA and the Dietary Managers Association (DMA). The program reflects the coordination of theory and practice that is required for students to acquire the knowledge, attitudes, and skills necessary for competent practice in dietetics. A minimum of 450 hours of supervised field experience provides opportunities to practice these skills. Students who wish to transfer to an ADA-approved four-year program in dietetics should consult the program director regarding the transferability of courses. Students may also consider the [General Studies Nutrition Focus degree](#).

#### **DIETETIC TECHNOLOGY MISSION STATEMENT**

The mission of the Dietetic Technology program is to prepare graduates with entry-level skills, competence, and flexibility to compete successfully in a dynamic employment market wherever food, nutrition, and wellness are emphasized.

#### **DIETETIC TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements:

- Graduates will achieve a pass rate of at least 80% on the DTR exam over a five year period.
- Within twelve months of graduating at least 60% of the graduates will have attained employment related to the field of dietetics and/or enrolled in an accredited continuing education program.
- Students will achieve a satisfactory rating for the entry-level competencies of a dietetic technician.
- Employers will rate program graduates in their employ as satisfactory knowledge base on surveys.
- An attrition rate of 35% or less will be maintained for students completing NTR 104 – Nutrition II.
- Eighty percent of students will evaluate each nutrition course with an overall minimum rating of good or better.
- Program faculty will maintain their Registered Dietitian status and professional portfolio/continuing education credits while employed by Gateway Community College.
- Students will attend a minimum of 10 hours at professional meetings offering continuing education units.

#### **Admissions Procedure**

All students must first apply to and be accepted by the College. The Dietetic Technology Program application form, available from the Admissions Office or dietetics program director, must then be completed. Unless waived, all applicants must take placement tests in reading, English, and mathematics. Students in this program are responsible for expenses for uniforms, physical examinations, travel to field sites, parking, and meals. Specific information about these costs and coverage for accident and liability insurance is available from the Program Coordinator, Marcia Doran. A complete physical examination is required before practicum begins.

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## Graduation Requirements

In addition to the College's general requirements, this program requires a minimum grade of "C" in each and all science and program-specific courses. The student must also successfully complete all of the program competencies and must pass the National Restaurant Association Sanitation exam. The program coordinator reserves the right to recommend to the College the withdrawal of a student from the Dietetic Technology program whose health, clinical performance, attendance, or conduct does not meet the program standards. For more information, contact the Program Coordinator, Marcia Doran, at (203) 285-2389 ([mdoran@gwcc.commnet.edu](mailto:mdoran@gwcc.commnet.edu)).

### PROGRAM REQUIREMENTS

#### Freshman Year - Fall Semester

Course #	Title	Credits
BIO* 115	Human Biology	4
CSC* 101	Introduction to Computers	3
ENG* 101	Composition	3
MAT* 115	Mathematics for Science and Technology	3
NTR* 101	Introduction to Dietetics	3
NTR* 102	Nutrition I	3
	<b>Total Semester Credit Hours</b>	<b>19</b>

#### Freshman Year - Spring Semester

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
HSP* 108	Safety, Sanitation and Maintenance	3
NTR* 103	Seminar in Dietetics I	3
NTR* 104	Nutrition II	3
NTR* 105	Food Management Systems	3
NTR* 120	Foods	3
	<b>Total Semester Credit Hours</b>	<b>18</b>

#### Summer Session

Course #	Title	Credits
NTR* 210	Nutrition Field Experience I	1
	<b>Total Semester Credit Hours</b>	<b>1</b>

#### Sophomore Year - Fall Semester

Course #	Title	Credits
CHE* 101	Introduction to Chemistry or	3-4
CHE* 111	Concepts of Chemistry	
NTR* 201	Community Nutrition Education	3
NTR* 202	Nutrition III	3
NTR* 203	Seminar in Dietetics II	3
NTR* 212	Nutrition Field Experience II	1
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>16-17</b>

#### Spring Semester

Course #	Title	Credits
NTR* 204	Nutrition IV	3
NTR* 214	Nutrition Field Experience III	1
Elective	Fine Arts	3
Elective	Social Science	3
	<b>Total Semester Credit Hours</b>	<b>10</b>
	<b>Total Credit Hours</b>	<b>64-65</b>

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## **FITNESS SPECIALIST STUDIES**

### **Certificate**

#### **FITNESS SPECIALIST STUDIES MISSION STATEMENT**

The mission of the Fitness Specialist Studies certificate program is to prepare graduates with entry level skills, and flexibility to compete successfully in a dynamic employment market wherever nutrition and fitness are emphasized.

The Fitness Specialist certificate prepares students for immediate employment in the fitness industry in such settings as health clubs, gyms, YMCAs, and corporate wellness programs. Graduates may also consider such self-employment careers as personal trainer or sales and marketing of health and nutrition programs and fitness equipment. Upon completion of the certificate program, students may take national exams for certification from a variety of fitness associations.

All credits from Gateway Community College are transferable to Southern Connecticut State University (SCSU). The joint program includes 6.5 credits that must be completed at SCSU and at their tuition rates.

#### **Admission Requirements**

Students must present current CPR certification. A physical examination is required before beginning NTR\* 210. Students should consult with the coordinator of the Dietetic Technology program for advice about course selection and information about additional costs, including liability insurance for NTR\* 210. For more information, contact Program Coordinator, Marcia Doran, at (203) 285-2389 ([mdoran@gwcc.commnet.edu](mailto:mdoran@gwcc.commnet.edu)).

#### **PROGRAM REQUIREMENTS**

##### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 211	Anatomy and Physiology I	4
NTR* 102	Nutrition I	3
Elective +	Restricted	3
	<b>Total Semester Credit Hours</b>	<b>10</b>

##### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 212	Anatomy and Physiology II	4
NTR* 103	Seminar in Dietetics I	3
NTR* 104	Nutrition II	3
	<b>Total Semester Credit Hours</b>	<b>10</b>

##### **Summer Session**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
NTR* 210	Nutrition Field Experience I	1
	<b>Total Semester Credit Hours</b>	<b>1</b>

##### **Sophomore Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
EXS 225	Essentials of Strength & Conditioning	3
EXS 235	Exercise Physiology	3
	<b>Total Semester Credit Hours</b>	<b>6</b>



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**Sophomore Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
EXS 115	Fitness Management	3
	<b>Total Semester Credit Hours</b>	<b>3</b>
<b>Total Credit Hours</b>		<b>30</b>

**+ Restricted electives:**

<b>Course #</b>	<b>Title</b>
ACC* 113	Principles of Financial Accounting
BBG* 210	Fundamentals of Business Communication
BIO* 113	Physiology of Aging
BES* 218	Starting and Managing a Small Business
BMK* 220	Sales
BMK* 201	Principles of Marketing
CHE* 111	Concepts of Chemistry
COM* 171	Fundamentals of Human Communications
CSC* 101	Introduction to Computers
CSC 110	Using Computers/Software Applications
HSE* 151	Introduction to Therapeutic Recreation
PSY* 111	General Psychology I
PSY* 109	Psychology of Aging

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## RADIOLOGIC TECHNOLOGY PROGRAMS

The field of Radiologic Technology includes some of the most rapidly advancing careers in modern medicine. Recent changes in technology, the ever-increasing use of highly sophisticated equipment, and the expansion of radiology departments throughout the nation have created a large demand for individuals educated in this field. Gateway Community College is helping to meet this demand by offering programs in four areas of radiologic technology. Each of the programs is accredited by the Board of Governors for Higher Education and the Joint Review Committees on Education in Radiologic Technology and Nuclear Medicine Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, (312) 704-5300, (Diagnostic Medical Sonography pending).

Radiologic Technology refers to four disciplines:

**Diagnostic Medical Sonography:** Diagnostic Medical Sonographers use highly sophisticated equipment to produce the images necessary to assist the physician in the diagnosis and treatment of diseases.

**Nuclear Medicine:** Nuclear Medicine technologists administer radiopharmaceuticals, acquire and process images using a gamma or PET camera and computer system to assist physicians in the diagnosis and treatment of disease.

**Radiation Therapy:** Radiation therapists use highly sophisticated equipment to administer therapeutic doses of ionizing radiation, as prescribed by the physician, for the treatment of disease, primarily cancer.

**Radiography:** Radiographers are primarily responsible for administering ionizing radiation to the patient and producing images necessary to assist the physician in the diagnosis and treatment of disease or injury.

The courses in the Radiologic Technology curricula are designed to build sequentially upon the knowledge learned in previous courses. Therefore, all required courses must be taken in sequence, and all prerequisites must be met prior to registration. Each program consists of a didactic component taught at the College and clinical laboratory experiences at one or more of the affiliated hospitals. To be eligible for graduation, students must successfully complete both components.

### Admission Requirements

To be considered for admission to the programs, candidates must complete the application process which is located on the College website ([www.gwcc.comnet.edu](http://www.gwcc.comnet.edu)). Students should apply as early as possible, due to the limited number of places available. In addition to the College's general admission policies, the applicant must meet the following criteria:

- Successful completion of the ACCUPLACER examination in mathematics, reading, and writing skills
- Submission of the radiology application with typed essay
- Attendance at a program-specific information session
- Completion of pre-requisite courses
- Submission by July 15 of a current medical examination report by a physician that states that the applicant is in good physical and emotional health and free of communicable diseases. (Check with the Allied Health Division for appropriate medical forms.)

Accepted candidates will be notified by the Admissions Office; all candidate selections are final. The program director reserves the right to recommend to the College the withdrawal of a Radiologic Technology program student whose health, clinical performance, attendance, or conduct does not meet program standards. An Allied Health Program Guide is available to all applicants upon request.

Students in this program are responsible for expenses for uniforms, physical examinations, CPR certification, travel to clinical sites, parking, meals, clinical education supplies (textbooks, etc.), and any accidental and liability insurance costs.

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## Graduation Requirements

In addition to the College's general requirements, the program requires a minimum grade of "C" in each and all mathematics, science, pre-requisite, and program-specific courses. The student must also successfully complete all of the program's published clinical competencies. Graduates are eligible to apply for admission to the certification examination in Radiologic Technology administered by the American Registry of Radiologic Technology Nuclear Medicine Technology Certification Board and/or American Registry Diagnostic Medical Sonography.

For more information on the Radiologic Technology programs, contact the Allied Health Director, Victoria L. Bozzuto, at (203) 285-2390 ([vbozzuto@gwcc.commnet.edu](mailto:vbozzuto@gwcc.commnet.edu)).

## SUGGESTED PREREQUISITE COURSE WORK

The following high school courses are recommended prior to admission to the radiology programs:

### Science

*Biology:* Biology offers students exploratory experiences and activities in the fundamental concept of life. Laboratory/field experiences are an integral component of Biology.

*Chemistry:* Chemistry offers students general laboratory experience and introduces the concepts of chemistry, including the composition of substances and their effects on each another.

*Physics:* Physics offers general laboratory experience and introduces the physical interactions of matter and energy.

### Math

*Algebra I:* Provides an understanding of basic algebra; concepts, skills, structure, and applications are emphasized.

*Algebra II:* Provides detailed knowledge of algebra, emphasizing in-depth development of algebraic functions.

*Geometry:* An appreciation for geometric concepts, emphasizing discovery, proof, and application of geometric relationships and principles.

**Note:** Non-traditional students who did not complete high school but who later earned a GED may be evaluated based on GED math and science scores and/or prior college credits.

## ARRTS PROGRAM

This program results in an Associate in Science degree for hospital-based graduates in the areas of Diagnostic Medical Sonography, Nuclear Medicine Technology, Radiation Therapy, and Radiography. Gateway Community College offers an innovative program for hospital-trained radiologic technologist professionals who wish to acquire their Associate in Science Degree. In accordance with Board of Trustees of Community Colleges Policy, Gateway will grant credit to those applicants who are graduates of a two-year accredited hospital-based (certificate) program and hold certification by the American Registry of Radiologic Technology. Certification areas include: Diagnostic Medical Sonography, Nuclear Medicine, Radiation Therapy, and Radiography, ARDMS, ARRT (N), (T), (R) (D), NMTCB.

Upon verification of transcripts and current documentation of ARRT certification, applicants will be awarded up to 34 credits for courses in Diagnostic Medical Sonography, Nuclear Medicine, Radiation Therapy, or Radiography. Individuals accepted into this program need only complete program pre-requisite courses and any general education courses required for the associate degree. Degree credit will also be granted for credit courses completed at other accredited collegiate institutions.

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## **DIAGNOSTIC MEDICAL SONOGRAPHY**

### **Associate in Science (Pending Initial Accreditation)**

A description of admissions requirements are available from the Allied Health Division and online at [www.gwcc.commnet.edu](http://www.gwcc.commnet.edu). The associate degree program in Diagnostic Medical Sonography (DMS) provides individuals with the academic and technical skills necessary to perform abdominal, obstetrical and gynecological, and vascular sonography procedures. Upon completion of the two-year program plus one year of clinical education, students will be eligible to apply to take the national registry examination from the American Registry of Diagnostic Medical Sonographers (ARDMS). (*Prerequisites for Admission: BIO\* 211, BIO\* 212 and HIM\* 101*). For more information, contact Diagnostic Medical Sonography Program Coordinator, Valerie Hylas, at (203) 285-2383 ([vhylas@gwcc.commnet.edu](mailto:vhylas@gwcc.commnet.edu)).

### **DIAGNOSTIC MEDICAL SONOGRAPHY MISSION STATEMENT**

The Diagnostic Medical Sonography program at Gateway Community College is committed to educating and preparing competent entry level sonographers who can provide high quality imaging and patient care to members of the community. Furthermore, the program is dedicated to providing tools to support lifelong learning.

### **DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM OUTCOMES**

The major categories of the Diagnostic Medical Sonographer's Scope of Practice (as defined by the Society of Diagnostic Medical sonographers) include but are not limited to the following areas:

#### **Performance of those procedures, acts, and processes permitted by law for which the individual has received education, clinical experience and in which he/she has proven competency.**

Upon successful completion of all program requirements, graduates will:

- Possess the skills necessary to fulfill the responsibilities of an entry level sonographer
- Be didactically prepared to apply to the American Registry of Diagnostic Medical Sonographers for candidacy to Physics, Abdomen/Small Parts and OB/GYN.
- Demonstrate professional and ethical behavior
- Demonstrate appropriate communication skills with patients and colleagues. Patient care requires the exercise of judgment to assess and respond to patient's needs.
- Use discretion and judgment in the performance of sonographic and/or non-invasive diagnostic services.
- Acquire and analyze data obtained using ultrasound and related diagnostic technologies
- Demonstrate knowledge of quality assurance and bioeffects
- Provide a summary of findings to the physician to aid in patient diagnosis and management
- Use independent judgment and problem solving methods to produce high quality diagnostic information and optimize patient care
- Implement a quality assurance plan
- Maintain a safe laboratory environment

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Summer Session**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
RST* 200	Cross Sectional Anatomy	3
	<b>Total Semester Credit Hours</b>	<b>3</b>

#### **Fall Semester - (Practicum at affiliates Tuesday and Thursday)**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
DMS* 104	Introduction to Abdominal/Small Parts Sonography	3
DMS* 105	Introduction to OB/GYN Sonography	3
DMS* 111	Clinical Practicum I	1
ENG* 101	Composition	3
MAT* 115	Math for Science and Technology	3
PHY* 111	Physics for Life Sciences	4
	<b>Total Semester Credit Hours</b>	<b>17</b>

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**Freshman Year – Winter Intersession - (40 hrs./week at affiliates)**

Course #	Title	Credits
DMS* 113	Clinical Internship I	1
	<b>Total Semester Credit Hours</b>	<b>1</b>

**Sophomore Year - Spring Semester - (Practicum at affiliates Tuesday and Thursday)**

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
CSC 101	Introduction to Computers	3
DMS* 102	Sonographic Physics and Instrumentation I	3
DMS* 103	Sonographic Imaging and Lab	4
DMS* 112	Clinical Practicum II	1
Elective	Fine Arts	3
	<b>Total Semester Credit Hours</b>	<b>17</b>

**Summer Session Clinical Internship I - (40 hrs./week at affiliates)**

Course #	Title	Credits
DMS* 126	Clinical Internship II	2
	<b>Total Semester Credit Hours</b>	<b>2</b>

**Sophomore Year - Fall Semester - (Practicum at affiliates Monday, Wednesday, Friday)**

Course #	Title	Credits
DMS* 201	Sonographic Physics and Instrumentation II	3
DMS* 203	Advanced Sonographic Application	3
DMS* 211	Clinical Practicum III	1
PSY* 111	General Psychology I	3
RST* 217	Clinical Pathology	3
	<b>Total Semester Credit Hours</b>	<b>13</b>

**Winter Session**

Course #	Title	Credits
DMS* 207	GYN Sonography	2
	<b>Total Semester Credit Hours</b>	<b>2</b>

**Spring Semester - (Practicum at affiliates Monday, Wednesday, Friday)**

Course #	Title	Credits
DMS* 208	Obstetrical Sonography	3
DMS* 205	Abdominal Sonography	3
DMS* 206	Vascular Imaging	3
DMS* 212	Clinical Practicum IV	1
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>13</b>
	<b>Total Credit Hours</b>	<b>68</b>

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## **NUCLEAR MEDICINE TECHNOLOGY**

### **Associate in Science**

The Associate in Science degree and certificate programs in Nuclear Medicine Technology prepare students for employment as nuclear medicine technologists in hospitals, medical offices, or ambulatory clinics. Upon completion of the program, the student may apply to take the certifying board examinations administered by the American Registry of Radiologic Technology (Nuclear Medicine) and the Nuclear Medicine Technology Certification Board (NMTCB).

The program requires approximately twenty-two (22) months of clinical and academic course work. The curriculum includes appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements. Students are assigned to a clinical practicum at Yale-New Haven Hospital, the Hospital of St. Raphael (New Haven), the Veterans Affairs Connecticut Health Care System (West Haven), Middlesex Hospital (Middletown), Griffin Hospital (Derby), Cardinal Health Nuclear Pharmacy Services (Glastonbury), Midstate Medical Center (Meriden), Waterbury Hospital, Milford Hospital, William W. Backus Hospital (Norwich), Lawrence & Memorial Hospital (New London), Saint Francis Hospital and Medical Center (Hartford), UCONN Medical Center (Farmington) and the Hospital of Central CT (New Britain and Southington, pending). For more information, call the Program Coordinator, Kathleen Murphy, at (203) 285-2381 or ([kmurphy@gwcc.commnet.edu](mailto:kmurphy@gwcc.commnet.edu)).

Prerequisites for Admission: Anatomy & Physiology I (BIO\* 211); Anatomy & Physiology II (BIO\* 212); and Medical Terminology (HIM\* 101) or transferable equivalents with grades of "C" or better.

### **NUCLEAR MEDICINE TECHNOLOGY MISSION STATEMENT**

The mission of the Gateway Community College Nuclear Medicine Technology program is to achieve and exceed established educational and healthcare standards by continually providing students and the professional community with educational opportunities that reflect the current practice of nuclear medicine technology and results in high quality patient care.

### **NUCLEAR MEDICINE TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates will:

- Be eligible to take the Nuclear Medicine Technology Exams offered by the American Registry of Radiologic Technologists (ARRT-N) and/or the Nuclear Medicine Technology Certification Board
- Possess the skills necessary to fulfill the responsibilities of an entry-level staff technologist.

The major categories of the nuclear medicine technologist's scope of practice include, but are not limited to, the following areas (as defined in the "Scope of Practice for the Nuclear Medicine Technologist 2007" from the Presidential Task Force, SNM Technologist Section: [www.snm.org](http://www.snm.org)):

**Patient Care:** Requires the exercise of judgment to assess and respond to the patient's needs prior to, during, and after procedures in the nuclear medicine department, and in patient medication reconciliation.

**Quality Control:** Requires the evaluation and maintenance of a quality control program for all instrumentation to ensure its proper performance and stability.

**Diagnostic Procedures:** Requires the utilization of appropriate techniques, and administration of non-radiopharmaceutical agents when part of standard procedures, to ensure quality diagnostic images and/or laboratory results.

**Radiopharmaceuticals:** Involves the procurement, preparation, quality control, dispensing, dose calculation, identification, documentation, administration, disposal, storage, and safe handling of radioactive materials used by the nuclear medicine technologist.

**In-Vivo Diagnostic Testing:** Involves the procurement, preparation, quality control, dispensing, dose calibration of radiopharmaceuticals and oral, inhalation, or intravenous administration. In some cases radiopharmaceuticals may be administered by other routes under the direct supervision of a physician.

**In-Vitro Diagnostic Testing:** Involves the procurement, preparation, quality control, dispensing, dose calibration of radiopharmaceuticals and oral, inhalation, or intravenous administration.

**Transmission Imaging:** Involves, but is not limited to, the operation of gamma cameras with sealed sources of radioactive material for transmission imaging with single photon emission computed tomography (SPECT) or positron emission tomography (PET) and operation of cameras with x-ray tubes for transmission imaging when performed as part of SPECT/CT or PET/CT. Additionally includes diagnostic CT when performed on SPECT/CT or PET/CT cameras, including the administration of oral and intravenous contrast (requires education in CT) and the operation of scanners with x-ray tubes for the measurement of bone density.

**Radionuclide Therapy:** Involves, but is not limited to, assisting an authorized user in the application, management, preparation, and administration of radiotherapeutic procedures and administration of nonradiopharmaceutical agents by oral and intravenous routes when part of standard procedures required for treatment.

**Radiation Safety:** Involves, but is not limited to, educating the public while practicing techniques that will minimize radiation exposure to the patient, general public, and health care personnel, through consistent use of protective devices, shields, monitors, and other devices consistent with ALARA (as low as reasonably achievable), as well as decontaminating spills and other inappropriate releases of radiation."



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## PROGRAM REQUIREMENTS

**Freshman Year** - (NOTE: *Required orientation sessions will be scheduled during the summer before entry into the program.*)

**Fall Semester** - (Practicum at affiliates Tuesday and Thursday)

Course #	Title	Credits
RST* 200	Cross Sectional Anatomy	3
MAT* 115	Mathematics for Science and Technology	3
NMT* 101	Introduction to Nuclear Medicine	3
NMT* 102	Nuclear Medicine Procedures I	3
NMT* 111	Clinical Practicum I	1
PHY* 101	Physics for Today	3
	<b>Total Semester Credit Hours</b>	<b>16</b>

**Winter Intersession** – (Practicum at affiliates Monday through Friday, 40 hrs./week)

Course #	Title	Credits
NMT* 113	Clinical Internship I	.5
	<b>Total Semester Credit Hours</b>	<b>.5</b>

**Freshman Year - Spring Semester** - (Practicum at affiliates Tuesday and Thursday)

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
CHE* 111	Concepts of Chemistry	4
ENG* 101	Composition	3
NMT* 112	Clinical Practicum II	1
NMT* 121	Physics in Nuclear Medicine	3
Elective	Fine Arts	3
	<b>Total Semester Credit Hours</b>	<b>17</b>

**Summer Session** - (Practicum at affiliates Monday through Friday, May through August)  
(40 hrs./week at clinical affiliates)

Course #	Title	Credits
NMT* 126	Clinical Internship II	1.5
	<b>Total Semester Credit Hours</b>	<b>1.5</b>

**Sophomore Year - Fall Semester** - (Practicum at affiliates Monday, Wednesday, and Friday)

Course #	Title	Credits
NMT* 201	Nuclear Medicine Procedures II	3
NMT* 211	Clinical Practicum III	1.5
NMT* 202	Nuclear Medicine Instrumentation	3
NMT* 203	Radiopharmacy	3
RST* 217	Clinical Pathology	3
PSY* 111	General Psychology I	3
	<b>Total Semester Credit Hours</b>	<b>16.5</b>

**Winter Intersession** - (Practicum at affiliates Monday through Friday 40 hrs./week)

Course #	Title	Credits
NMT* 216	Clinical Internship III	.5
	<b>Total Semester Credit Hours</b>	<b>.5</b>

**Sophomore Year - Spring Semester** - (Practicum at affiliates Monday, Wednesday, and Friday)

Course #	Title	Credits
NMT* 212	Clinical Practicum IV	1.5
NMT* 221	Nuclear Medicine Procedures III	3
NMT* 222	Intro. to Computers and Nuclear Medicine Appls.	3
NMT* 223	Nuclear Medicine Seminar	3
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>13.5</b>
	<b>Total Credit Hours</b>	<b>65.5</b>

Total Clinical Practicum at the affiliates, (includes Clinical Internships I, II and III), is approximately 1,800 hours

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## **NUCLEAR MEDICINE TECHNOLOGY**

### **Certificate**

The certificate program in Nuclear Medicine Technology is designed to prepare students for employment as nuclear medicine technologists in hospitals, medical offices, or ambulatory clinics. Upon completion of the program, the student may apply to take the certifying board examinations administered by the American Registry of Radiologic Technology (Nuclear Medicine) and the Nuclear Medicine Technology Certification Board (NMTCB). The program requires approximately twenty-two (22) months of clinical and academic coursework. The structure of the curriculum includes appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements.

Students are assigned to a clinical practicum at Yale-New Haven Hospital, the Hospital of St. Raphael (New Haven), the Veterans Affairs Connecticut Health Care System (West Haven), Middlesex Hospital (Middletown), Griffin Hospital (Derby), Cardinal Health Nuclear Pharmacy Services (Glastonbury), Midstate Medical Center (Meriden), Waterbury Hospital, Milford Hospital, William W. Backus Hospital (Norwich), Lawrence & Memorial Hospital (New London), Saint Francis Hospital and Medical Center (Hartford), UCONN Medical Center (Farmington) and The Hospital of Central CT (New Britain and Southington, pending).

### **Prerequisites**

Certificate program applicants must possess all of the following prerequisites:

- A. An associate degree+ in one of the following modalities:

Radiography

Radiation Therapy

Diagnostic Medical Sonography

The following policy may apply to applicants who do not possess an associate degree:

In accordance with the Board of Trustees Policy, Gateway Community College will grant credit to those applicants who are graduates of a two-year accredited hospital (certificate) based program and hold certification by the American Registry of Radiologic Technologists. Certification areas include: Radiography, Nuclear Medicine, and Radiation Therapy.

- B. Current and active credentials by one of the following certifying boards:

American Registry of Radiologic Technologists-Radiography (RTR)

American Registry of Radiologic Technologists-Radiation Therapy (RTT)

American Registry of Diagnostic Medical Sonographers (RDMS)

- C. Concepts of Chemistry (CHE\* 111) or a transferable equivalent with a grade of C or better

Students will be required to attend orientation sessions in the summer before entering the program. For more information, contact the Program Coordinator, Kathleen Murphy, at (203) 285-2381 ([kmurphy@gwcc.comnet.edu](mailto:kmurphy@gwcc.comnet.edu)).

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## PROGRAM REQUIREMENTS

### Freshman Year - Fall Semester - (Practicum at affiliates Tuesday and Thursday)

Course #	Title	Credits
NMT* 102	Nuclear Medicine Procedures I	3
NMT* 111	Clinical Practicum I	1
RST* 200	Cross Sectional Anatomy	3
	<b>Total Semester Credit Hours</b>	<b>7</b>

### Freshman Year - Spring Semester – (Practicum at affiliates Tuesday and Thursday)

Course #	Title	Credits
NMT* 112	Clinical Practicum II	1
NMT* 121	Physics in Nuclear Medicine	3
	<b>Total Semester Credit Hours</b>	<b>4</b>

### Summer Session (Practicum at affiliates Monday through Friday, May through August)

(40 hrs./week at clinical affiliates)

Course #	Title	Credits
NMT* 126	Clinical Internship II	1.5
	<b>Total Semester Credit Hours</b>	<b>1.5</b>

### Sophomore Year - Fall Semester - (Practicum at affiliates Monday, Wednesday, and Friday)

Course #	Title	Credits
NMT* 201	Nuclear Medicine Procedures II	3
NMT* 202	Nuclear Medicine Instrumentation	3
NMT* 203	Radiopharmacy	3
NMT* 211	Clinical Practicum III	1.5
	<b>Total Semester Credit Hours</b>	<b>10.5</b>

### Winter Intersession (Practicum at affiliates Monday through Friday, 40 hrs./week)

Course #	Title	Credits
NMT* 216	Clinical Internship III	.5
	<b>Total Semester Credit Hours</b>	<b>.5</b>

### Sophomore Year - Spring Semester - (Practicum at affiliates Monday, Wednesday, and Friday)

Course #	Title	Credits
NMT* 212	Clinical Practicum IV	1.5
NMT* 221	Nuclear Medicine Procedures III	3
NMT* 222	Intro. to Computers and Nuclear Medicine Appls.	3
NMT* 223	Nuclear Medicine Seminar	3
	<b>Total Semester Credit Hours</b>	<b>11</b>
	<b>Total Credit Hours</b>	<b>34</b>

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## **RADIATION THERAPY**

### **Associate in Science**

The associate degree program in radiation therapy is based on twenty-two (22) months of full time study. The curriculum includes didactic and supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements. Students are assigned on a rotating basis to the following clinical sites: Yale-New Haven Hospital, Hospital of St. Raphael, Bridgeport Hospital, Danbury Hospital, and Lawrence and Memorial Hospital. (Prerequisites for admission: BIO\* 211, BIO\* 212 and HIM\* 101). For more information, call the Program Director Gina Finn, at (203) 285-2392 ([gfinn@gwcc.commnet.edu](mailto:gfinn@gwcc.commnet.edu)).

### **RADIATION THERAPY MISSION STATEMENT**

The Radiation Therapy program at Gateway Community College is committed to educating and preparing competent, entry level therapists who provide quality care for members of the community. Furthermore, the program is dedicated to providing tools to support life-long learning.

### **RADIATION THERAPY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, the graduate should be able to:

- Evaluate and assess treatment delivery components
- Provide radiation therapy treatment delivery services to cure or improve the quality of life of patients by accurately delivering a prescribed course of treatment
- Evaluate and assess daily the physiological and psychological responsiveness of each patient to treatment delivery
- Maintain values congruent with the professional code of ethics and scope of practice while adhering to national, institutional, and/or departmental standards, policies, and procedures regarding treatment delivery and patient care.

This curriculum prepares students for employment as radiation therapists in hospitals and cancer centers. Upon completion of the program, the student may apply to take the certifying board examination administered by the American Registry of Radiologic Technology (Radiation Therapy).

### **PROGRAM REQUIREMENTS**

**Freshman Year – Fall Semester** - (*NOTE: Required orientation sessions will be scheduled during the summer before entry into the program.*) (Practicum at affiliates Tuesday and Thursday)

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ENG* 101	Composition	3
MAT* 115	Mathematics for Science and Technology	3
PHY* 111	Physics for the Life Sciences	4
RDT* 101	Introduction to Radiation Therapy I	3
RDT* 111	Clinical Practicum I	1
RST* 200	Cross Sectional Anatomy	3
	<b>Total Semester Credit Hours</b>	<b>17</b>

**Winter Intersession** - (40 hrs./week at clinical affiliates)

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
RDT* 113	Clinical Internship I	1
	<b>Total Semester Credit Hours</b>	<b>1</b>

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**Freshman Year - Spring Semester - (Clinical Practicum at hospital Tuesday and Thursday)**

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
PSY* 111	General Psychology I	3
RDT* 102	Radiation Therapy II	3
RDT* 112	Clinical Practicum II	1
RST* 213	Radiation Physics	3
Elective	Fine Arts	3
	<b>Total Semester Credit Hours</b>	<b>16</b>

**Summer Session - (40 hrs./week at clinical affiliates Monday through Friday, May through August)**

Course #	Title	Credits
RDT* 126	Clinical Internship II	3
	<b>Total Semester Credit Hours</b>	<b>3</b>

**Sophomore Year - Fall Semester - (Practicum at affiliates Monday, Wednesday, and Friday)**

Course #	Title	Credits
RDT* 201	Radiation Oncology I	3
RDT* 202	Radiation Therapy III	3
RDT* 205	Dosimetry and Computer Asst. Treatment Planning	3
RDT* 211	Clinical Practicum III	2
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>14</b>

**Winter Intersession: (40 hrs./week at affiliates Monday through Friday)**

Course #	Title	Credits
RDT* 218	Clinical Internship III	1
	<b>Total Semester Credit Hours</b>	<b>1</b>

**Spring Semester - (Practicum at affiliates Monday, Wednesday, and Friday)**

Course #	Title	Credits
RDT* 203	Radiation Oncology II	3
RDT* 204	Radiation Therapy IV	3
RDT* 212	Clinical Practicum IV	2
RDT* 222	Radiobiology and Protection	3
RDT* 223	Radiation Physics II	3
RDT* 224	Radiation Therapy Senior Seminar	2
	<b>Total Semester Credit Hours</b>	<b>16</b>
	<b>Total Credit Hours</b>	<b>68</b>

Total practicum at the clinical affiliates, including Clinical Internships I, II, and III, is approximately 2,000 hours.

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## **RADIOGRAPHY**

### **Associate in Science**

The associate degree program in radiography prepares students for employment as entry-level radiographers in hospitals, outpatient facilities, medical offices, community health agencies, or industrial concerns where radiation is used for quality control. Upon completion of the program, the student may apply to take the certifying board examination administered by the American Registry of Radiologic Technology (Radiography).

The program requires approximately twenty (20) months of full-time study. The structure of the curriculum is sequential and includes appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements. Students are assigned to a clinical practicum at: Yale-New Haven Hospital, Veterans Affairs New England Health Care System (West Haven), Bridgeport Hospital, Griffin Hospital, and Guilford Radiology. Students are required to attend all orientation sessions scheduled in the summer in order to begin the program in the fall semester. (Prerequisites for admission: BIO\* 211, BIO\* 212, HIM\* 101). For more information, call the Program Coordinator, Julie Austin, at (203) 285-2382 ([jaustin@gwcc.commnet.edu](mailto:jaustin@gwcc.commnet.edu)).

### **RADIOGRAPHY MISSION STATEMENT**

The Radiography program at Gateway Community College is committed to educating and preparing competent, entry-level technologists who can provide high quality imaging and patient care to members of the community. Furthermore, the program is dedicated to providing tools to support life-long learning.

### **RADIOGRAPHY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, the student will:

- Be eligible to take the national certifying examination administered by the American Registry of Radiologic Technologists (ARRT)
- Competently perform procedures and tasks necessary to fulfill the responsibilities of an entry-level staff technologist
- Follow the ASRT Code of Ethics and Radiography Practice Standards for all patients and procedures
- Participate in continued professional development

### **PROGRAM REQUIREMENTS**

**Freshman Year** (*NOTE: **Required** orientation sessions will be scheduled during the summer before entry into the program.*)

**Fall Semester** (Practicum at affiliates Tuesday and Thursday)

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
MAT* 115	Mathematics for Science and Technology	3
PHY* 111	Physics for the Life Sciences	4
RAD* 104	Introduction to Radiography	3
RAD* 105	Radiographic Anatomy and Procedures I	3
RAD* 193	Clinical Practicum I	1
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>17</b>

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**Winter Intersession** (40 hrs./week at clinical affiliates)

Course #	Title	Credits
RAD* 187	Clinical Internship I	1
	<b>Total Semester Credit Hours</b>	<b>1</b>

**Freshman Year - Spring Semester** (Practicum at affiliates Tuesday and Thursday)

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
RAD* 194	Clinical Practicum II	1
RAD* 204	Radiographic Anatomy and Procedures II	3
RST* 213	Radiation Physics	3
Elective	Fine Arts	3
	<b>Total Semester Credit Hours</b>	<b>16</b>

**Summer Session** (40 hrs./week at clinical affiliates)

Course #	Title	Credits
RAD* 188	Clinical Internship II	2
RST* 200	Cross Sectional Anatomy	3
	<b>Total Semester Credit Hours</b>	<b>5</b>

**Sophomore Year - Fall Semester** (Practicum at affiliates Monday, Wednesday and Friday)

Course #	Title	Credits
PSY* 111	General Psychology I	3
RAD* 196	Radiographic Anatomy and Procedures III	3
RST* 217	Clinical Pathology	3
RAD* 203	Principles of Radiographic Exposure I	3
RAD* 291	Clinical Practicum III	1
	<b>Total Semester Credit Hours</b>	<b>13</b>

**Winter Intersession** (40 hrs./week at clinical affiliates)

Course #	Title	Credits
RAD* 286	Clinical Internship III	1
	<b>Total Semester Credit Hours</b>	<b>1</b>

**Spring Semester** (Practicum at affiliates Monday, Wednesday and Friday)

Course #	Title	Credits
RAD* 205	Computers in Medical Imaging: Adv. Practice	3
RAD* 206	Quality Assurance	3
RAD* 218	Senior Seminar	3
RAD* 222	Radiobiology and Protection	3
RAD* 292	Clinical Practicum IV	1
	<b>Total Semester Credit Hours</b>	<b>13</b>
	<b>Total Credit Hours</b>	<b>66</b>



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## ART

### **STUDIO ART**

#### **Associate in Science**

The Studio Art program provides a strong basic foundation in the visual arts along with a background in general education. Furthermore, it prepares students for continued study or for employment by enabling them to build a portfolio of artwork that exhibits their proficiency in Studio Art. For students seeking greater personal and creative fulfillment, this program also promotes art as an avocation. For more information, call Nicholas Halko at (203) 285-2241 or e-mail him at [nhalko@gwcc.commnet.edu](mailto:nhalko@gwcc.commnet.edu). Visit the Art website at <http://www.gwcc.commnet.edu/artdept/artdept.html>

#### **STUDIO ART PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Demonstrate skills, techniques, and manipulation of tools and equipment necessary for studio or graphic arts as described in the course syllabi
- Demonstrate an understanding of art and design concepts and problem solving as described in the course syllabi
- Compile a portfolio of work reflecting knowledge, techniques, and creativity gained during a student's course of study
- Demonstrate an understanding of the process of creating a finished work and preparing an exhibition
- Communicate and critique using specific art vocabulary

#### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
ENG* 102	Literature and Composition	3
MAT* 109	Quantitative Literacy (or other degree credit math course)	3
Elective	Computer Literacy	3
Elective	Natural Science with Lab	3-4
Elective	Social Science	3
Elective (A or B)	Art History	3
<b>Total Credit Hours</b>		<b>24-25</b>

#### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ART* 109	Color Theory	3
ART* 111	Drawing I	3
ART* 112	Drawing II +	3
ART* 121	Two Dimensional Design	3
ART* 122	Three Dimensional Design	3
ART* 131	Sculpture I	3
ART* 141	Photography I	3
ART* 151	Painting I	3
Elective (A)	Humanities	3
<b>Total Credit Hours</b>		<b>27</b>

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**Courses in Option**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ART* 152	Painting II +	3
ART* 251	Painting III +	3
Elective (X)	Studio Art	3
Elective (B or X)	Art History	3
<b>Total Credit Hours</b>		<b>63-64</b>

**Electives A** - Selected with advisement by the Program Coordinator

**Electives B** - Art History Electives

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ART* 101	Art History I	3
ART* 102	Art History II	3
ART* 103	Art History III	3
ART* 204	Women Artists +	3

**Electives X** – Studio Art Electives

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ART* 142	Photography II +	3
ART* 132	Sculpture II +	3
GRA* 231	Digital Photography I	3
ART* 299	Independent Study +	3

+ Prerequisite required

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## **STUDIO ART: GRAPHIC DESIGN OPTION**

### **Associate in Science**

The Studio Art: Graphic Design Option program provides a strong basic foundation in the visual arts along with a background in general education. Furthermore, it prepares students for continued studies or employment by enabling them to build a portfolio of artwork that exhibits a degree of proficiency in graphic design. For students seeking greater personal and creative fulfillment, this program will also promote art as an avocation. For more information, call Nicholas Halko at (203) 285-2241 or e-mail him at [nhalko@gwcc.commnet.edu](mailto:nhalko@gwcc.commnet.edu).

Visit the Art website at [www.gwcc.commnet.edu/artdept/artdept.html](http://www.gwcc.commnet.edu/artdept/artdept.html)

### **STUDIO ART: GRAPHIC DESIGN OPTION PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Demonstrate skills, techniques, and manipulation of tools and equipment necessary for studio or graphic arts as described in the course syllabi
- Demonstrate an understanding of art and design concepts and problem solving as stated in the course syllabi
- Compile a portfolio of work reflecting knowledge, techniques, and creativity gained during a student's course of study
- Demonstrate an understanding of the process of creating a finished work and preparing an exhibition
- Communicate and critique using specific art vocabulary

### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
MAT* 141	Number Systems (or other higher credit math course)	3
Elective	Humanities	3
Elective	Computer Literacy	3
Elective	Natural Science with Lab	3
Elective	Social Science	3
Elective (A or B)	Art History	3
<b>Total Credit Hours</b>		<b>24-25</b>

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ART* 109	Color Theory	3
ART* 111	Drawing I	3
ART* 112	Drawing II +	3
ART* 121	Two Dimensional Design	3
ART* 122	Three Dimensional Design	3
ART* 131	Sculpture I	3
ART* 141	Photography I	3
ART* 151	Painting I	3
ENG* 102	Literature and Composition	3
<b>Total Credit Hours</b>		<b>27</b>

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**Courses in Option**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
GRA* 151	Graphic Design I	3
GRA* 252	Graphic Design II +	3
GRA* 241	Digital Page Design I	3
Elective (Z)	Graphic Design	3
	<b>Total Semester Credit Hours</b>	<b>12</b>
<b>Total Credit Hours</b>		<b>63-64</b>

**Electives A** - Selected with advisement by the Program Coordinator

**Electives Z** – Graphic Design Electives

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ART* 113	Figure Drawing I	3
ART* 142	Photography II +	3
DGA* 223	Digital Illustration	3
GRA* 231	Digital Imaging	3
<b>Total Credit Hours</b>		<b>63-64</b>

+ Prerequisite required

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## AUTOMOTIVE

### ALTERNATIVE FUEL VEHICLE

#### **Certificate**

The Alternative Fuel Vehicle program is a cooperative venture among Gateway Community College, the New England Gas Association (NEGA), and the Connecticut Gas Companies. Classes address the preparation of a vehicle for conversion to compressed natural gas; installing natural gas components, fuel systems, and emission control devices; maintenance procedures for needed repairs; inspection of emission control devices; and fuel storage and delivery systems. Furthermore, the program presents theories and principles of using natural gas engines in vehicles. These include diagnostic and repair procedures for natural gas components, supplemental systems, and fuel delivery systems. This program also prepares students for the new National Institute for Automotive Service Excellence (ASE) certification examination. For more information, call the Transportation Technology Program Lead Instructor, Anthony Rish, at (203) 285-2434 ([arish@gwcc.commnet.edu](mailto:arish@gwcc.commnet.edu)).

#### **PROGRAM REQUIREMENTS**

##### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 110 or AUT* 120	GM Engine Repair  Toyota Engine Repair	3
AUT* 114 or AUT* 124	GM Electrical Systems  Toyota Electrical Systems	3.5
Restricted Elective +		4
	<b>Total Semester Credit Hours</b>	<b>10.5</b>

##### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 201 or AUT* 221	GM Engine Performance  Toyota Engine Performance	3.5
AUT* 260 or AUT* 270	Internship III  Internship IV	2
AFV* 238	Hybrid Vehicle	3
	<b>Total Semester Credit Hours</b>	<b>8.5</b>
	<b>Total Credit Hours</b>	<b>19</b>

+ Restricted Electives

<b>Course #</b>	<b>Title</b>
AFV* 240	CNG Installation & Maintenance
AFV* 244	Electric Fuel
AFV* 246	CNG Diagnosis & Repair

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## **AUTOMOTIVE TECHNOLOGY**

### **AUTOMOTIVE TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Apply language arts and communications skills related to the occupation, including but not limited to reading, writing, and oral communication
- Perform mathematics related to the occupation, including but not limited to algebra, arithmetic, decimals, and graphs
- Use scientific methods and critical thinking to solve problems related to the occupation, including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork
- Demonstrate workplace skills related to the occupation, including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork
- Apply knowledge of theory and safety to accomplish certain tasks related to the occupation Identify and use appropriate tools, testing, and measurement equipment to accomplish certain tasks related to the occupation
- Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation
- Make general engine diagnoses of and repairs on, among other components, the engine's cylinder heads, valve train, block, lubrication, and cooling system
- Maintain, adjust, diagnose, and repair transmissions and transaxles
- Diagnose, service, adjust, align, and repair suspension and steering systems (including wheel and tire)
- Perform general maintenance, adjustments, diagnoses, and repairs on disc and/or drum brake system hydraulics, power assists, and ABS (antilock brakes)
- Perform general maintenance, adjustment diagnosis, and repair on electric/electronic systems, including but not limited to starting, charging, lighting, wiring, and accessories
- Perform general maintenance, adjustment, diagnosis, and repair on heating and air conditioning systems and components
- Perform general maintenance, diagnosis, adjustments, and repair on engine performance factors, including but not limited to computer controls, ignition, fuel exhaust, and emissions systems
- Apply knowledge of computer applications, including word processing, spreadsheets, graphs, and other software related to the occupation

## **AUTOMOTIVE TECHNOLOGY**

### **GENERAL MOTORS - AUTOMOTIVE SERVICE EDUCATION PROGRAM (ASEP) AND AC DELCO-TSEP DEGREE**

#### **Associate in Applied Science**

The Automotive Service Education Program (ASEP) and TSEP was designed by General Motors and Gateway Community College. This unique, cooperative program trains students for a challenging career in a General Motors and AC Delco-TSEP sponsored garage. Through a special arrangement, students attend classes and labs at the North Haven Campus and then work full-time at a sponsoring GM or TSEP garage.

Students in the ASEP program receive state-of-the-art instruction on General Motors' products. Vehicles, parts, engines, tools, training manuals, and materials are provided by General Motors Corporation. Each student accepted into the program must purchase the tools required in the program; have a valid driver's license; be sponsored by a General Motors Cadillac, Buick, Pontiac, Chevrolet, Saturn, GMC Truck, Saab or AC Delco-TSEP garage; wear a uniform while attending classes; and join Skills USA-VICA (student organization). It is the student's responsibility to secure a sponsoring dealership.

Assistance in locating a GM or TSEP shop can be requested from the Automotive Program Coordinator. Upon completion of the ASEP or TSEP program, students will receive an Associate in Applied Science degree in Automotive Technology from Gateway Community College. The program offers opportunities for future specialization and advancement to management. This program has been evaluated by the National Automotive Technicians Education Foundation Inc. (NATEF) and certified by the National Institute for Automotive Service Excellence (ASE). Students are encouraged to take the National Institute for Automotive Service Excellence (ASE) exams for national certification. For more information, call the Transportation Technology Program Coordinator, Wayne Demske at (203) 285-2334 ([wdemske@gwcc.commnet.edu](mailto:wdemske@gwcc.commnet.edu)).

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## PROGRAM REQUIREMENTS

### Freshman Year - Fall Semester

Course #	Title	Credits
AUT* 110	GM Engine Repair	3
AUT* 112	GM Specifications	2
AUT* 114	GM Electrical Systems	3.5
ENG* 101	Composition	3
MAT* 115	Mathematics for Science and Technology	3
	<b>Total Semester Credit Hours</b>	<b>14.5</b>

### Freshman Year - Spring Semester

Course #	Title	Credits
AUT* 116	GM Suspension and Steering	3
AUT* 118	GM Brakes	3.5
AFV* 238	Hybrid Vehicle	3
COM* 171	Fundamentals of Human Communication	3
Elective	Fine Arts	3
	<b>Total Semester Credit Hours</b>	<b>15.5</b>

### Summer Session

Course #	Title	Credits
AUT* 170	Internship II	4

### Sophomore Year - Fall Semester

Course #	Title	Credits
AUT* 201	GM Engine Performance	3.5
AUT* 203	GM Manual Drive Train and Axles	3.5
AUT* 260	Internship III	2
PHY* 109	Fundamentals of Applied Physics	4
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>16</b>

### Sophomore Year - Spring Semester

Course #	Title	Credits
AUT* 205	GM Automatic Transmission and Transaxle	3.5
AUT* 207	GM Heating and Air Conditioning	3.5
AUT* 270	Internship IV	2
CET* 116	Computer Applications for Technology	3
Elective	Social Science	3
	<b>Total Semester Credit Hours</b>	<b>15</b>
	<b>Total Credit Hours</b>	<b>65</b>



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## **AUTOMOTIVE TECHNOLOGY**

### **TOYOTA TECHNICAL EDUCATION NETWORK (T-TEN)**

#### **Associate in Applied Science**

The T-Ten Program was designed by Toyota Motors and Gateway Community College. This unique, cooperative program trains students for a challenging career in a Toyota or Lexus Dealership. Through a special arrangement, students attend classes and labs at the North Haven Campus and then work full-time at a sponsoring Toyota dealership.

Students in the T-Ten program receive state-of-the-art instruction on Toyota Motors products. Vehicles, parts, engines, tools, training manuals, and materials are provided by Toyota Motors Corporation. Each student accepted into the program must purchase the tools required in the program; have a valid driver's license; be sponsored by a Toyota or Lexus dealership; wear a uniform while attending classes; and join Skills USA-VICA (student organization). It is the student's responsibility to secure a sponsoring dealership. Assistance in locating a Toyota or Lexus dealership can be requested from the Automotive Program Coordinator.

Upon completion of the T-Ten program, students will receive an Associate in Applied Science Degree in Automotive Technology from Gateway Community College. The program offers opportunities for future specialization and advancement to management. This program has been evaluated by the National Automotive Technicians' Education Foundation Inc. (NATEF) and certified by the National Institute for Automotive Service Excellence (ASE). Students are encouraged to take the National Institute for Automotive Service Excellence (ASE) exams for national certification. For more information, call the Transportation Technology Program Coordinator, Wayne Demske, at (203) 285-2334 ([wdemske@gwcc.commnet.edu](mailto:wdemske@gwcc.commnet.edu)).

#### **PROGRAM REQUIREMENTS**

##### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 120	Toyota Engine Repair	3
AUT* 122	Toyota Specifications	2
AUT* 124	Toyota Electrical Systems	3.5
ENG* 101	Composition	3
MAT* 115	Mathematics for Science and Technology	3
<b>Total Semester Credit Hours</b>		<b>14.5</b>

##### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 126	Toyota Suspension and Steering	3
AUT* 128	Toyota Brakes	3.5
AFV* 238	Hybrid Vehicle	3
COM* 171	Fundamentals of Human Communication	3
Elective	Fine Arts	3
<b>Total Semester Credit Hours</b>		<b>15.5</b>

##### **Summer Session**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 170	Internship II	4

##### **Sophomore Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 221	Toyota Engine Performance	3.5
AUT* 223	Toyota Manual Drive Train and Axles	3.5
AUT* 260	Internship III	2
PHY* 109	Fundamentals of Applied Physics	4
Elective	Humanities	3
<b>Total Semester Credit Hours</b>		<b>16</b>

##### **Sophomore Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 225	Toyota Automatic Transmission and Transaxle	3.5
AUT* 227	Toyota Heating and Air Conditioning	3.5
AUT* 270	Internship IV	2
CET* 116	Computer Applications for Technology	3
Elective	Social Science	3
<b>Total Semester Credit Hours</b>		<b>15</b>
<b>Total Credit Hours</b>		<b>65</b>

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## **AUTOMOTIVE TECHNOLOGY**

### **Certificate**

This unique one-year Certificate program prepares students for a career in the automotive industry. Upon completion of the courses, students will receive a Certificate in Automotive Technology from Gateway Community College. All courses are transferable to an Associate in Applied Science degree in Automotive Technology.

### **AUTOMOTIVE TECHNOLOGY CERTIFICATE PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Make general diagnoses of and repairs on engine components, including but not limited to the engine's cylinder heads, valve train, block, lubrication, and cooling system
- Provide general maintenance, adjustment, diagnosis, and repair of transmissions and transaxles
- Diagnose, service, adjust, align, and repair suspension and steering systems (including wheel and tire)
- Provide general maintenance, adjustment diagnosis, and repair of disc and/or drum brake system hydraulics, power assists, and ABS (antilock brakes)
- Provide general diagnosis and repair of electrical/electronic systems, including but not limited to starting, charging, lighting, wiring, and accessories
- Provide general maintenance, adjustment, diagnosis, and repair of heating and air conditioning systems and their components
- Provide general maintenance, diagnosis, adjustments, and repair of engine performance factors, including but not limited to computer controls, ignition, fuel, exhaust, and emission systems.

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 120	Toyota Engine Repair	3
AUT* 124	Toyota Electrical Systems	3.5
AUT* 128	Toyota Brakes	3.5
AUT* 221	Toyota Engine Performance	3.5
AUT* 223	Toyota Manual Drive Train and Axles	3.5
	<b>Total Semester Credit Hours</b>	<b>17</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 126	Toyota Suspension and Steering	3
AUT* 225	Toyota Automatic Transmission and Transaxles	3.5
AUT* 227	Toyota Heating and Air-Conditioning	3.5
AFV* 238	Hybrid Vehicle	3
	<b>Total Semester Credit Hours</b>	<b>13</b>

#### **Summer Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 170	Internship II	4

#### **Sophomore Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
AUT* 260	Internship III	2
	<b>Total Credit Hours</b>	<b>36</b>

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## **GENERAL AUTOMOTIVE TECHNOLOGY**

### **Certificate**

The objective of the General Automotive Technology Certificate Program is to train highly-skilled automotive technicians through a college training and internship program. The intent of the program is to meet the growing need of technicians in the college service region. This program furthers the college's mission to "respond to the changing academic, occupational, technological,...needs" by offering "a broad range of credit...technical and career...programs and courses leading to transfer, employment and lifelong learning."

The General Automotive Technology Certificate program is related to the existing Gateway corporate sponsored automotive Associate Degree programs. It is also consistent with the college goal of supporting "economic development through partnerships with business, industry,...by providing workforce development,..."

The General Automotive Technology Certificate Program provides training in the most current technology to prepare students for entry-level employment as automotive technicians, as well as upgraded training for technicians already employed.

### **AUTOMOTIVE TECHNOLOGY CERTIFICATE PROGRAM OUTCOMES**

Upon successful completion of all program requirements, the graduates should be able to:

- Demonstrate workplace skills related to the occupation, including but not limited to: preparing resumes, seeking employment, maintaining safe and healthy workplace ethics, and teamwork
- Apply knowledge of theory and safety to accomplish certain tasks related to the occupation
- Identify and use appropriate tools, testing, and measurement equipment to accomplish certain tasks related to the occupation
- Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation
- Apply knowledge of general engine diagnosis and repair, including but not limited to: the engine's cylinder heads, valve train, block, lubrication, and cooling system
- Apply knowledge of transmission and transaxle maintenance, adjustment, diagnosis, and repair
- Apply knowledge of suspension and steering systems (including wheel and tire), diagnosis, service, adjustments, alignment, and repair
- Apply knowledge of general disc and/or drum brake system hydraulics, power assist and ABS (antilock brakes), maintenance, adjustment, diagnosis, and repair
- Apply knowledge of general electric/electronic systems, including but not limited to: starting, charging, lighting, wiring, accessories, diagnosis, and repair.
- Apply knowledge of general heating and air conditioning systems and their components, maintenance, adjustment, diagnosis, and repair
- Apply knowledge of general engine performance, including but not limited to: computer controls, ignition, fuel exhaust, and emissions systems, and their maintenance, diagnosis, adjustments, and repair.

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## PROGRAM REQUIREMENTS

### Freshman Year - Fall Semester

Course #	Title	Credits
AUT* 130	Engines	3
AUT* 132	Automotive Specifications	2
AUT* 134	Electrical Systems	3.5
AUT* 136	Frames & Suspension	3
AUT* 138	Brakes	3.5
	<b>Total Semester Credit Hours</b>	<b>15</b>

### Freshman Year - Spring Semester

Course #	Title	Credits
AUT* 231	Fuel Systems	3.5
AUT* 233	Manual Transmission & Transaxles	3.5
AUT* 237	Heating & Air Conditioning	3.5
AFV* 238	Hybrid Vehicle	3
	<b>Total Semester Credit Hours</b>	<b>13.5</b>

### Summer Semester

Course #	Title	Credits
AUT* 160	Internship I	4

### Sophomore Year - Fall Semester

Course #	Title	Credits
AUT* 170	Internship II	2
AUT* 235	Automatic Transmission & Transaxles	3.5
	<b>Total Semester Credit Hours</b>	<b>5.5</b>
	<b>Total Credit Hours</b>	<b>38</b>

## ADVANCED AUTOMOTIVE TECHNOLOGY

### Certificate

The Advanced Automotive Technology Certificate program was designed by Gateway Community College. This unique cooperative program provides an opportunity for students to attend all classes and labs at the North Haven Campus and work full time in a sponsoring dealership or garage. The courses in this program are transferable to the Associate in Applied Science degree in Automotive Technology.

### ADVANCED AUTOMOTIVE TECHNOLOGY CERTIFICATE PROGRAM OUTCOMES

Upon successful completion of all program requirements, graduates should be able to:

- Apply knowledge of advanced electrical/electronic systems leading to diagnosis and repair of a vehicle's systems
- Diagnose, adjust, and repair advanced electrical fuel injection systems, including but not limited to computer controls, fuel exhaust, ignition, and emission systems
- Demonstrate workplace skills related to the occupation, including but not limited to maintaining a safe and healthy workplace environment, demonstrating workplace skills, ethics, and teamwork

Each student accepted into the program must purchase or possess the tools required for the program, have a valid driver's license, and wear an automotive uniform while attending classes. For more information, call Wayne Demske, at (203) 285-2334 ([wdemske@gwcc.commnet.edu](mailto:wdemske@gwcc.commnet.edu)).

## PROGRAM REQUIREMENTS

Course #	Title	Credits
AUT* 248 or AUT* 282	Advanced Electrical Systems Electronics Advanced Fuel Injection Systems	3.5
AUT* 280	Internship V (16 weeks)	6
	<b>Total Credit Hours</b>	<b>9.5</b>

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## AVIATION

### AVIATION MAINTENANCE TECHNOLOGY

#### **Associate in Science**

To be eligible for an Associate in Science degree in the Aviation Maintenance Technology Program, a student must successfully complete a Federal Aviation Agency (FAA) approved Airframe and Powerplant Mechanics program and have an active license. Thirty credits will be granted to individuals who have an active FAA license. An additional thirty-two (32) credits of college instruction must be completed for the Associate in Science degree.

#### **AVIATION MAINTENANCE TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, the graduate should be able to:

- Possess a Federal Aviation Agency (FAA) Airframe and/or Powerplant Mechanics license
- Apply language arts and communications skills related to the occupation, including but not limited to reading, writing, and oral communication
- Perform mathematics related to the occupation, including but not limited to algebra, arithmetic, decimals, and graphs
- Use the scientific method and critical thinking to solve problems related to the occupation
- Demonstrate workplace skills related to the occupation, including but not limited to resume preparation, seeking employment, maintaining a safe healthy workplace environment, demonstrating workplace ethics, and teamwork
- Apply knowledge of theory and safety to accomplish certain tasks related to the occupation
- Identify and use the appropriate tools, testing procedures, and measurement equipment to accomplish certain tasks related to the occupation
- Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation

Graduates of this program may obtain employment as mechanics at airports, technicians with aircraft and Powerplant companies, or they may continue their education toward a Bachelor's degree in the industrial and manufacturing fields. For more information, call Paul Silberquit, at (203) 285-2368 (psilberquit@gwcc.commnet.edu).

#### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
	Active FAA Airframe and Powerplant Mechanics License	30
CET* 116	Computer Applications for Technology	3
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
MAT* 137	Intermediate Algebra	3
MAT* 175	College Algebra and Trigonometry	3
PHY* 121	General Physics I	4
PHY*122	General Physics II	4
Elective	Humanities	3
Elective	Fine Arts	3
Elective	Social Science	3
	<b>Total Classroom Credit Hours</b>	<b>32</b>
<b>Total Credit Hours</b>		<b>62</b>

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## BUSINESS

### BUSINESS ADMINISTRATION

#### Associate in Science

The complexity of business demands a constant supply of trained managers and administrators. This career program prepares students for managerial and administrative responsibilities. This program includes both the basic concepts of business management and the fundamental tools of management that are common to both the private and public sectors of the economy. For more information, call the Business Department Chairperson, Richard Rees at (203) 285-2178 ([rrees@gwcc.commnet.edu](mailto:rrees@gwcc.commnet.edu)).

#### **BUSINESS ADMINISTRATION PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Demonstrate reasoning and analytic skills
- Display the traits and attitudes that promote ongoing success and a strong work ethic
- Work with others, including culturally and intellectually diverse people
- Identify the leadership and motivational traits and qualities necessary to accomplish organizational goals
- Understand the global, economic, ethical, and legal environments of contemporary business.

#### **PROGRAM REQUIREMENTS**

##### **Freshman Year – Fall Semester**

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
MAT* 137	Intermediate Algebra	3
Elective	Social Science	3
Elective	Natural Science	3-4
<b>Total Semester Credit Hours</b>		<b>15-16</b>

##### **Freshman Year – Spring Semester**

Course #	Title	Credits
ACC* 113	Principles of Financial Accounting	3
BBG* 101	Introduction to Business	3
BOT* 216	Spreadsheet Applications	3
ENG* 102	Literature and Composition	3
Elective	Fine Arts	3
<b>Total Semester Credit Hours</b>		<b>15</b>

##### **Sophomore Year – Fall Semester**

Course #	Title	Credits
ACC* 114 or ACC* 117	Principles of Financial Accounting II Principles of Managerial Accounting	3
BBG* 231	Business Law I	3
BMK* 201	Principles of Marketing	3
BMG* 202	Principles of Management	3
ECN* 102	Microeconomics	3
<b>Total Semester Credit Hours</b>		<b>15</b>

##### **Sophomore Year – Spring Semester**

Course #	Title	Credits
BBG* 200	Principles of Business Statistics	3
BBG* 232	Business Law II	3
BFN* 201	Principles of Finance	3
ECN* 101	Macroeconomics	3
Elective	Business	3
<b>Total Semester Credit Hours</b>		<b>15</b>
<b>Total Credit Hours</b>		<b>60-61</b>

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## **BUSINESS ADMINISTRATION**

### **Certificate**

This certificate program upgrades students' business and management skills and/or allows them to obtain credits as prerequisites for higher education programs.

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC* 113	Principles of Financial Accounting	3
BBG* 115 or BOT* 216	Business Software Applications Spreadsheet Applications	3
BBG* 231	Business Law I	3
BMK* 201	Principles of Marketing	3
BMG* 202	Principles of Management	3
	Electives +	6
<b>Total Credit Hours</b>		<b>21</b>

Electives - Select any two of the following:

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC* 117	Principles of Managerial Accounting	3
BBG* 200	Principles of Business Statistics	3
BBG* 210	Business Communication	3
ECN* 102	Microeconomics	3



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## **BUSINESS ADMINISTRATION: ACCOUNTING OPTION**

### **Associate in Science**

The complexity of society requires trained personnel to interpret and manage the fiscal aspects of business and industry. The curriculum of the Business Administration: Accounting Option is designed to be either a transfer program or a career program. Career-oriented students are prepared for entry-level positions in public and private accounting. Students may also consider transferring credit earned in this program toward a Bachelor's degree.

### **BUSINESS ADMINISTRATION ACCOUNTING OPTION PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Apply generally accepted accounting principles in the recording and reporting of financial information
- Describe accounting system procedures and techniques
- Analyze and use financial reports for decision-making
- Explain the use of financial information in controlling and evaluating performance
- Communicate effectively using the vocabulary of financial and managerial accounting and economics
- Explain how budgeting, activity-based costing, and strategic cost management foster the effective use of resources and help an organization accomplish its goals
- Use computerized spreadsheets and accounting software
- Apply basic knowledge from history, social sciences, behavioral sciences, arts, literature, and natural sciences to solve unfamiliar problems
- Demonstrate reasoning and analytic skills
- Work with others, including culturally and intellectually diverse people
- Demonstrate the ability to acquire, organize, and present information effectively, regardless of medium – written, spoken, or electronic
- Show how organizational dynamics and sociopolitical and economic environments influence the creation of solutions
- Display the traits and attitudes that promote ongoing success and a strong work ethic

### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC* 125	Accounting Computer Application I	3
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
ENG* 102	Literature and Composition	3
MAT* 137	Intermediate Algebra ++	3
Elective	Fine Arts	3
Elective	Social Science	3
Elective	Natural Science	3-4
	<b>Total Credit Hours</b>	<b>24-25</b>

++ Or another degree credit mathematics course recommended by the academic advisor

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC* 113	Principles of Financial Accounting	3
ACC* 114	Principles of Financial Accounting II	3
ACC* 117	Principles of Managerial Accounting	3
ACC* 241	Federal Taxes I	3
BBG* 200	Principles of Business Statistics	3
BBG* 231	Business Law I	3
BBG* 232	Business Law II	3
BOT* 216	Spreadsheet Applications	3
BFN* 201	Principles of Finance	3
ECN* 101	Macroeconomics	3
ECN* 102	Microeconomics	3
Elective	Business +	3
	<b>Total Semester Credit Hours</b>	<b>36</b>
	<b>Total Credit Hours</b>	<b>60-61</b>

+ All Accounting, Business, Computer, and BOT courses qualify for Business electives

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## **ACCOUNTANT'S ASSISTANT**

### **Certificate**

This program is for the mature individual who has previous office experience and is seeking additional skills. Upon completion of this program, the Accountant's Assistant can assume "full charge" of a set of books for accounts of small or medium businesses and nonprofit organizations. The Accountant's Assistant performs duties under the supervision and direction of internal and/or public accountants. For more information, call the Business Department Chairperson, Richard Rees, at (203) 285-2178 ([rrees@gwcc.commnet.edu](mailto:rrees@gwcc.commnet.edu)).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC* 113	Principles of Financial Accounting	3
ACC* 125	Accounting Computer Application I	3
ACC* 117	Principles of Managerial Accounting	3
ACC* 241	Federal Taxes I	3
BOT* 216	Spreadsheet Applications	3
	<b>Total Semester Credit Hours</b>	<b>15</b>
	<b>Total Credit Hours</b>	<b>60-61</b>

## **BOOKKEEPING**

### **Certificate**

This 30 hour certificate program trains students in a wide variety of office skills and prepares them for immediate entry into the job market. For more information, call the Business Department Chairperson, Richard Rees, at (203) 285-2178 ([rrees@gwcc.commnet.edu](mailto:rrees@gwcc.commnet.edu)).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC* 125	Accounting Computer Application I	3
BBG* 101	Introduction to Business	3
BBG* 210	Business Communication	3
BOT* 112	Keyboarding for Information Processing II +	3
BOT* 251	Office Procedures and Management	3
BOT* 165 or ACC* 113	Business Office Accounting Principles of Financial Accounting	3
BOT* 137	Word Processing Applications	3
BOT* 216	Spreadsheet Applications	3
BOT* 218	Database Applications	3
ENG* 101	Composition	3
	<b>Total Credit Hours</b>	<b>30</b>

+ For students who meet the Keyboarding for Information Processing I (BOT\* 111) requirement.

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## **BUSINESS ADMINISTRATION: MANAGEMENT OPTION**

### **Associate in Science**

The Business Administration Management Option helps meet the growing need for qualified supervisory and entry-level managers in the Greater New Haven area.

### **BUSINESS ADMINISTRATION MANAGEMENT OPTION PROGRAM OUTCOMES**

Upon successful completion of all program requirements, the graduate should be able to:

- Review the historical development of management theories and relate them to current managerial thought
- Use the planning process to accomplish both personal and professional goals
- Explain the importance of and the procedure for organizing the workplace and defining tasks, responsibilities, and relationships
- Describe the staffing processes of recruitment, placement, training, and development for maintaining an effective work force
- Identify the leadership and motivational traits and qualities necessary to accomplish organizational goals
- Analyze the decision-making and problem-solving methods that managers use
- Demonstrate reasoning and analytic skills
- Work with others, including culturally and intellectually diverse people
- Display the traits and attitudes that promote ongoing success and a strong work ethic
- Understand the global, economic, ethical, and legal environments of contemporary business.

### **PROGRAM REQUIREMENTS**

#### **Freshman Year – Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
MAT* 137	Intermediate Algebra	3
Elective	Social Science	3
Elective	Natural Science	3-4
	<b>Total Semester Credit Hours</b>	<b>15-16</b>

#### **Freshman Year – Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC* 113	Principles of Financial Accounting	3
BBG* 231	Business Law I	3
BMG* 202	Principles of Management	3
BOT* 216	Spreadsheet Applications	3
ENG* 102	Literature and Composition	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

#### **Sophomore Year – Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC* 117	Principles of Managerial Accounting	3
BFN* 201	Principles of Finance	3
BMG* 220	Human Resources Management	3
ECN* 102	Microeconomics	3
Elective	Fine Arts	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

#### **Sophomore Year – Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BBG* 200	Principles of Business Statistics	3
BMG* 201	Principles of Supervision	3
BBG* 210	Business Communication	3
ECN* 101	Macroeconomics	3
Elective	Business	3
	<b>Total Semester Credit Hours</b>	<b>15</b>
	<b>Total Credit Hours</b>	<b>60-61</b>

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## **MANAGEMENT**

### **Certificate**

The Management Certificate allows the student to focus on the specific skills needed for success in today's workplace. It is designed for those who do not have the time to pursue a degree program but want to improve their managerial skills. Those students interested in continuing their studies will be able to use all credits earned in this program toward a degree in the Business Administration Management Option.

### **MANAGEMENT CERTIFICATE PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Use effective planning processes to accomplish both personal and professional goals
- Use appropriate management skills for workplace decision-making
- Describe the various ways firms are organized and the roles of personnel and organizational systems
- Discuss tools and techniques used in the management control process
- Discuss the role of computers and technology in society and state ways in which businesses use information systems in decision-making

### **PROGRAM REQUIREMENTS**

#### **Freshman Year – Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ENG* 101	Composition	3
COM* 171 or COM* 172	Fundamentals of Human Communication Interpersonal Communication	3
BOT* 216	Spreadsheet Applications	3
BMG* 202	Principles of Management	3
	<b>Total Semester Credit Hours</b>	<b>12</b>

#### **Freshman Year – Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BBG* 210	Business Communication	3
BMG* 220	Human Resources Management	3
BMG* 201	Principles of Supervision	3
Elective	Business	3
	<b>Total Semester Credit Hours</b>	<b>12</b>
	<b>Total Credit Hours</b>	<b>24</b>

All BOT courses qualify as Business and/or Computer electives.

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## BUSINESS OFFICE TECHNOLOGY

### **BUSINESS OFFICE TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Read, understand, and prepare standard types of business communications.
- Demonstrate appropriate interpersonal, human relations skills.
- Use appropriate business office procedures.
- Possess appropriate skills in the following software: operating system, word processing (including keyboarding), electronic spreadsheet, database management, integrated office applications, and presentation graphics.
- Understand the importance of ethics and confidentiality in dealing with business, medical, and/or legal issues.
- Work with others, including culturally and intellectually diverse peoples; think critically; and gain an appreciation for life-long learning.

### **BUSINESS OFFICE TECHNOLOGY**

#### **Associate in Science**

This program provides high quality instruction using state-of-the-art computer technology and current software programs to prepare competent, skilled, and professional office workers who are able to meet the demands of business. Visit the Business Office Technology website at [www.gwcc.commnet.edu/bot/bothome.html](http://www.gwcc.commnet.edu/bot/bothome.html).

Administrative assistants play vital roles in American business, government, and industry. To prepare for these roles, students may choose from any of the five associate degrees or five certificate options described below. There is always a great demand for administrative assistants. Because college-trained administrative assistants possess a high level of skills, maturity, and a sophisticated attitude, they enter an organization with three advantages: 1) they command a better starting salary, 2) they may work for higher level executives, and 3) they will receive promotions more rapidly than those without a college degree.

Students enrolling in this program who have previous keyboarding instruction should contact a member of the Business Office Technology faculty at (203) 285-2176. Students with no previous keyboarding instruction are advised to take Keyboarding for Information Processing I (BOT\* 111) in the summer session in order to follow the fall-spring sequence of courses. Students interested in receiving credit for life experience should contact one of the faculty members in the Business Office Technology Division. For more information, call the Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ENG* 101	Composition	3
COM* 171	Fundamentals of Human Communication	3
MAT* 109 +	Quantitative Literacy	3
PSY* 247 or PSY* 111	Industrial and Organizational Psychology General Psychology I	3
BOT* 216	Spreadsheet Applications	3
Elective	Humanities	3
Elective	Natural Science_	3-4
	<b>Total Semester Credit Hours</b>	<b>21-22</b>
	<b>Total Credit Hours</b>	<b>60-61</b>

+ Or higher level mathematics course recommended by the academic advisor

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## **BOT: ADMINISTRATIVE ASSISTANT OPTION**

### **Associate in Science**

A career as an administrative assistant requires preparation in business skills, general education, and administrative capability. Required skills include such techniques as keyboarding, records management, and word processing that must be mastered in order to achieve competence in basic office work. General background is acquired in liberal arts courses and business courses. Administrative capability involves the knowledge and use of problem-solving techniques. For more information, call the Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
	General Education Requirements (see page 53)	21-22
BBG* 210	Business Communication	3
BBG* 231	Business Law I	
or BMG* 202	Principles of Management	3
BOT* 111+	Keyboarding for Information Processing I	3
BOT* 112	Keyboarding for Information Processing II	3
BOT* 137	Word Processing Applications	3
BOT* 165	Small Business Office Accounting	3
BOT* 215	Word Processing Applications II	3
BOT* 218	Database Applications	3
BOT* 219	Integrated Office (S)	3
BOT* 220	Computerized Communication	3
BOT* 251	Administrative Procedures (F)	3
BOT* 252	Administrative Procedures II (S)	3
BOT* 295	Administrative Practicum (S)	3
<b>Total Credit Hours</b>		<b>60-61</b>

(F) Offered Fall Semester

(S) Offered Spring Semester

+ Students who satisfy the Keyboarding for Information Processing I (BOT\* 111) requirement may substitute another BOT or Business course after consultation with BOT faculty.

## **BOT: ADMINISTRATIVE ASSISTANT**

### **Certificate**

This is a skill-oriented sequence for students who do not wish to pursue an associate degree option. However, credits earned as part of this certificate program may be applied to the associate degree options in Business Office Technology. This program is tailored to meet individual needs. Students with excellent keyboarding skills may substitute electives for keyboarding courses. Emphasis is placed on the basic clerical skills: keyboarding, machine transcription, word processing, and English skills. For more information, call the Business Office Technology Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BBG* 210	Business Communication	3
BOT* 111 +	Keyboarding for Information Processing I	
or BOT* 219	Integrated Office (S)	3
BOT* 112	Keyboarding for Information Processing II	3
BOT* 165	Small Business Office Accounting	3
BOT* 137	Word Processing Applications	3
BOT* 215	Word Processing Applications II	3
BOT* 216	Spreadsheet Applications	3
BOT* 251	Administrative Procedures (F)	3
BOT* 252	Administrative Procedures II (S)	3
BOT* 295	Administrative Practicum (S)	3
<b>Total Credit Hours</b>		<b>30</b>

(F) Offered Fall Semester

(S) Offered Spring Semester

+ Students who satisfy the Keyboarding for Information Processing I (BOT\* 111) requirement may substitute another BOT or Business course after consultation with BOT faculty.

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## **BOT: ADMINISTRATIVE ASSISTANT FOREIGN LANGUAGE OPTION**

### **Associate in Science**

Because many United States-based companies have offices in other countries or do business with foreign companies, an increasing number of positions are becoming available for administrative assistants who are able to read, write, and speak a foreign language. The foreign language option allows students to begin or continue the study of Italian, French, or Spanish while perfecting their administrative skills. For more information, call the Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
	General Education Requirements (see page 53)	21-22
BBG* 210	Business Communication	3
BOT* 111 +	Keyboarding for Information Processing I	3
BOT* 112	Keyboarding for Information Processing II	3
BOT* 137	Word Processing Applications	3
BOT* 165	Small Business Office Accounting	3
BOT* 215	Word Processing Applications II	3
BOT* 218	Database Applications	3
BOT* 219	Integrated Office (S)	3
BOT* 220	Computerized Communication	3
BOT* 251	Administrative Procedures (F)	3
BOT* 252	Administrative Procedures II (S)	3
BOT* 295	Administrative Practicum (S)	3
Elective ++	Foreign Language	3
<b>Total Credit Hours</b>		<b>60-61</b>

(F) Offered Fall Semester

(S) Offered Spring Semester

+ Students who satisfy the Keyboarding for Information Processing I (BOT\* 111) requirement may substitute another BOT or Business course after consultation with BOT faculty.

++ It is recommended to use the foreign language elective to fulfill the Humanities requirement.

## **BOT: CUSTOMER SERVICE TECHNOLOGY**

### **Certificate**

This program prepares students for entry-level customer service representative positions. It provides training in the computer, communication, and interpersonal skills required for customer contact that lead to customer satisfaction and an improved professional image. This program provides a foundation for job opportunities at telephone companies, collection agencies, credit bureaus, public utilities, and more. For more information, call the Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BBG* 210	Business Communication	3
BMK* 201	Principles of Marketing	3
BMK* 220	Sales	3
BMK* 285	Current Marketing Topics/Quality Customer Service	3
BOT* 111 +	Keyboarding for Information Processing I	3
BOT* 137	Word Processing Applications	3
BOT* 216	Spreadsheet Applications	3
BOT* 251	Administrative Procedures	3
COM* 171	Human Communication	3
COM* 172	Interpersonal Communication	3
<b>Total Credit Hours</b>		<b>30</b>

+ Students who satisfy the Keyboarding for Information Processing I (BOT\* 111) requirement may substitute BOT\* 112, BOT\* 215, or BOT\* 220.



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## **BOT: LEGAL ADMINISTRATIVE ASSISTANT OPTION**

### **Associate in Science**

The duties of a legal administrative assistant vary considerably depending on the specialty of the law office. However, all legal administrative assistants should be able to: prepare time sheets indicating the hours an attorney spends on behalf of different clients; prepare clients' fee and disbursement statements; and prepare appropriate documents for real estate, probate, corporate, tax, civil or criminal litigation, and domestic matters. Knowledge of legal terminology is essential for anyone seeking a career as a legal administrative assistant. For more information, call the Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
	General Education Requirements (see page 53)	21-22
BBG* 210	Business Communication	3
BBG* 231	Business Law I	3
BOT* 111 +	Keyboarding for Information Processing I	3
BOT* 137	Word Processing Applications	3
BOT* 165	Small Business Office Accounting	3
BOT* 215	Word Processing Applications II	3
BOT* 217	Desktop Publishing	3
BOT* 219	Integrated Office (S)	3
BOT* 252	Administrative Procedures II (S)	3
BOT* 271 ++	Legal Document Production (F) (odd years)	3
BOT* 272 ++ or BOT* 251	Legal Administrative Procedures (F) (odd years) Administrative Procedures (F)	3
BOT* 295	Administrative Practicum (S)	3
<b>Total Credit Hours</b>		<b>60-61</b>

(F) Offered Fall Semester

(S) Offered Spring Semester

+ Students who satisfy the Keyboarding for Information Processing I (BOT\* 111) requirement may substitute Computerized Communication (BOT\* 220).

++ BOT\* 272 and BOT\* 271 are offered in odd years only.

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## **BOT: MEDICAL ADMINISTRATIVE ASSISTANT OPTION**

### **Associate in Science**

The duties of a medical administrative assistant will vary from one medical specialty to another and among the different departments of a hospital or clinic. However, all medical administrative assistants, in addition to regular office duties, should be able to perform specialized tasks. These tasks include making appointments; quoting fees to patients; recording patients' charges and payments; issuing and collecting bills; transcribing medical histories; completing insurance forms; helping patients understand doctors' instructions regarding diets, prenatal care, exercises, etc.; searching medical journals for items of interest to doctors; proofreading doctors' articles, lectures, and manuscripts; and preparing records for doctors' use in court. For more information, call the Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
	General Education Requirements (see page 53)	21-22
BBG* 210	Business Communication	3
BOT* 111 +	Keyboarding for Information Processing I	3
BOT* 112	Keyboarding for Information Processing II	3
BOT* 137	Word Processing Applications	3
BOT* 165	Small Business Office Accounting	3
BOT* 181	Medical Coding I	3
BOT* 215	Word Processing Applications II	3
BOT* 218	Database Applications	3
BOT* 219	Integrated Office (S)	3
BOT* 220	Computerized Communication	3
BOT* 280	Medical Transcription and Document Production (F)	3
BOT* 282	Medical Administrative Procedures (F)	3
BOT* 295	Administrative Practicum (S)	3
<b>Total Credit Hours</b>		<b>60-61</b>

(F) Offered Fall Semester

(S) Offered Spring Semester

Principles of the Human Body (BIO\* 110) or Human Biology with a lab (BIO\* 115) is strongly recommended.

+ Students who satisfy the Keyboarding for Information Processing I (BOT\* 111) requirement may substitute another BOT or Business course.

## **BOT: MEDICAL ADMINISTRATIVE ASSISTANT**

### **Certificate**

The Medical Administrative Assistant Certificate prepares students to work in a medical office or hospital. Word processing skills, medical transcription skills, insurance coding, and training on medical office software program are emphasized. For more information, call the Business Office Technology Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 110	Principles of the Human Body	3-4
or		
BIO* 115	Human Biology	
ENG* 101	Composition	
BOT* 111 +	Keyboarding for Information Processing I	3
BOT* 137	Word Processing Applications	3
BOT* 181	Medical Coding I	3
BOT* 215	Word Processing Applications II	3
BOT* 216	Spreadsheet Applications	3
BOT* 280	Medical Transcription and Document Production (F)	3
BOT* 282	Medical Administrative Procedures (F)	3
BOT* 295	Administrative Practicum (S)	3
<b>Total Credit Hours</b>		<b>30-31</b>

(F) Offered fall semester

(S) Offered spring semester

+ Students who satisfy the Keyboarding for Information Processing I (BOT\* 111) requirement may substitute Business Communication (BBG\* 210), Business Office Accounting (BOT\* 165), Computerized Communication (BOT\* 220), or Database Applications (BOT\* 218).

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## **BOT: WORD PROCESSING OPTION**

### **Associate in Science**

The demand for word processors is increasing yearly. Because word processing is a varied and multi-level career path, skilled employees have the opportunity to ascend the career ladder. To meet these growing needs, this option trains students to be supervisors in the word processing field. For more information, call the Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
	General Education Requirements (see page 53)	21-22
BBG* 210	Business Communication	3
BMG* 202	Principles of Management	3
BOT* 111 +	Keyboarding for Information Processing I	3
BOT* 112	Keyboarding for Information Processing II	3
BOT* 137	Word Processing Applications	3
BOT* 165	Small Business Office Accounting	3
BOT* 215	Word Processing Applications II	3
BOT* 217	Desktop Publishing	3
BOT* 219	Integrated Office (S)	3
BOT* 220	Computerized Communication	3
BOT* 251	Administrative Procedures (F)	3
BOT* 252	Administrative Procedures II (S)	3
BOT* 295	Administrative Practicum (S)	3
<b>Total Credit Hours</b>		<b>60-61</b>

(F) Offered fall semester

(S) Offered spring semester

+ Students who satisfy the Keyboarding for Information Processing I (BOT\* 111) requirements may substitute another BOT or Business course.

## **BOT: INFORMATION PROCESSING TECHNICIAN**

### **Certificate**

This program is designed for managers who need to keep pace with changes in the workplace by providing hands-on experience with the leading word processing, database management, spreadsheet, and desktop publishing applications. Students will learn to enter, edit, store, manipulate, and print documents. The College uses the latest industry standard software applications for instruction, including Microsoft Office. For more information, call the Business Office Technology Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BOT* 111 +	Keyboarding for Information Processing I	3
BOT* 137	Word Processing Applications	3
BOT* 215	Word Processing Applications II	3
BOT* 216	Spreadsheet Applications	3
BOT* 217	Desktop Publishing	3
BOT* 218	Database Applications	3
BOT* 220	Computerized Communication	3
<b>Total Credit Hours</b>		<b>21</b>

+ Those who are able to type 30 words per minute may substitute another BOT course after consultation with BOT faculty.

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## **BOT: WORD PROCESSING**

### **Certificate**

The Word Processing Certificate is a skill-oriented sequence of courses designed to prepare students for entry-level word processing positions. Courses focus on good keyboarding and transcription skills while instilling the fundamentals of business English and communications. Acquired skills will be applied in the word processing courses. For more information, call the Program Coordinator, Marsha Janik, at (203) 285-2176 or e-mail her at [mjanik@gwcc.commnet.edu](mailto:mjanik@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BBG* 210	Business Communication	3
BOT* 111 + or BOT* 219	Keyboarding for Information Processing I Integrated Office (S)	3
BOT* 112	Keyboarding for Information Processing II	3
BOT* 137	Word Processing Applications	3
BOT* 215	Word Processing Applications II	3
BOT* 216	Spreadsheet Applications	3
BOT* 220	Computerized Communication	3
BOT* 251	Administrative Procedures (F)	3
BOT* 252	Administrative Procedures II (S)	3
BOT* 295	Administrative Practicum (S)	3
<b>Total Credit Hours</b>		<b>30</b>

(F) Offered fall semester

(S) Offered spring semester

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## COLLEGE OF TECHNOLOGY

Connecticut's College of Technology is an innovative course of study for men and women considering a career in the challenging and rewarding fields of engineering and technology. It is an integrated curriculum at Connecticut's public and private colleges and universities, allowing individuals to begin their studies at Gateway Community College and progress directly into a bachelor's degree program at a four-year university. The curriculum consists of two distinct pathways: engineering and technology.

### **CONNECTICUT COLLEGE OF TECHNOLOGY PATHWAYS PROGRAM OUTCOMES**

Upon successful completion of all program requirements, the graduate will:

- Demonstrate competence in written and oral communication
- Demonstrate scientific and qualitative reasoning skills
- Be able to apply appropriate mathematical and scientific principles to problem solving
- Have completed the two-year course of study as outlined in the Gateway Community College catalog
- Be eligible for transfer to the UCONN School of Engineering or CCSU School of Technology, depending upon the chosen pathway
- Follow a curriculum containing at least the minimum general education requirements with a core of college of technology requirements

The **Engineering Science A.S. degree** leads to transfer to one of the following institutions: School of Engineering at the University of Connecticut, School of Engineering at the University of Hartford, School of Engineering at the University of New Haven, School of Engineering at Fairfield University.

The **Technological Studies A.S. degree** leads to transfer to the School of Technology at Central Connecticut State University or Charter Oak State College, Connecticut's external degree program. The Technology Pathway to the School of Technology at Central Connecticut State University enables transfer into one of three programs: Engineering Technology, Industrial Technology, or Technology Management.

For information on any of the Technological Studies Pathway programs, call Professor Richard Fiore (203) 285-2357 ([rfiore@gwcc.commnet.edu](mailto:rfiore@gwcc.commnet.edu)).

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## **ENGINEERING PATHWAY**

### **Associate in Science**

Leading to the School of Engineering at the University of Connecticut, University of New Haven, University of Hartford, or Fairfield University

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CAD* 108	CAD Introduction	3
CHE* 121	General Chemistry I	4
ECN* 101	Macroeconomics	3
ENG* 101	Composition	3
MAT* 254	Calculus I	4
	<b>Total Semester Credit Hours</b>	<b>17</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CET* 124	Structured Programming	4
CHE* 122	General Chemistry II	4
PHY* 221	Calculus-Based Physics I	4
MAT* 256	Calculus II	4
	<b>Total Semester Credit Hours</b>	<b>16</b>

#### **Sophomore Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
EGR* 211	Engineering Statics	3
MAT* 268	Calculus III: Multivariable	4
PHL* 111	Ethics	3
PHY* 222	Calculus-Based Physics II	4
HIS* 101	Western Civilization	3
	<b>Total Semester Credit Hours</b>	<b>17</b>

#### **Sophomore Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
EGR* 212	Engineering Dynamics	3
MAT* 285	Differential Equations	3
ENG* 102	Literature and Composition	3
Elective	Fine Art	3
Electives +	Restricted	6
	<b>Total Semester Credit Hours</b>	<b>18</b>
	<b>Total Credit Hours</b>	<b>68</b>

+ Restricted electives should be chosen according to the proposed major at the designated School of Engineering. For example, ENG\* 202 and EET\* 252 would suit Electrical Engineering pathway students and MEC\* 250 and MEC\* 265 would suit Mechanical Engineering pathway students. Consult with the Program Coordinator, Professor Richard Fiore, at (203) 285-2357 ([rfiore@gwcc.commnet.edu](mailto:rfiore@gwcc.commnet.edu)).

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## **TECHNOLOGY PATHWAY**

### **Associate in Science**

Leading to the School of Technology at Central Connecticut State University and Charter Oak State College

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CSC* 101	Introduction to Computers	3
ENG* 101	Composition	3
MAT* 175	College Algebra and Trigonometry	3
PHY* 121	General Physics I	4
PSY* 111	General Psychology I	3
	<b>Total Semester Credit Hours</b>	<b>16</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CAD* 108	CAD Introduction	3
ECN* 101	Macroeconomics	3
PHY*122	General Physics II	4
MAT* 187	Precalculus Mathematics	3
MEC* 104	Mechanics - Statics	3
	<b>Total Semester Credit Hours</b>	<b>16</b>

#### **Sophomore Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CHE* 121	General Chemistry I	4
COM* 171	Fundamentals of Human Communication	3
MAT* 167	Statistics with Technology	3
MEC* 265	Materials Science	4
Elective	Fine Art	3
	<b>Total Semester Credit Hours</b>	<b>17</b>

#### **Sophomore Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CAD* 200	3D CAD Modeling	4
HIS* 101	Western Civilization	3
Elective	Social Science	3
Electives +	Technical	6
	<b>Total Semester Credit Hours</b>	<b>16</b>
<b>Total Credit Hours</b>		<b>65</b>

+ Technical and Directed Electives: Consult with the Program Coordinator, Professor Richard Fiore, at (203) 285-2357 ([rfiore@gwcc.commnet.edu](mailto:rfiore@gwcc.commnet.edu)) prior to registration.



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## COMPUTER SCIENCE

### COMPUTER SCIENCE PROGRAM OUTCOMES

Upon the successful completion of all program requirements, the graduate should be able to:

- Identify the principal components of a computer system and describe their typical characteristics
- Develop, interpret, and translate an algorithm into a target language using design tools such as flowcharts and/or pseudocode
- Solve problems and develop algorithms using control structure abstractions of sequence, selection, and repetition, following a disciplined approach
- Describe the social responsibilities of the computing professional and the impact of computing on society
- Discuss the organization of the Internet and demonstrate the ability to use various Internet tools
- Describe LAN topologies, protocols, transmission media, and access methods
- Analyze, design, code, test, and debug sophisticated and complex programs in two high-level languages using appropriate software design methodologies
- Design and code websites

### COMPUTER SCIENCE

#### Associate in Science

Students enrolled in the Computer Science Technology program receive a broad programming background, including training in operating systems, 'C' Language, COBOL programming, Visual Basic, Web Design, microcomputer software packages, and networking. Using industry-oriented applications, students have the opportunity to design, write, and test programs in a variety of programming languages and use various operating systems languages. Furthermore, this course introduces different types of networks and networking that allow users to share hardware, software, and information. The Computer Science Technology program allows students to design much of their technical curriculum based on their unique goals. Students may take a broad variety of courses or prepare for such specific technical careers as application programmers, programmer analysts, systems analysts, systems programmers, net administrators, or computer network specialists. For more information, call the Program Coordinator, Frank Gallagher, at (203) 285-2169.

#### PROGRAM REQUIREMENTS

##### Freshman Year - Fall Semester

Course #	Title	Credits
CSC* 101	Introduction to Computers	3
CSC* 110	Computer Logic and Problem Solving	3
ENG* 101	Composition	3
MAT* 115	Mathematics for Science and Technology	3
Elective +	Restricted	3-4
<b>Total Semester Credit Hours</b>		<b>15-16</b>

##### Freshman Year - Spring Semester

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
CSC* 180	Networking I	3-4
or CSC* 234	Network +	
CSC* 205	Visual Basic I	3
Elective	Humanities	3
Elective +	Restricted	3-4
<b>Total Semester Credit Hours</b>		<b>15-17</b>

##### Sophomore Year - Fall Semester

Course #	Title	Credits
CSC* 150	Database Applications & Design – Using SQL	3
CSC* 208	Advanced Visual Basic	4
Elective	Fine Arts	3
Elective	Social Science	3
Elective +	Restricted	3-4
<b>Total Semester Credit Hours</b>		<b>16-17</b>

##### Sophomore Year - Spring Semester

Course #	Title	Credits
CSA* 295	Computer Science Applications Practicum	3
or CSA* 296	CWA – Computer Applications	
CSC* 250	Systems Analysis and Design	3
Elective	Natural Science	4
Electives +	Restricted	6-8
<b>Total Semester Credit Hours</b>		<b>16-18</b>
<b>Total Credit Hours</b>		<b>62-67</b>

+ Restricted Electives— CSC\* 201, CSC\* 202, CSC\* 210, CSC\* 212, CSC\* 213, CSC\* 223, CSC\* 283, CST\* 133, CST\* 152, CST\* 162, CST\* 163, CST\* 180, CST\* 181, CST\* 182, CST\* 183, CST\* 188, CST\* 234.

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## **COMPUTER SCIENCE**

### **Certificate**

The Computer Science Certificate program provides students with requisite skills for entry-level positions. The program is especially suited to those who wish to gain more marketable or updated skills. For more information, call the Program Coordinator, Frank Gallagher, at (203) 285-2169.

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CSC* 110	Computer Logic and Problem Solving	3
CSC* 201 or CSC* 223	COBOL I  JAVA Programming I	3-4
CSC* 205	Introduction to Visual BASIC	4
	<b>Total Semester Credit Hours</b>	<b>13-14</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CSC* 180 or CSC* 234	Networking I  Network +	3-4
CSC* 208	Advanced Visual BASIC	4
CSC* 202 or CSC* 213	COBOL II  Object Oriented Programming Using C++	3
CST* 152	Introduction to Web Page and Design	3
	<b>Total Semester Credit Hours</b>	<b>13-14</b>
	<b>Total Credit Hours</b>	<b>26-28</b>

## **COMPUTER SCIENCE: NETWORKING OPTION**

### **Associate in Science**

The Computer Science: Networking Option allows students to focus on the specific knowledge, skills, and abilities identified and recommended by the computer industry. The program will prepare students for the networking field, specifically focusing on certifications as Cisco Certified Network Associate (CCNA), Network+, Novell Certified Network Administrator, or Microsoft Certified Professional.

### **COMPUTER SCIENCE NETWORKING OPTION PROGRAM OUTCOMES**

Upon the successful completion of all program requirements, graduates should be able to:

- Install, manage, and troubleshoot Client software
- Install, manage, and troubleshoot Server software
- Optimize and maintain Windows 2000 Servers and Netware Servers
- Set up and manage user accounts
- Install and configure directory services
- Plan and install security
- Back up and restore data
- Install, configure, and maintain network printers
- Install and access remote connectivity
- Describe physical and logical topologies
- Describe all terminology used in networked environments
- Identify and describe the functions of each of the seven layers of the OSI reference model
- Describe the different classes of IP addressing and subnetting
- Identify the functions of the TCP/IP network layer protocols
- Examine router elements (RAM, ROM, CDP, show)
- Configure IP addresses
- Log into a router in both user and privileged modes
- Enable the Novell IPX protocol and configure interfaces
- Describe LAN segmentation using bridges, routers, and switches
- Describe the benefits of network segmentation with bridges, routers, and switches
- Describe the features and benefits of Fast Ethernet
- Differentiate between the following WAN services: LAPB, frame Relay, ISDN/LAPD, HDLC, PPP, and DDR
- List commands to configure Frame Relay LMIs, maps, and subinterfaces
- Identify ISDN protocols, function groups, reference points, and channels

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## PROGRAM REQUIREMENTS

### Freshman Year – Fall Semester

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
MAT* 115	Mathematics for Science and Technology	3
CSC* 101	Introduction to Computers	3
CSC* 110	Computer Logic and Problem Solving	3
Elective +	Restricted	3-4
	<b>Total Semester Credit Hours</b>	<b>15-16</b>

### Freshman Year – Spring Semester

Course #	Title	Credits
CST* 180 or CST* 234	Networking I Network+	3-4
CSC* 201	COBOL I	3
ENG* 101	Composition	3
Elective	Humanities	3
Elective +	Restricted	3-4
	<b>Total Semester Credit Hours</b>	<b>15-17</b>

### Sophomore Year – Fall Semester

Course #	Title	Credits
CSC* 202	COBOL II	3
CSC* 205	Visual Basic I	3
Elective	Social Science	4
Elective	Fine Arts	3
Elective +	Restricted	3-4
	<b>Total Semester Credit Hours</b>	<b>15-18</b>
	<b>Total Credit Hours</b>	<b>61-67</b>

### Sophomore Year – Spring Semester

Course #	Title	Credits
CSA* 295 or CSA* 296	Computer Science Applications Practicum CWE - Computer Applications	3
CSC* 250	Systems Analysis & Design	3
Elective	Natural Science	3
Electives +	Restricted	6-8
	<b>Total Semester Credit Hours</b>	<b>16-18</b>
	<b>Total Credit Hours</b>	<b>61-68</b>

+ Restricted Electives - CST\* 133, 152, 162, 163, 180, 181, 182, 183, 188, 234

## COMPUTER SCIENCE

### Certificate - Networking

The objective of the Computer Science Networking Certificate is to help meet the growing need for qualified networking specialists in the Greater New Haven area. This Certificate will allow students to focus on the specific knowledge, skills and abilities that have been identified and recommended by the computer industry. The graduating student will leave Gateway Community College with three industry-recognized networking certifications: Certified Cisco Network Engineer; Network+; and Novell Certified Network Administrator.

### PROGRAM REQUIREMENTS

Course #	Title	Credits
CSC* 101	Introduction to Computers	3
CST* 234	Network +	3
CST* 133	Introduction to Networking	3
CST* 180	Networking I	4
CST* 181	Networking II	4
CST* 182	Networking III	4
CST* 183	Networking IV	4
	<b>Total Credit Hours</b>	<b>25</b>

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## DRUG AND ALCOHOL RECOVERY COUNSELOR

### **DRUG AND ALCOHOL RECOVERY COUNSELOR MISSION STATEMENT**

To prepare students to enter the field of alcohol and drug recovery counseling. The program provides students with a strong general education and a solid foundation in counseling theories and techniques, processes, and content. Adhering to the code of ethics and gaining a multicultural perspective and critical thinking skills, students learn how to provide care and treatment to those suffering from substance use disorders.

### **DRUG AND ALCOHOL RECOVERY COUNSELOR**

#### **Associate in Science**

The Drug and Alcohol Recovery Counselor (DARC) program educates and trains individuals who seek State of Connecticut certification, employment, job advancement, and increased effectiveness in the field of addictions counseling.

The DARC curriculum provides a balanced program of general education and addiction-specific courses. The combination of courses will challenge students to develop into critical thinkers capable of approaching problems from a variety of viewpoints. The addiction-specific courses are designed to give students a sound foundation in the theories and the science of addiction studies with a disciplined background in: the biopsychosocial disease process of addiction, environmental and familial risk factors, evidence-based treatment models, public health issues, Recovery Model, counselor code of ethics, and more. Throughout the DARC program, students are offered a unique combination of traditional classroom work and experiential learning and practice. Students have the opportunity to apply their learning during a year-long internship\*.

Students who complete the DARC courses will have met all current Connecticut Certification Board training requirements in preparation for becoming a Certified Addiction Counselor and for state of Connecticut credentialing as a drug and alcohol counselor. In addition to the DARC course work, the state of Connecticut requires students to accrue work hours in the field of addiction counseling in order to be eligible to sit for the certification exam (administered by the Connecticut Certification Board).

Acceptance into the Internship (DAR\* 251 and 252) portion of the program is selective and requires a formal interview and screening process that is separate from general admission to the College. Enrollment in DAR\* 101 and DAR\* 111 is required before applying to the Internship. The program courses, DAR\* 101, 111, 112, 114, 119, 158, 212, 213 and 220 are available to any student who wishes to enroll; however, students are urged to seek guidance from the program coordinator.

\*During the Internship year, students are required to carry malpractice liability insurance (the average yearly cost is \$15). Students will be billed separately for this coverage and will be asked to pay the premium at the time of registration.

For more information, call the Program Coordinator, Cher Shannon, at (203) 285-2321 or visit the DARC website at [www.recoverycounselor.org](http://www.recoverycounselor.org).

### **DRUG AND ALCOHOL RECOVERY COUNSELOR PROGRAM OUTCOMES**

Upon completion of all program requirements, graduates should be able to:

- Perform in a cross-cultural setting, skills of a recovery counselor, as defined by the 12 Core Functions of the International Certification Reciprocity Consortium.
- Practice and apply the code of ethics
- Successfully complete the certification process demonstrating competency in the theoretical sciences of the recovery field
- Apply principles of literacy and information technology to enhance the functions of recovery counseling.

### **PROGRAM REQUIREMENTS**

#### **Freshman Year – Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
COM* 171	Fundamentals of Human Communication	3
DAR* 101	Public Health Issues: Abuse & Addiction	3
DAR* 111	Addiction Counseling I	3
ENG* 101	Composition	3
PSY* 111	General Psychology I	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

#### **Freshman Year – Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 110	Principles of the Human Body	3
DAR* 112	Group Counseling: Theory & Techniques	3
DAR* 158	Biology of Addiction	3
MAT* 123	Elementary Statistics (or higher)	3
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

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### Sophomore Year – Fall Semester

Course #	Title	Credits
DAR* 251	Counseling Internship I +	6
Elective ++	Restricted	3
Elective	Fine Arts	3
Elective	Computer Literacy	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

### Sophomore Year – Spring Semester

Course #	Title	Credits
DAR* 213	Addiction Counseling II	3
DAR* 252	Counseling Internship II	6
PSY* 245	Abnormal Psychology	3
Elective	Restricted (ENG)	3
	<b>Total Semester Credit Hours</b>	<b>15</b>
	<b>Total Credit Hours</b>	<b>60</b>

+ Admission to the Counseling Internship is selective, based on a rigorous admission process.

### SUBSTANCE ABUSE TRAINING

#### Certificate

This certificate program prepares students to take the certification exam used by the state of Connecticut (administered by the Connecticut Certification Board) for credentialing as an addiction counselor. This program is ideal for students who are already working in the field of addiction treatment, are receiving credentialed clinical supervision, and would like to be on a fast track for state certification. This program is also beneficial to those who hold advanced degrees (in counseling, social work, or a related field) and who would like to supplement their expertise, effectiveness, and marketability and become eligible for state of Connecticut licensure as an alcohol and drug counselor.

After completing the certificate program, students will have completed all of the substance abuse specific training required to be eligible to sit for the certification exam. Students will have concurrently achieved nearly half of the requirements for an associate degree in Drug and Alcohol Recovery Counseling. Typically, students earn the certificate on their way to completing the associate degree. For more information, call the Program Coordinator, Cher Shannon, at (203) 285-2321 or visit the DARC website at [www.recoverycounselor.org](http://www.recoverycounselor.org).

### PROGRAM REQUIREMENTS

#### Freshman Year - Fall Semester

Course #	Title	Credits
DAR* 101	Public Health Issues: Abuse & Addiction	3
DAR* 111	Addiction Counseling I	3
ENG* 101	Composition	3
	<b>Total Semester Credit Hours</b>	<b>9</b>

#### Freshman Year - Spring Semester

Course #	Title	Credits
DAR* 112	Group Counseling: Theory & Techniques	3
DAR* 158	Biology of Addiction	3
DAR* 213	Addiction Counseling II	3
Elective +	Restricted	3
	<b>Total Semester Credit Hours</b>	<b>12</b>
	<b>Total Credit Hours</b>	<b>21</b>

++ Restricted Electives - DAR\* 114, DAR\* 119, DAR\* 212, DAR\* 220

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## EARLY CHILDHOOD EDUCATION

### EARLY CHILDHOOD EDUCATION

#### **Associate in Science**

Early Childhood Education focuses on the education, language, culture, development, and care of young children. As a profession, ECE has emerged as one of the major vehicles for child advocacy in the provision of accessible, high-quality child care and pre-school education.

The Early Childhood Education program is designed to prepare qualified students for careers in professional child-care as teachers, assistant teachers or family day-care providers. All ECE students follow a sequence of classes and laboratory experiences that increase their ability to assess the developmental skills of young children, and to facilitate their education and care. Emphasis is also given to philosophies of education, program standards, and professional trends and developments.

The Early Learning Center at the Long Wharf Campus and pre-school programs in the surrounding communities offer onsite laboratory facilities for our students.

An associate degree and two certificate options are available in the Early Childhood Education program. The Early Childhood Education associate degree program is validated under the Connecticut Early Childhood Education Articulation Plan. Graduates of the associate degree program are eligible for admission as articulation students to any of the state's participating baccalaureate institutions which offer Early Childhood Education Teacher Certification programs; in the University of Connecticut's Human Development and Family Relations major; or in Charter Oak State College's child studies concentration.

The terms for credit award and student eligibility vary under each option. However, in general, students must meet the following eligibility requirements:

Be a graduate from a validated associate degree program in Early Childhood Education in Connecticut

Meet specific admissions requirements of the college or university into which transfer is being sought

Complete all Early Childhood Education associate degree courses with a grade of "C" or better and meet the college's or university's requirements for transfer of general education

Complete all Early Childhood Education associate degree student teaching with a grade of "C" or better in a center accredited by the National Association for the Education of Young Children (NAEYC)

Furthermore, if a student is seeking to transfer into an Early Childhood Education Teacher Certification program, it is strongly recommended that, prior to transfer, she or he possess the following state certification requirements:

A score of 1,100 or better on the SAT, successful completion of the Praxis I examination, or have initiated the process of taking the Praxis I examination

A 2.7 grade point average if seeking admission to a teacher certification education program in Connecticut

For more information, call the Early Childhood Education Program Coordinator, Susan Logston, at (203) 285-2187 ([slogston@gwcc.commnet.edu](mailto:slogston@gwcc.commnet.edu)). For scholarship information, contact CT Charts a Course at 1 800 832-7784 or (203) 397-4036.

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## ***EARLY CHILDHOOD EDUCATION ASSOCIATE DEGREE***

The Early Childhood Education Associate in Science degree is comprised of general education requirements (24-25 credits), program requirements (25 credits) and a choice of either a Continued Studies track (12 credits) or an Early Childhood track (12 credits) for a total of 61-62 credits.

### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
ENG* 102 or ENG* 200	Literature and Composition Advanced Composition Or any 200 level literature elective (221, 222, 231, 232, 251 or 262)	3
PSY* 111	General Psychology I	3
Elective	Natural Science	3-4
Elective or ECE* 110	Computer Literacy Using Computers in ECE	3
Elective +	Fine Arts	3
Elective ++	Mathematics	3
	<b>Total Semester Credit Hours</b>	<b>24-25</b>

+ Fine Arts Electives: ART\* 101, 102, 103, MUS\* 101, ENG\* 214

++ Math Elective: Students are advised that in general, MAT\* 143 and MAT\* 144 are required for Teacher Certification Programs.

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
PSY* 122	Child Growth & Development	3
ECE* 101	Introduction to Early Childhood Education	3
ECE* 210	Observation, Participation & Seminar	3
ECE* 231	Early Language & Literacy Development	3
ECE* 295	Student Teaching	6
Elective +	Restricted (see below)	3
ECS* 107	Introduction to Exceptional Children Seminar I	4
	<b>Total Credit Hours</b>	<b>28</b>

For the completion of their degree, students may choose either the Continued Studies Track or the Early Childhood Education Track.

### **CONTINUED STUDIES PATH**

This track is designed for students who plan to transfer to a four year institution for further study. It also prepares you with the appropriate academics and practicum necessary for a career in Early Childhood. Since the amount of transfer credit varies from one institution to another, students are advised to consult the catalog from the four year colleges under consideration.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
HIS* 201	U.S. History I	3
Electives		9
	<b>Total Credit Hours</b>	<b>12</b>



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## ***EARLY CHILDHOOD EDUCATION PATH***

The following selection of courses is designed for students who plan to enter the job market or who are already employed in a preschool setting and desire to improve their knowledge and competency.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
Electives +	Restricted	12
<b>Total Credit Hours</b>		<b>12</b>

### **+ Restricted EARLY CHILDHOOD EDUCATION ELECTIVES** (below)

Students may choose from among the following courses for the Early Childhood Education electives:

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ECE* 103	Creative Experiences for Children	3
ECE* 106	Music and Movement for Children	3
ECE* 109	Science and Math for Children	3
ECE* 110	Using Computers in ECE	3
ECE* 141	Infant/Toddler Growth and Development	3
ECE* 180	CDA Credential Preparation	3
ECE* 181	CDA Credential Preparation II	3
ECE* 205	Creative Activities and Media	3
ECE* 206	Administration and Supervision of ECE Programs	3
ECE* 241	Methods and Techniques for Infant/Toddlers	3
ENG* 114	Children's Literature	3
PSY* 214	Advanced Child Growth/Development	3
SOC* 111	Family, Child and Community Health	3

*Students are advised to consult the catalog of the transferring institution for appropriate choices.*

## **CHILD DEVELOPMENT ASSOCIATE CREDENTIAL**

### **Certificate**

The Child Development Associate Credential is a national credentialing program that focuses on the skills of early care and education professionals; it is a performance-based assessment of childcare staff, home visitor, and family care providers. The Child Development Associate Credential is designed for individuals who wish to obtain a Child Development Associate (CDA) through the Council for Early Childhood Professional Recognition under the direct assessment system.

Among the assessment requirements for center-based and family childcare are:

1. Be age 18 years old or older.
2. Hold a high school diploma or GED
3. Have 480 hours of experience working with children during the past five years
4. Have 120 clock hours of formal child care education within the past five years

The courses in this program provide students with the required 120 clock hours of education for the credentialing program. Credit earned as part of this program can be applied to the Early Childhood Education certificate and degree programs. For scholarship information, contact Connecticut Chats-A-Course at (800) 832-7784. For more information about this program, call the Program Coordinator, Susan Logston, at (203) 285-2187 ([slogston@gwcc.commnet.edu](mailto:slogston@gwcc.commnet.edu))

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
PSY* 122	Child Growth and Development	3
ECE* 101	Introduction to Early Childhood Education	3
ECE* 180	Child Development Associate Credential	3
<b>Total Credit Hours</b>		<b>9</b>

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## **TEACHER ASSISTANT**

### **Certificate**

This program prepares students to be assistant teachers and teacher aides in the child care profession. The program also provides training for individuals already employed in a preschool situation who desire to improve their knowledge and competency in working with children.

Students who complete this program are qualified to assist teachers in all aspects of professional childcare and to guide and supervise individual and group activities. Graduates may also transfer into the Early Childhood Education program leading to the Associate in Science degree. For more information, call the Program Coordinator, Susan Logston, at (203) 285-2187 ([slogston@gwcc.commnet.edu](mailto:slogston@gwcc.commnet.edu)).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
PSY* 122	Child Growth and Development	3
ECE* 101	Introduction to Early Childhood Education	3
ECE* 103	Creative Experiences for Children	3
ECE* 106	Music and Movement for Children	3
ECE* 109	Science and Math for Children	3
ECE* 210	Observation, Participation and Seminar	3
ECS* 107	Introduction to Exceptional Children I	4
ENG* 101	Composition	3
ENG* 114	Children's Literature	3
SOC* 111 or ECE* 180	Family, Child and Community Health Child Development Associate Credential	3
<b>Total Credit Hours</b>		<b>31</b>

### **EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Understand current and historical philosophical and theoretical approaches to early childhood education
- Understand ethical issues in the field
- Develop a personal philosophy of early childhood education
- Plan and implement age appropriate and individually appropriate activities and curricula
- Possess a knowledge of child development
- Use children's literature to develop language and literacy
- Plan activities in the areas of art, music, movement, mathematics, science, social studies, and language arts
- Understand children with special needs
- Understand the nature and needs of young children with respect to cultural and developmental diversity
- Describe the role of the early childhood teacher
- Understand health and safety issues related to young children in an educational setting
- Understand the organization and composition of early childhood education settings
- Observe, record, and assess young children from diverse cultural backgrounds in applied settings and across different developmental areas
- Understand positive approaches to discipline
- Understand current issues and trends that affect young children and their families, including legal issues, logistic, and public policies
- Be familiar with opportunities for professional growth
- Understand the dynamics of establishing and maintaining positive, collaborative relationships with families
- Understand the role of play in the growth process and the role of the teacher in enhancing play
- Understand the importance of working cooperatively with other staff members to form an effective teaching team
- Demonstrate sensitivity to the needs of young children from diverse backgrounds and with special needs
- Plan and implement curricula that are consistent with developmentally appropriate practice, that are multi-ethnic in nature, and that reflect the needs of children who are developmentally diverse
- Be familiar with community resources that serve children
- Help children express themselves in acceptable ways
- Participate in student teaching experiences and apply teaching techniques
- Demonstrate effectiveness as a teacher as evaluated by supervising teachers and college faculty
- Evaluate himself or herself as a teacher

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## **EARLY CHILDHOOD SPECIAL EDUCATION**

### **Associate in Science**

The Early Childhood Special Education Associate in Science degree program provides students with both theoretical knowledge and practical skills. Graduates should be able to screen and identify the unique needs of preschoolers and their families and define early intervention services needed to address those unique needs. The graduate will be able to describe and plan a flexible, interactive curriculum for preschoolers with disabilities in the regular classroom. This program will familiarizes students with major laws affecting special education.

The Early Learning Center at the Long Wharf Campus, along with preschool programs in the Greater New Haven area, offer laboratory facilities to students. One associate degree and one certificate option is available in the Early Childhood Special Education program. Courses taken as part of either program can be transferred to any of Connecticut's participating baccalaureate institutions that offer Early Childhood Education Teacher Certification programs: University of Connecticut's Human Development and Family Relations major and Charter Oak State College's Child Studies concentration. The terms for credit award and student eligibility vary. However, in general, students must meet the following transfer eligibility requirements:

Be a graduate from a validated associate degree program in Early Childhood Education in Connecticut

Meet specific admission requirements of the college or university into which transfer is being sought

Complete all associate degree Early Childhood Special Education courses with a grade of "C" or better and meet the college's or university's requirements for transfer of general education

Complete all associate degree Early Childhood Education student teaching with a grade of "C" or better in a center accredited by the National Association for the Education of Young Children (NAEYC)

Furthermore, if a student wishes to transfer into an Early Childhood Education Teacher Certification program, it is strongly recommended that, prior to transfer, he or she demonstrate the following state certification requirements:

A score of 1000 or better on the SAT, successful completion of the Praxis I examination, or have initiated the process of taking the Praxis I examination

A 2.7 grade point average if seeking admission to a teacher certification education program in Connecticut

For more information, call the Early Childhood Special Education Program Coordinator, Dr. Earnestine B. Kirkland, at (203) 285-2189 ([ekirkland@gwcc.commnet.edu](mailto:ekirkland@gwcc.commnet.edu)). For scholarship information, contact CT Charts-a-Course at (800) 832-7784.

### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 105	Introduction to Biology	4
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
ENG* 102	Literature and Composition	3
MAT* 109	Quantitative Literacy	3
PSY* 111	General Psychology I	3
Elective or ECE* 110	Computer Literacy Using Computers in ECE	3
Elective +	Fine Arts	3
	<b>Total Semester Credit Hours</b>	<b>25</b>

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**PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ECS* 107	Introduction to Exceptional Children: Seminar I	4
ECS* 112	Introduction to Early Childhood Special Education I	3
ECS* 113	Creative Art/Play for Exceptional Children	3
ECS* 207	Introduction to Exceptional Children II	3
ECS* 225	Diagnostic Assessment of Children with Special Needs	3
ECS* 226	Curriculum for Exceptional Children: Seminar I	3
ECS* 228	Field Observation in Special Education I	3
MAT* 143	Math for Elementary Education	3
PSY* 105	Group Engineering Dynamics	3
PSY* 122	Child Growth and Development	3
Electives +	Restricted	9-10
	<b>Total Credit Hours</b>	<b>65-66</b>

+ Restricted Electives:

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ECE* 103	Creative Experiences for Children	3
ECE* 106	Music and Movement for Children	3
ECE* 109	Science and Math for Children	3
ECE* 121	First Aid, CPR and Medication Administration	1
ECE* 123	Introduction to Family Support and Respite Care	4
ECE* 141	Infant/Toddler Growth and Development	3
ECE* 142	Developmental Interventions for Infants and Toddlers	3
ECE* 206	Administration and Supervision of ECE Programs	3
ECE* 241	Methods and Techniques for Infant/Toddlers	3
ENG* 114	Children's Literature	3
PSY* 214	Advanced Child Growth/Development	3
PSY* 245	Abnormal Psychology	3
PSY* 258	Behavior Modification	3
SOC* 111	Family, Child and Community Health	3
SPA* 101	Introduction to Spanish	3

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## EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM OUTCOMES

Upon completion of all program requirements, graduates should be able to:

- Differentiate between Early Childhood Education and Early Childhood Special Education (ECSE)
- Know the historical and philosophical bases for ECSE
- Create his or her own philosophy of ECSE
- Identify and explain the laws that mandate services for children with special needs
- Explain why ECSE programs are publicly funded
- Identify and explain the following planning plans used in ECSE: the Individualized Family Services Plan (IFSP) and the Individualized Education Plan (IEP)
- Examine the eligibility requirements for families under the above plans
- Explain and discuss the historical and constitutional foundations of the laws, regulations, major provision of PL 94-142 and its amendments, and other Acts
- Examine laws, regulations, and court decisions to explain the purposes of ECSE programs and the parental rights to dispute with ECSE program staff
- Plan adaptive two- and three-dimensional art activities and integrate them with other subject areas using common materials and emphasizing process over product
- Identify, explain, describe, classify, and give causes and characteristics of typical child growth and development
- Recognize such aspects of exceptionalities as: attention deficit hyperactivity disorder (ADHD), communication disorders, mental retardation, emotional and behavioral disorders, learning disabilities, visual and hearing impairments, physical disabilities, and giftedness
- Understand health and safety issues related to young children with special needs
- Dispel the myths and assumptions about dysfunction
- Understand the rationale and strategies for involving parents and families in the screening, assessment, education programming, and placement of their child
- Participate in student teaching to apply theoretical teaching techniques
- Observe and record children's behavior to gain insight into why they act as they do
- Teach effectively, as evaluated by supervising teachers and college faculty
- Be able to examine their own behavior, values, sensitivities, and knowledge before attempting to analyze the child's behavior in detail or develop an intervention plan
- Identify the theorists and define and explain the current theoretical approaches to modifying a child's behavior
- Use step-by-step guidance techniques and workable methods for dealing effectively with children's behavior
- Identify and effectively analyze a child's behavior and select the simplest and most obvious strategy to effect change
- Discuss curricula appropriate for different exceptionalities
- Plan and write effective curricula, lesson plans, and IEPs that include goals, objectives, and strategies to effect change in children with special needs
- Understand the importance of working cooperatively with other staff members, professionals, and parents to form an effective team
- Be sensitive to culturally diverse populations and plan curricula that are authentic and culturally appropriate

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## **EARLY CHILDHOOD SPECIAL EDUCATION**

### **Certificate**

The Early Childhood Special Education Certificate program provides students with both theoretical knowledge and practical skills. Graduates are able to screen and identify the unique needs of preschoolers and their families and define early intervention services needed to address those unique needs. The graduate can describe and plan a flexible, interactive curriculum for preschoolers with disabilities in the regular classroom. This program familiarizes students with laws affecting special education. For more information, call the Early Childhood Special Education Program Coordinator, Dr. Earnestine B. Kirkland, at (203) 285-2189 ([ekirkland@gwcc.commnet.edu](mailto:ekirkland@gwcc.commnet.edu)).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ECE* 110	Using Computers in ECE	3
ECS* 107	Introduction to Exceptional Children: Seminar I	4
ECS* 112	Introduction to Early Childhood Special Education	3
ECS* 207	Introduction to Exceptional Children II	3
ECS* 225 or Elective +	Diagnostic Assessment of Children with Special Needs Directed	3
ECS* 226	Curriculum for Exceptional Children: Seminar I	3
ECS* 228	Field Observation in Special Education I	3
ENG* 101	Composition	3
PSY* 122	Child Growth and Development	3
	<b>Total Credit Hours</b>	<b>28</b>

+ Special Education Directed Electives (choose one from the following):

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ECE* 106	Music and Movement for Children	3
ECE* 109	Science and Math for Children	3
ECE* 113	Creative Art/Play for Exceptional Children	3
ECE* 206	Admin. and Supervision of Early Childhood Programs	3
ENG* 114	Children's Literature	3
PSY* 214	Advanced Child Growth/Development	3
PSY* 245	Abnormal Psychology	3
PSY* 258	Behavior Modification	3
SOC* 111	Family, Child and Community Health	3
SPA* 101	Introduction to Spanish	3

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## **FAMILY SUPPORT AND RESPITE CARE**

### **Certificate**

The Early Childhood Special Education Family Support and Respite Care Certificate will provide students in ECSE and health care providers with another option in Early Childhood Special Education.

### **FAMILY SUPPORT AND RESPITE CARE CERTIFICATE PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates will be able to:

- Use theoretical knowledge and practical skills to work effectively with and provide respite care for families on a planned or emergency basis, either at home or in the community.

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ECE* 121	First Aid, CPR and Medication Administration	1
ECE* 123	Introduction to Family Support and Respite Care	4
ECS* 107	Introduction to Exceptional Children: Seminar I	4
PSY* 105	Group Dynamics	3
	<b>Total Credit Hours</b>	<b>12</b>

## **INFANT AND TODDLER DEVELOPMENT**

### **Certificate**

The Early Childhood Special Education Infant and Toddler Development certificate program prepares students to care for and teach infants and toddlers from birth to age three.

### **INFANT AND TODDLER DEVELOPMENT CERTIFICATE PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates will be able to:

- Use theoretical knowledge and practical skills to work effectively with infants and toddlers in preschool settings or institutions in the Greater New Haven community.

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ECS* 107	Introduction to Exceptional Children: Seminar I	4
ECS* 225	Diagnostic Assessment of Children with Special Needs	3
ECS* 226	Curriculum for Exceptional Children: Seminar I	3
ECS* 228	Field Observation in Special Education I	3
ECE* 141	Infant and Toddler Growth and Development	3
ECE* 142	Developmental Interventions for Infants and Toddlers	3
ECE* 241	Methods and Techniques for Infant/Toddler	3
Electives	See Below	6-8
	<b>Total Credit Hours</b>	<b>28-30</b>

### **Electives:**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ECE* 121	First Aid, CPR and Medication Administration	1
ECE* 123	Introduction to Family Support and Respite Care	4
ECE* 180	CDA Credential Preparation	3
ECS* 112	Introduction to Early Childhood Special Education	3
ECS* 113	Creative Art/Play for Exceptional Children	3
ECS* 207	Introduction to Exceptional Children: Seminar II	3
ENG* 114	Children's Literature	3
PSY* 105	Group Dynamics	3
PSY* 122	Child Growth and Development	3
PSY* 258	Behavior Modification	3



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## ENGINEERING TECHNOLOGY

### BIOMEDICAL ENGINEERING TECHNOLOGY

#### **Associate in Science**

The rapid development of biomedical equipment technology, combined with the introduction of increasingly complex and vital biomedical equipment, has created a serious need for well-prepared technicians in hospitals and medical research centers. These technicians must understand this new technology and be capable of maintaining, calibrating, modifying, and adapting this equipment. Gateway's Biomedical Engineering Technology associate degree program will qualify students for these demanding careers.

#### **BIOMEDICAL ENGINEERING TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Show mastery of the knowledge, techniques, skills, and modern tools of biomedical engineering technology
- Apply current knowledge and adapt to emerging applications in mathematics, science, engineering, and technology
- Conduct, analyze, and interpret experiments and apply experimental results to improve processes
- Apply creativity in the design of systems, components, and processes appropriate to program objectives
- Function effectively as part of a team
- Identify, analyze, and solve technical problems
- Communicate effectively
- Recognize the need for and possess the ability to pursue lifelong learning
- Understand professional, ethical, and social responsibilities
- Be cognizant of contemporary professional, societal, and global issues and be aware of and respect diverse cultures
- Show a commitment to quality, timeliness, and continuous improvement
- Growth in the biotechnology industry offers graduates of this program new opportunities as instrumentation calibration technicians for production, validation, and research equipment and instrumentation. Equipment manufacturers require the services of biomedical engineering technicians to assist in developing, manufacturing, testing, service, and technical sales of biomedical equipment. Graduates of Gateway's program are also capable of dealing with most types of non-medical electronics.

For more information, call the Program Coordinator, Thomas McGrath, at (203) 285-2378 ([tmcgrath@gwcc.commnet.edu](mailto:tmcgrath@gwcc.commnet.edu)).

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## PROGRAM REQUIREMENTS

### Freshman Year - Fall Semester

Course #	Title	Credits
BME* 110	Biomedical Technology * See note below	2
BME* 112	Biomedical Electrical Circuits	5
CHE* 111	Concepts of Chemistry	4
CET* 116	Computer Applications for Technology	3
ENG* 101	Composition	3
MAT* 175	College Algebra and Trigonometry	3
	<b>Total Semester Credit Hours</b>	<b>20</b>

### Freshman Year - Spring Semester

Course #	Title	Credits
BME* 114	Biomedical Electronics * See note below	5
BME* 116	Physiological Systems	4
COM* 171	Fundamentals of Human Communication	3
MAT* 187	Precalculus Mathematics	3
PHY* 121	General Physics 1	4
	<b>Total Semester Credit Hours</b>	<b>19</b>

### Sophomore Year - Fall Semester

Course #	Title	Credits
BME* 210	Biomedical Instrumentation	4
EET* 252	Digital Electronics	4
MAT* 254	Calculus 1	4
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

### Sophomore Year - Spring Semester

Course #	Title	Credits
BME* 212	Biomedical Equipment Design	4
BME* 214	Advanced Bioinstrumentation	4
BME* 220	Biomedical Practicum	3
Elective	Social Science	3
	<b>Total Semester Credit Hours</b>	<b>14</b>
<b>Total Credit Hours</b>		<b>68</b>

\* Please contact the Program Coordinator regarding approved substitution courses.

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## **COMPUTER ENGINEERING TECHNOLOGY**

### **Associate in Science**

The Computer Engineering Technology program provides training in hardware configuration, software development, programming applications, and the interfacing of hardware and software systems. Students receive hands-on training on various computer systems, test equipment, and software products.

### **COMPUTER ENGINEERING TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Understand professional responsibilities in the workplace
- Demonstrate safety practices in the workplace
- Develop a commitment to customer service
- Communicate effectively with others
- Work effectively in teams
- Identify, analyze, and solve technical problems
- Complete assigned tasks in a timely fashion
- Demonstrate creativity in solving problems
- Recognize the need for continuous learning
- Use diagnostic software and testing equipment to troubleshoot problems
- Install and configure hardware and software
- Demonstrate an understanding of digital data communications
- Utilize the Internet and other resources to collect data to solve problems
- Use CAD technology to create electrical schematics
- Use CAD technology to simulate and evaluate electrical circuits
- Apply mathematics as a problem-solving tool
- Understand structured programming techniques
- Program in high level and assembly language
- Analyze circuits and devices

Graduates of this program possess the skills to troubleshoot, repair, configure, install, and program basic computer systems. The experience and training gained in the Computer Engineering Technology Associate in Science degree program will also prepare students for the national CompTIA Computer Technicians A+ Certification Examination. For more information, call Thomas Adams at (203) 285-2377 ([tadams@gwcc.commnet.edu](mailto:tadams@gwcc.commnet.edu)).

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## PROGRAM REQUIREMENTS

### Freshman Year - Fall Semester

Course #	Title	Credits
CET* 116	Computer Applications for Technology	3
CET* 110	DC/AC Circuits * See note below	5
ENG* 101	Composition	3
CAD* 126	Electrical Graphics/CAD	3
MAT* 175	College Algebra and Trigonometry	3
	<b>Total Semester Credit Hours</b>	<b>17</b>

### Freshman Year - Spring Semester

Course #	Title	Credits
CET* 120	Computer Electronics * See note below	5
CET* 124	Structured Programming	4
MAT* 187	Precalculus Mathematics	3
EET* 252	Digital Electronics	4
	<b>Total Semester Credit Hours</b>	<b>16</b>

### Sophomore Year - Fall Semester

Course #	Title	Credits
CET* 210	Computer Systems Software	4
COM* 171	Fundamentals of Human Communication	3
EET* 256	Microprocessors	4
PHY* 121	General Physics I	4
Elective	Mathematics/Science	3
	<b>Total Semester Credit Hours</b>	<b>18</b>

### Sophomore Year - Spring Semester

Course #	Title	Credits
CET* 220	Digital/Data Communications	4
Elective	Social Science	3
Elective	Humanities	3
Elective	Mathematics	3
Elective	Technical	4
	<b>Total Semester Credit Hours</b>	<b>17</b>
<b>Total Credit Hours</b>		<b>68</b>

\* Please contact the Program Coordinator regarding approved substitution courses.

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## **COMPUTER SERVICING**

### **Certificate**

The Computer Servicing One-Semester Certificate Program will be a collection of courses in the Computer Engineering Technology area. It will be sequenced as a one-year introductory certificate program that could lead to an Associate Degree. This Certificate Program is important to achieving the knowledge necessary to pass the CompTIA A+ certification examinations – required for many entry-level computer technician positions within Connecticut companies. Students will receive a sufficient background in the software, hardware, and trouble-shooting to accomplish the course objectives. The Computer Servicing Certificate will differ in focus from degree courses because it will focus on getting students employed quickly with necessary job skills.

### **COMPUTER SERVICING PROGRAM OUTCOMES**

The primary goal is to provide students with a learning experience that is satisfactory in quality, scope, and relevance. Students enrolling in our Computer Servicing Certificate Program will experience the curriculum, instruction, and faculty guidance that have earned our College statewide recognition. Upon completion of this Certificate Program, students will share the knowledge, skills, and professionalism that have made our graduates leaders in the fields of computer and electrical technology for more than three decades.

This certificate program is important to achieving the knowledge necessary to pass the CompTIA A+ certification examinations – required for many entry-level computer technician positions within Connecticut companies. Several for-profit companies offer similar programs leading to this certification, but these programs are concentrated in time and do not lead to any further degrees.

### **PROGRAM REQUIREMENTS**

#### **Freshman Year**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CET* 116	Computer Applications for Technology	3
CET* 126	Computer Servicing I	4
CET* 210	Computer Systems Software	4
	<b>Total Semester Credit Hours</b>	<b>11</b>

For more information, call Thomas Adams at (203) 285-2377 ([tadams@gwcc.commnet.edu](mailto:tadams@gwcc.commnet.edu)).

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## **ELECTRICAL ENGINEERING TECHNOLOGY**

### **Associate in Science**

The Electrical Engineering Technology program focuses on a variety of electrical and electronic devices, circuits, systems, and related applications that are integral parts of our modern, high-tech society. Students in this program receive theoretical and practical instruction to analyze, construct, test, and troubleshoot a wide variety of electrical, electronic, digital, microprocessor and communication circuits, and systems.

Exceptional instructors guide students in the proper selection, set-up, and use of instrumentation for design, testing, and measurement. Course projects utilize personal computers to model, construct, and analyze electrical and electronic devices, circuits, and systems to produce graphic results. Senior-level students complete an internship program.

### **ELECTRICAL ENGINEERING TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Professionally use general test instrumentation and present data
- Analyze and understand both analog and digital circuits
- Know the basic components of electrical circuits (resistors, capacitors, and inductors) and how they behave in a circuit
- Present high-quality written and oral reports of technical procedures performed in the laboratory
- Predict the circuit dynamics and power consumption of components in both analog and digital circuits
- Analyze and solve circuit problems to meet given requirements
- Work cooperatively and productively with others in a laboratory test setting
- Know and use basic computer software applications
- Possess a basic understanding of digital circuits, integrated circuits, and semiconductors
- Understand the operation of instrumentation and how it is used to measure circuit characteristics
- Use a circuit-modeling program to evaluate complex circuits
- Use personal computers to perform word processing, data compilation, and graphical analysis
- Use and read vendor catalogs, instruction manuals, and electrical drawings

The extensive instruction and hands-on training received as part of the Electrical Engineering Technology program make each graduate a valuable and desired contributor in Connecticut's wide-ranging, high technology industries. The EET program also provides graduates with excellent opportunities for further education and professional advancement. Gateway's Electrical Engineering Technology program maintains the highest educational and technical standards. The program has been granted national accreditation by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET). For more information, call the Electrical Engineering Technology Program Coordinator, Donald Lostritto, at (203) 285-2372 (dlostritto@gwcc.commnet.edu).

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## PROGRAM REQUIREMENTS

### Freshman Year - Fall Semester

Course #	Title	Credits
CET* 116	Computer Applications for Technology	3
CAD* 124	CAD: Electrical	1
EET* 110	Electric Circuits I	4
ENG* 101	Composition	3
MAT* 175	College Algebra and Trigonometry	3
	<b>Total Semester Credit Hours</b>	<b>14</b>

### Freshman Year - Spring Semester

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
EET* 114	Electric Circuits II	4
EET* 136	Electronics I	4
MAT* 187	Precalculus Mathematics	3
PHY* 121	General Physics I	4
	<b>Total Semester Credit Hours</b>	<b>18</b>

### Sophomore Year - Fall Semester

Course #	Title	Credits
EET* 232	Electronics II	4
EET* 262	Electrical Machinery and Controls	4
EET* 252	Digital Electronics	4
MAT* 254	Calculus I	4
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>19</b>

### Sophomore Year - Spring Semester

Course #	Title	Credits
EET* 256	Microprocessors	4
EET* 272	Electronic Communications	4
EET* 296	EET Internship	3
Elective	Social Science	3
Elective	Science	3
	<b>Total Semester Credit Hours</b>	<b>17</b>
	<b>Total Credit Hours</b>	<b>68</b>



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## **ELECTRONICS TECHNICIAN**

### **Certificate**

The Electronics Technician Certificate program is designed for students who are interested in pursuing immediate employment in the electronics industry, while allowing for advanced educational opportunities. Students will acquire a solid electrical and electronics background along with industrial skills to work with basic hand tools and electronic instrumentation in conjunction with electrical, electronic, and digital circuits. They will also use the latest CAD software to design and simulate electronic circuits. For more information, call the Program Coordinator, Donald Lostritto, at (203) 285-2372 ([dlostritto@gwcc.commnet.edu](mailto:dlostritto@gwcc.commnet.edu)).

### **ELECTRONICS TECHNICIAN CERTIFICATE PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Understand the operation of a variety of devices used in electrical, electronic and digital circuits along with their applications
- Use CAD software to draw and simulate electrical and electronic circuit operations
- Demonstrate and understand the role and function of basic hand tools in the construction of electrical and electronic circuits and systems
- Construct electrical, electronic and digital circuits from a schematic
- Operate various instrumentation devices for testing and measuring circuit parameters within electronic circuits and systems
- Work cooperatively and productively with others in a laboratory setting

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CET* 116	Computer Applications for Technology	3
EET* 110	Electric Circuits I	4
CAD* 126	Electronics Graphics CAD	3
	<b>Total Semester Credit Hours</b>	<b>10</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
EET* 136	Electronics I	4
EET* 252	Digital Electronics	4
Elective	Technical (Consult technical advisor)	4
	<b>Total Semester Credit Hours</b>	<b>12</b>
<b>Total Credit Hours</b>		<b>22</b>

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## **GENERAL ENGINEERING TECHNOLOGY**

### **Associate in Applied Science**

The General Engineering Technology program prepares students to become generalists. It equips them with a strong mathematics, science, humanities, and general technology background to solve problems in the workplace. This program's interdisciplinary approach is particularly attractive to those seeking technological skills, career enhancement, upward mobility, and/or transfer to a baccalaureate degree program. Students may tailor individualized programs to meet specific educational and/or professional goals. For more information, call the Division Director, Paul Silberquit, at (203) 285-2368 (psilberquit@gwcc.commnet.edu).

### **GENERAL ENGINEERING TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Apply mathematics and sciences to general engineering
- Apply human and communication skills to work effectively
- Plan and implement manufacturing processes
- Apply knowledge of computer applications to general engineering technologies
- Use basic skills in 2-dimensional computer-aided drafting
- Explain and understand engineering graphics and conventional drafting practices
- Understand the fundamentals of electricity
- Understand mechanics and statics

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ARC* 133	Technical Drafting	3
CET* 116	Computer Applications for Technology	3
ENG* 101	Composition	3
MFG* 102	Manufacturing Processes	3
MAT* 175	College Algebra and Trigonometry	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CHE* 111	Concepts of Chemistry	4
COM* 171	Fundamentals of Human Communication	3
MAT* 187	Precalculus Mathematics	3
PHY* 121	General Physics I	4
Elective	Fine Arts	3
	<b>Total Semester Credit Hours</b>	<b>17</b>

#### **Sophomore Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CAD* 108	CAD Introduction	3
EET* 110	Electric Circuits I	4
PHY*122	General Physics II	4
Elective	Humanities	3
Elective	Technical	4
	<b>Total Semester Credit Hours</b>	<b>18</b>

#### **Sophomore Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
MEC* 104	Mechanics - Statics	3
Elective	Social Science	3
Elective	Open	3
Elective	Technical	4
	<b>Total Semester Credit Hours</b>	<b>13</b>
	<b>Total Credit Hours</b>	<b>63</b>

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## **MANUFACTURING ENGINEERING TECHNOLOGY**

### **Associate in Science**

Manufacturing Engineering Technology is a varied and challenging field that is becoming increasingly important with the advent of new production methods. Manufacturing Engineering Technicians work with engineers to design experiments, plan production methods, find better ways to manufacture products, troubleshoot, inspect, and perform quality control. Students use Computer Aided Drafting (CAD), Computer Aided Manufacturing (CAM), and Computer Integrated Manufacturing (CIM) technologies to design cutting tools, gauges, jigs, fixtures, and dies; study production line layout, production forecasting, planning, inventory control, and statistical quality control; learn the methods of determining and distributing expenses and estimating material, labor, and tool costs of product manufacturing; make time studies of manufacturing operations; and investigate hydraulic control, manufacturing processes, and engineering materials. Students entering the Manufacturing Engineering Technology program should plan on spending approximately \$60.00 on drafting equipment. For more information, call the Manufacturing Engineering Technology Program Coordinator, Dr. Tsu-Chien Cheu, at (203) 285-2374 ([tcheu@gwcc.commnet.edu](mailto:tcheu@gwcc.commnet.edu)).

### **MANUFACTURING ENGINEERING TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Apply mathematics and physics to manufacturing engineering
- Use human and communication skills to work effectively
- Plan and implement manufacturing engineering technology
- Perform 2- and 3-dimensional computer aided drafting
- Work with CNC programming and operations for computer-aided manufacturing
- Perform statistical quality control
- Read blueprints and understand geometric dimensioning and tolerancing
- Perform tool design for manufacturing

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CET* 116	Computer Applications for Technology	3
ARC* 133	Technical Drafting	3
COM* 171	Fundamentals of Human Communication	3
MFG* 102	Manufacturing Processes	3
MAT* 175	College Algebra and Trigonometry	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
CAD* 108	CAD Introduction	3
ENG* 101	Composition	3
MFG* 108	Computer Aided Manufacturing	4
MAT* 187	Precalculus Mathematics	3
PHY* 121	General Physics I	4
	<b>Total Semester Credit Hours</b>	<b>17</b>

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### Sophomore Year - Fall Semester

Course #	Title	Credits
CAD* 200	3D CAD Modeling	4
MFG* 204	Advanced Computer Aided Manufacturing	4
PHY*122 or MAT* 254	General Physics II Calculus I	4
Elective +	Restricted	3
Elective	Social Science	3
	<b>Total Semester Credit Hours</b>	<b>18</b>

### Sophomore Year - Spring Semester

Course #	Title	Credits
MFG* 208	Process Engineering	4
MFG* 216	Tool Designing	4
MFG* 230	Statistical Process Control	3
MFG* 296	Manufacturing Internship	3
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>17</b>
	<b>Total Credit Hours</b>	<b>67</b>

+ Restricted Electives: MFG\* 239, QUA\* 114 or MFG\* 210

## QUALITY CONTROL

### Certificate

The Quality Control Certificate program is a sequence of courses that prepares students for the Certified Quality Technician (CQT) certification examination by the American Society for Quality Control (ASQC). The program assists students to develop competencies in concepts and techniques, statistical methods, sampling principles, reliability principles and applications, metrology and calibration fundamentals, quality data, quality analysis, problem solving and cost methodology, quality audit concepts and principles, geometry, trigonometry, and metric conversion. Students enrolling in the Quality Control Certificate program should plan on spending approximately \$60.00 on drafting equipment. For more information, call the Program Coordinator, Dr. Tsu-Chien Cheu, at (203) 285-2374 ([tcheu@gwcc.commnet.edu](mailto:tcheu@gwcc.commnet.edu)).

## PROGRAM REQUIREMENTS

### Freshman Year - Fall Semester

Course #	Title	Credits
ARC* 133	Technical Drafting	3
QUA* 114	Principles of Quality Control	3
MAT* 175	College Algebra and Trigonometry	3
	<b>Total Semester Credit Hours</b>	<b>9</b>

### Freshman Year - Spring Semester

Course #	Title	Credits
MFG* 102	Manufacturing Processes	3
MFG* 239	Geometric Dimensioning and Tolerancing	3
MFG* 230	Statistical Process Control	3
	<b>Total Semester Credit Hours</b>	<b>9</b>
	<b>Total Credit Hours</b>	<b>18</b>

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## **MECHANICAL ENGINEERING TECHNOLOGY**

### **Associate in Science**

Mechanical Engineering Technology concerns power and the machinery used to convert power to useful work. The Mechanical Engineering Technician is a practically-oriented member of the engineering team who applies existing technology to the solution of engineering problems. Students learn how to extract and analyze engineering data. Microcomputers are integrated into the curriculum to aid in both classroom and laboratory activities. Senior students are assigned projects in which they apply the principles they have learned. Applications to current technology are stressed and individual initiative is encouraged. The program is designed to train students as Mechanical Engineering Technicians ready for entry-level positions in industry upon graduation.

### **MECHANICAL ENGINEERING TECHNOLOGY PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Prepare and present technical and laboratory reports using modern computer software and oral presentation skills
- Prepare drawings of machine components both manually and with the help of AutoCAD software
- Understand the nature, science, structure, and properties of metallic, plastic, ceramic, and composite engineering materials
- Measure the mechanical properties (tensile strength, hardness, impact strength, torsional shear strength, toughness, etc.) of a material specimen in a laboratory
- Draw the Free Body Diagram (FBD) of a two-dimensional body and then write and solve its equations of equilibrium
- Perform force analyses of machine and frames
- Calculate the deformation of and thermal stress caused by temperature changes in a metal object
- Calculate the stresses within spherical pressure vessels
- Apply differential and integral calculus to develop the equations of motion for an object
- Analyze the forces acting on an object in free or restricted motion
- Analyze a column and determine the critical load that will cause it to buckle

This program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET). Students enrolling in the Mechanical Engineering Technology program should plan to spend approximately \$60.00 on drafting equipment. For more information, call the Program Coordinator, Cyprian Ukah, at (203) 285-2375 ([cukah@gwcc.commnet.edu](mailto:cukah@gwcc.commnet.edu)).

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ARC* 133	Technical Drafting	3
CAD* 108	CAD Introduction	3
MAT* 175	College Algebra and Trigonometry	3
MFG* 102	Manufacturing Processes	3
PHY* 121	General Physics I	4
	<b>Total Semester Credit Hours</b>	<b>16</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ENG* 101	Composition	3
MAT* 187	Precalculus Mathematics	3
MEC* 104	Mechanics - Statics	3
MEC* 265	Materials Science	4
Elective +	Science (Restricted)	3
Elective	Fine Arts	3
	<b>Total Semester Credit Hours</b>	<b>19</b>

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### Sophomore Year - Fall Semester

Course #	Title	Credits
MEC* 234	Electromechanical Controls	4
MAT* 254	Calculus I	4
MEC* 250	Strength of Materials	3
MEC* 271	Fluid Mechanics	4
Elective	Social Science	3
	<b>Total Semester Credit Hours</b>	<b>18</b>

### Sophomore Year - Spring Semester

Course #	Title	Credits
CET* 116	Computer Applications for Technology	3
COM* 171	Fundamentals of Human Communication	3
MEC* 283	Design of Machines	4
MEC* 296	Mechanical Engineering Internship	2
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>15</b>
	<b>Total Credit Hours</b>	<b>68</b>

### COMPUTER ASSISTED DRAFTING

#### Certificate

This certificate program develops entry-level skills for individuals interested in using Computer Assisted Drafting (CAD) to produce detailed architectural or schematic drawings based on rough sketches, specifications, and calculations made by scientists, engineers, and designers. CAD software permits easy modification and preparation of designs. Furthermore, it allows a drafter to view a design from various angles not easily achieved with traditional board approaches. AutoCAD software is used in this program. Every course offered in the Computer Assisted Drafting certificate program is offered in the Manufacturing Engineering Technology program. Every graduate of the Manufacturing Engineering Technology program will automatically qualify for a CAD certificate. Students enrolling in this program should plan on spending approximately \$60.00 on drafting equipment. For more information, call the Program Coordinator, Cyprian Ukah, at (203) 285-2375 ([cukah@gwcc.commnet.edu](mailto:cukah@gwcc.commnet.edu)).

### PROGRAM REQUIREMENTS

#### Freshman Year - Fall Semester

Course #	Title	Credits
ARC* 133	Technical Drafting	3
CAD* 108	CAD Introduction	3
ENG* 101	Composition	3
MFG* 102	Manufacturing Processes	3
MAT* 175	College Algebra and Trigonometry	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

#### Freshman Year - Spring Semester

Course #	Title	Credits
CAD* 200	3D CAD Modeling	4
CET* 116	Computer Applications for Technology	3
COM* 171	Fundamentals of Human Communication	3
MFG* 239	Geometric Dimension and Tolerancing	3
	<b>Total Semester Credit Hours</b>	<b>13</b>
	<b>Total Credit Hours</b>	<b>28</b>

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## ENTREPRENEURIAL STUDIES

### ENTREPRENEURIAL STUDIES

#### Associate in Science

Small businesses are vital to the growth of our economy and will create the majority of new jobs. This program prepares students to be entrepreneurs and to start up new businesses, grow their existing businesses, or apply entrepreneurial skills in a corporate setting. It also develops small business management skills in those running small businesses. Practical training is provided through internships in small business settings. The program also enables transfer into bachelor's degree programs. For more information, call the Program Coordinator, Rose Bednarz, at (203) 285-2198 (rbednarz@gwcc.commnet.edu).

#### ENTREPRENEURIAL STUDIES PROGRAM OUTCOMES

Upon successful completion of all program requirements, graduates should be able to:

- Demonstrate a level of mathematical skill appropriate for self-employment in a business environment
- Read, understand, and prepare standard types of business communications
- Understand basic theory and practice in entrepreneurship and small business management
- Understand competition and its relationship to private enterprise
- Explain the marketing concept for entrepreneurs
- Use the Internet and other data sources for business purposes, including research and marketing
- Understand the importance of a business plan
- Develop a business plan
- Apply knowledge of computer applications, including word processing and spreadsheets

#### GENERAL EDUCATION REQUIREMENTS

Course #	Title	Credits
BOT* 216 or CSC* 101	Spreadsheet Applications Introduction to Computers	3
COM* 171	Fundamentals of Human Communications	3
ENG* 101	Composition	3
MAT* 137 +	Intermediate Algebra	3
PSY* 111 or SOC* 101	General Psychology I Introduction to Sociology	3
Elective	Natural Science	3
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>21-22</b>

+ Or another math course approved by instructor



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## PROGRAM REQUIREMENTS

Course #	Title	Credits
ACC* 113	Principles of Financial Accounting	3
BBG* 210	Fundamentals of Business Communication	3
BBG* 231	Business Law I	3
BBG* 294	Business Internship	3
BES* 218	Entrepreneurship	3
BES* 219	Management and Growth - Small Business	3
BES* 239	Business Plan	3
BMK* 201	Principles of Marketing	3
BMG* 202	Principles of Management	3
BMK* 215	Principles of eBusiness	3
ECN* 101	Macroeconomics	3
Electives	Business	6
<b>Total Credit Hours</b>		<b>60-61</b>

## ENTREPRENEURIAL STUDIES

### Certificate

Small businesses are vital to the growth of our economy and will create the majority of new jobs. This program prepares students to be entrepreneurs, start up new businesses, grow their existing businesses, or apply entrepreneurial skills in a corporate setting. It also develops management skills to those running small businesses. The certificate program courses may be applied toward the associate degree program in Entrepreneurial Studies. For more information, call the Program Coordinator, Rose Bednarz, at (203) 285-2198 ([rbednarz@gwcc.commnet.edu](mailto:rbednarz@gwcc.commnet.edu)).

## PROGRAM REQUIREMENTS

Course #	Title	Credits
ACC* 113	Principles of Financial Accounting	3
BES* 218	Entrepreneurship	3
BES* 219	Management and Growth—Small Business	3
BES* 239	Business Plan	3
BMK* 215	Principles of eBusiness	3
BMK* 201	Principles of Marketing	3
Electives	Business	6
<b>Total Credit Hours</b>		<b>24</b>

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## GENERAL STUDIES

### GENERAL STUDIES

#### **Associate in Science**

The General Studies curriculum provides the fundamentals of a college education together with a range of open electives, allowing students to explore various courses of study and clarify their educational and occupational goals. It is the least restrictive of all the degrees offered by the College so that students may put together a program compatible with their individual interests and skills. General Studies is particularly appropriate for those who have not yet decided on a specific career or discipline and who wish to examine a number of different possibilities.

Upon graduation, students may transfer to a 4-year institution, although some of the elective credits they have earned may not count toward the Bachelor's degree. Those who intend to proceed beyond the 2-year degree may find the Liberal Arts & Sciences program better suited to their needs. Questions should be directed to an academic advisor or the program coordinator, Lauren Doninger, (203) 285-2601, ([LDoninger@gwcc.commnet.edu](mailto:LDoninger@gwcc.commnet.edu)).

#### **GENERAL STUDIES PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates will possess:

- \* competence in written and oral communication
- \* basic understanding of mathematics and science
- \* ability to locate and evaluate information
- \* ability to think critically and logically
- \* a sense of how courses relate to educational and occupational goals
- \* capacity for continued learning

#### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
MAT* 109 +	Quantitative Literacy	3
Elective	Computer Literary	3
Elective	Social Science	3
Elective	Humanities	3
Elective	Natural Science	3-4
	<b>Total Semester Credit Hours</b>	<b>21-22</b>

+ or another degree credit math course recommended by the academic advisor)

#### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ENG* 102	Literature and Composition	3
Electives	Social Science	12
Elective	Science or Mathematics	3
Electives +	Open	21
	<b>Total Credit Hours</b>	<b>60-61</b>

+ For a list of electives see pp. 56-57.

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## HOSPITALITY MANAGEMENT

### FOOD SERVICE MANAGEMENT

#### **Associate in Science**

The food service industry is one of the fastest-growing industries in this country and now ranks third in the nation in terms of growth. The industry offers job opportunities in many areas where food and drink are served, including commercial, industrial, and health care organizations. There are more than 600,000 restaurants in this country, employing more than nine million workers.

Food service establishments serve more than 800 million meals per week, and gross sales exceed \$150 billion each year. Graduates of the Food Service Management program are qualified for employment in food production control, food and beverage cost control, supervision, food service budgeting, and forecasting. As part of the course requirements, students participate in a 400-hour work experience program. Individuals who wish to continue their studies following graduation may transfer courses in this program to similar programs at the baccalaureate level.

#### **Students in this program will be required to:**

- Communicate with guests in Café Vincenzo
- Lift and transport food and other culinary products, equipment, small wares and utensils around the kitchen
- Lift and transport trays with hot and cold plated food, small ware and other items
- Pour and serve hot and cold liquids and beverages
- Use knives and other commercial cooking and food service equipment
- Maneuver in a commercial kitchen, dining room and related facilities
- Use commercial cleaning and sanitizing equipment and materials
- Handle a variety of food items including meat, fish, poultry, produce and dairy products
- Follow local Board of Health and safety protocol

#### **FOOD SERVICE MANAGEMENT PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Identify, organize, plan, and allocate resources in food service operations such as time, materials and facilities, money, and human resources
- Demonstrate a working knowledge of food preparation theories and techniques, and use this knowledge to meet the production requirements of a food service operation within a projected budget
- Effectively work with others as a member of a team, serving clients and customers, teaching others new skills, exercising leadership behaviors, and negotiating and working with others from diverse backgrounds
- Apply concepts of procurement and inventory to purchase, receive, store, issue, and distribute food and related items in a food service operation
- Identify such current trends in the food service industry as delivery systems and functions
- Operate effectively, appropriately suggesting modifications to existing systems in order to improve products or services and develop new or alternative systems
- Select and apply the appropriate food service procedures, tools, or machines, including computer applications, to produce desired results
- Demonstrate ethical behavior and self-management in personal and professional activities
- Perform basic mathematical computations accurately and appropriately, especially with regard to food and beverage production, purchasing, and cost controls
- Describe and apply basic marketing, sales, and merchandising methods in hospitality operations

Students in this program are responsible for purchasing uniforms, books, and knives. A physical examination and travel to internship/work experience sites are required. For information, call the Hospitality Management Program Coordinator, Stephen Fries, at (203) 285-2175 ([sfries@gwcc.commnet.edu](mailto:sfries@gwcc.commnet.edu)).

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**GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
ENG* 102	Literature and Composition	3
MAT* 109	Quantitative Literacy	3
PSY* 111	General Psychology I	3
Elective	Computer Literary	3
Elective	Natural Science	3-4
<b>Total Credit Hours</b>		<b>21-22</b>

**PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ACC* 113	Principles of Accounting I	3
BMG* 220	Human Resources Management	3
HSP* 100	Introduction to the Hospitality Industry	3
HSP* 101	Principles of Food Preparation	3
HSP* 108	Sanitation and Safety	3
HSP* 110	Quantity Food Production	4
HSP* 117	Beverage Management	3
HSP* 201	International Foods (F)	4
HSP* 202	Catering and Event Management	3
HSP* 211	Food and Beverage Cost Control (S)	3
HSP* 231	Hospitality Law (F)	3
HSP* 237	Hospitality Marketing (F)	3
HSP* 295	Work Experience/Internship (S)	3
<b>Total Credit Hours</b>		<b>62-63</b>

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## **CULINARY ARTS**

### **Certificate**

The Culinary Arts Certificate program is the first step toward a career in the food preparation industry. The 30 credit hour certificate program is open to both full-time and part-time students. Students obtain a well-rounded education, combining both laboratory and classroom experience. In addition to academic course work, students prepare and serve a wide variety of meals in the dining room at the Long Wharf Campus to our staff, faculty, and the public. Students in this program are responsible for purchasing uniforms, books, and knives. A physical examination and travel to internships/work experience sites are required. For more information, call the Hospitality Management Program Coordinator, Stephen Fries, at (203) 285-2175 ([sfries@gwcc.commnet.edu](mailto:sfries@gwcc.commnet.edu)) or Culinary Arts Instructor Andrew Randi at (203) 285-2154 ([arandi@gwcc.commnet.edu](mailto:arandi@gwcc.commnet.edu)).

### **Students in this program will be required to:**

- Communicate with guests in Café Vincenzo
- Lift and transport food and other culinary products, equipment, small wares and utensils around the kitchen
- Lift and transport trays with hot and cold plated food, small ware and other items
- Pour and serve hot and cold liquids and beverages
- Use knives and other commercial cooking and food service equipment
- Maneuver in a commercial kitchen, dining room and related facilities
- Use commercial cleaning and sanitizing equipment and materials
- Handle a variety of food items including meat, fish, poultry, produce and dairy products
- Follow local Board of Health and safety protocol

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
HSP* 101	Principles of Food Preparation	3
HSP* 103	Basic Baking and Pastry Arts	3
HSP* 108	Sanitation and Safety	3
HSP* 110	Quantity Food Production	4
HSP* 131	Principles of Dining Service (F)	1
NTR* 106	Culinary Nutrition	2
	<b>Total Semester Credit Hours</b>	<b>16</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
HSP* 201	International Foods	4
HSP* 202	Catering and Event Management (S)	3
HSP* 215	Baking and Pastry Arts II (S)	4
HSP* 295	Work Experience/Internship +	3
	<b>Total Semester Credit Hours</b>	<b>14</b>
	<b>Total Credit Hours</b>	<b>30</b>

+ Culinary Arts Work Experience (HSP\* 295) Students are required to participate in a 400-hour internship at an off-campus site (restaurant, hotel, resort, camp, etc.). The hospitality coordinator and the faculty can assist students with finding internships but the student must actively seek out a position approved by the instructor. At the work site, classroom theory will be applied to practical on-the-job training.

Academic credits earned in this program are transferable to the Food Service Management associate degree program.

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## **PROFESSIONAL BAKER**

### **Certificate**

This certificate is designed to further the education and training for those already working in this field as well as to accommodate individuals entering careers in the Culinary Arts. All credits courses are transferable to the Culinary Arts Certificate. For more information, call the Hospitality Management Program Coordinator, Stephen Fries, at (203) 285-2175 ([sfries@gwcc.commnet.edu](mailto:sfries@gwcc.commnet.edu)).

### **Students in this program will be required to:**

- Communicate with guests in Café Vincenzo
- Lift and transport food and other culinary products, equipment, small wares and utensils around the kitchen
- Lift and transport trays with hot and cold plated food, small ware and other items
- Pour and serve hot and cold liquids and beverages
- Use knives and other commercial cooking and food service equipment
- Maneuver in a commercial kitchen, dining room and related facilities
- Use commercial cleaning and sanitizing equipment and materials
- Handle a variety of food items including meat, fish, poultry, produce and dairy products
- Follow local Board of Health and safety protocol

### **PROGRAM REQUIREMENTS**

#### **Freshman Year – Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
HSP* 101	Principles of Food Preparation	3
HSP* 103	Basic Baking & Pastry Arts	3
HSP* 108	Sanitation & Safety	3
	<b>Total Semester Credit Hours</b>	<b>9</b>

#### **Freshman Year - Second Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
HSP* 215	Baking & Pastry Arts II	4
HSP* 295	Hospitality Management, Work Experience/Internship	3
	<b>Total Semester Credit Hours</b>	<b>7</b>
	<b>Select two of the following <i>Continuing Education</i> Courses:</b>	
	Italian Pastry & Desserts	
	Cake Decorating	
	Breads & Desserts	
	Advanced Baking	
	<b>Total Semester Credit Hours</b>	<b>16</b>

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## **HOTEL-MOTEL MANAGEMENT**

### **Associate in Science**

The lodging industry is one of the fastest-growing industries in the nation. In the more than 50,000 hotels and motels in the U.S.A., nearly four million rooms are available each day. Gross annual income exceeds \$20 billion dollars. In the first year at Gateway Community College, students study the various aspects of the lodging industry. In the second year, emphasis is placed on practical management experience. As part of the course requirements, students participate in a 400-hour work experience/internship program. For individuals who want to continue their studies following graduation, courses in this program are transferable to similar programs at four-year colleges and universities.

#### **Students in this program will be required to:**

- Communicate with guests in Café Vincenzo
- Lift and transport food and other culinary products, equipment, small wares and utensils around the kitchen
- Lift and transport trays with hot and cold plated food, small ware and other items
- Pour and serve hot and cold liquids and beverages
- Use knives and other commercial cooking and food service equipment
- Maneuver in a commercial kitchen, dining room and related facilities
- Use commercial cleaning and sanitizing equipment and materials
- Handle a variety of food items including meat, fish, poultry, produce and dairy products
- Follow local Board of Health and safety protocol

### **HOTEL-MOTEL MANAGEMENT PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Identify, organize, plan, and allocate resources in such hotel operations as time, materials and facilities, money, and human resources
- Process reservations, register guests, process guest departures, and assist in resolving guest problems
- Describe functional relationships among hotel divisions and departments
- Perform night audit procedures
- Summarize developmental and operational components of the following industries: airline, surface travel, cruise, and hotel/motel/resort
- Identify and implement systems and processes for room status changes, front office posting, telephone/pbx, bank maintenance, cash transactions, and security and guest keys
- Understand food preparation theories and techniques and use this knowledge to meet production requirements of a food service operation
- List and describe the steps in planning destination development and discuss the social, cultural, and economic impact of this development on the local environment
- Identify major geographical areas in terms of tourism generation
- Distinguish between various systems of travel and tourism distribution and intermediary functions
- Effectively work as a member of a team, serve clients and customers, teach others new skills, exercise leadership behavior, negotiate, and work with others from diverse backgrounds
- Apply concepts of procurement and inventory to purchase, receive, store, issue, and distribute food and related items in a food service operation
- Identify such current trends in the lodging industry as delivery systems and functions
- Operate effectively, suggesting appropriate modifications of existing systems to improve products or services and develop new or alternate systems
- Demonstrate ethical behavior and self-management in personal and professional activities
- Perform basic mathematical computations accurately and appropriately, especially with regard to hotel and guest accounting, night audits, and cost controls
- Describe and apply basic marketing, sales, and merchandising methods in hospitality operations

Graduates of the Hotel-Motel Management program at GCC are qualified for employment as supervisors in small hotels and motels, as trainees and assistants in large hotels and motels, and as salespersons and front office supervisors. Students in this program are responsible for purchasing uniforms, books, and knives. A physical examination and travel to internship / work experience sites are required. For more information, call the Hospitality Management Program Coordinator, Stephen Fries, at (203) 285-2175 ([sfries@gwcc.comnet.edu](mailto:sfries@gwcc.comnet.edu)).



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## GENERAL EDUCATION REQUIREMENTS

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
ENG* 102	Literature and Composition	3
MAT* 109	Quantitative Literacy	3
PSY* 111	General Psychology I	3
Elective	Natural Science	3-4
Elective	Computer Literacy	3

## PROGRAM REQUIREMENTS

Course #	Title	Credits
ACC* 113	Principles of Accounting I	3
BMG* 220	Human Resources Management	3
HSP* 100	Introduction to the Hospitality Industry	3
HSP* 101	Principles of Food Preparation	3
HSP* 108	Sanitation and Safety	3
HSP* 110	Quantity Food Production	4
HSP* 117	Beverage Management	3
HSP* 211	Food and Beverage Cost Control (F)	3
HSP* 231	Hospitality Law (F)	3
HSP* 237	Hospitality Marketing (F)	3
HSP* 244	Meetings, Conventions and Special Events Mgmt. (S)	3
HSP* 246	Hotel Accounting/Front Office Management (S)	3
HSP* 295	Work Experience/Internship (S)	3
<b>Total Credit Hours</b>		<b>61-62</b>

## MEETINGS, CONVENTIONS AND SPECIAL EVENTS MANAGEMENT

### Certificate

This certificate is designed for students seeking careers in the growing field of meeting planning. It will also develop and update the skills of those presently in the field. The certificate emphasizes the management of and services for meetings, conventions, trade shows, and special events. Students will be prepared for positions in such areas as independent or entry-level corporate meeting planning; conference, trade show, and association management; and convention/meeting services in the hotel industry. The certificate will also enable the veteran meeting planner to obtain college credentials in his/her profession. Furthermore, it gives administrative assistants and others who plan meetings as part of their regular jobs a formal opportunity to learn about this industry and enhance their planning skills. For more information, call the Hospitality Management Program Coordinator, Stephen Fries, at (203) 285-2175 ([sfries@gwcc.commnet.edu](mailto:sfries@gwcc.commnet.edu)).

## PROGRAM REQUIREMENTS

Course #	Title	Credits
BBG* 210 or COM* 171	Business Communication or Fundamentals of Human Communication	3
BMK* 215	Principles of eBusiness	3
HSP* 100	Introduction to the Hospitality Industry	3
HSP* 231	Hospitality Law	3
HSP* 237	Hospitality Marketing	3
HSP* 244	Meetings, Conventions and Special Events Mgmt. (S)	3
Elective +	Restricted	3
<b>Total Credit Hours</b>		<b>21</b>

+ Restricted Electives: BOT\* 216, BOT\* 218, BOT\* 220

(F) Offered fall semester

(S) Offered spring semester

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## HUMAN SERVICES

### **HUMAN SERVICES**

#### **Associate in Science**

The field of Human Services is dynamic and challenging. The concept of human services stresses care for the whole individual and his or her relation to the environment. The sequential courses develop knowledge of personality patterns and behavior, roles and functions of community resources, and skills in each curriculum option. The program prepares students for employment in a variety of social service settings, including mental health services, schools, children and family services, community action programs, health and welfare planning, elderly services, and the criminal justice system.

Curricula prepare students for entry into the job market and for transfer into baccalaureate degree programs. Field experience is an integral part of the Human Services curriculum. It exposes students directly to clients in community service settings to apply the theories and skills learned in the classroom. The field experience and seminar courses must be taken during the same semester. In the various degree programs, students are eligible for field placement once they complete 24-35 credits toward the degree and are able to demonstrate a sufficient level of competence and skill. Transfer option students are required to complete only one semester of field placement.

Prior to each semester Human Services students are expected to consult with the Program Coordinator before registering for courses.

#### **HUMAN SERVICES PROGRAM OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Apply basic knowledge of history, natural sciences, social sciences, behavioral sciences, and humanities to work with diverse populations and human service systems
- Effectively organize, acquire, and present information in written and spoken form
- Research and write a paper following MLA or APA format
- Use effective verbal and nonverbal interpersonal relationship skills when working with people
- Conduct a bio-psychosocial assessment interview
- Assess, plan, implement, and evaluate the phases necessary for effective human service interventions
- Assess formal and informal service/support systems related to client needs and strengths
- Select appropriate support and intervention services to address the diverse needs of clients in specific populations served by social service agencies
- Identify human service agencies and programs within Greater New Haven, Connecticut, and the national social services system
- Recognize and respond to cultural diversity and the diverse challenges facing certain populations served by human services
- Act professionally with clients and agency personnel in human service settings
- Understand psychology and social service theoretical models for assessment, service provision, case management, and evaluation of client services
- Understand social policy and social advocacy in relation to societal responses to formal help
- Distinguish between various human service career options and recognize the most marketable professional skills for employment in contemporary human service settings
- Identify basic problems that human service workers encounter and the most useful strategies for resolution
- Analyze the effectiveness of human service agencies' implementation of programs to meet social needs
- Behave ethically according to professional human services standards

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## **HUMAN SERVICES CAREER**

### **Associate in Science**

The Human Services Career course of study is designed for students who plan to enter the job market or who are already employed by a human services agency.

### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 110 or BIO* 115	Principles of the Human Body Human Biology	3-4
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
ENG* 102	Literature and Composition	3
MAT* 109 or MAT* 137	Quantitative Literacy Intermediate Algebra	3
PSY* 111	General Psychology I (pre-req. for PSY* 245)	3
Elective	Computer Literacy	3
Elective	Fine Arts	3
<b>Total Credit Hours</b>		<b>24-25</b>

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
HSE* 101	Introduction to Human Services	3
HSE* 271	Field Work Seminar I (F)	3
HSE* 281	Human Services Field Work I (F)	3
POL* 111	American Government	3
PSY* 105	Group Dynamics	3
PSY* 233	Theories, Methods, Practice of Counseling and Therapy (F)	3
PSY* 245	Abnormal Psychology	3
SOC* 101	Principles of Sociology	3
SOC* 104 or SOC* 111	Marriage and Family Family, Child and Community Health	3
Electives	Restricted + (See below)	9
<b>Total Credit Hours</b>		<b>60-61</b>

+ BIO 113, DAR\* (any), PSY 109, 122, 210, SOC\* 114, 115, CJS\* (any), HSE\* above 101)

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## **HUMAN SERVICES CONTINUED STUDY**

### **Associate in Science**

This course of study prepares students for transfer into a four-year college while training them in human services and developing the skills necessary in entry-level positions. Students wishing to transfer are strongly encouraged to obtain catalogs from the four-year college(s) under consideration to ensure the transferability of credits.

### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 105 or BIO* 115	Introduction to Biology General Biology I	4
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
CSC	Elective	3
ENG* 102 or ENG Elec.	Composition II: Introduction to Literature English Transfer Elective	3
MAT* 109 or MAT* 137	Quantitative Literacy (or a higher level math) Intermediate Algebra	3
PSY* 111	General Psychology	3
Elective	Fine Arts	3

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ANT* 105	Cultural Anthropology	3
HIS* 101 or HIS* 102	Western Civilization I Western Civilization II	3
HSE* 101	Introduction to Human Services	3
HSE* 271	Field Work Seminar I (F)	3
HSE* 281	Human Services Field Work I (F)	3
POL* 111	American Government	3
PHL* 101	Introduction to Philosophy	3
PSY* 105	Group Dynamics	3
PSY* 245	Abnormal Psychology	3
SOC* 101	Principles of Sociology	3
SOC* 104 or SOC* 111	Marriage and Family Family, Child and Community Health	3
SOC* 117	Minorities in the U.S.	3
<b>Total Credit Hours</b>		<b>61</b>

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## **HUMAN SERVICES**

### **Certificate**

The Human Service Certificate curriculum is designed for the professional who is already employed in the field of Human Services. For more information, call Jonah Cohen, Program Coordinator at (203) 285-2289 or e-mail [jcohen@gwcc.commnet.edu](mailto:jcohen@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
HSE* 101	Introduction to Human Services	3
HSE* 247	Supervisors' Seminar (S)	3
POL* 111	American Government	3
PSY* 105	Group Dynamics	3
PSY* 111	Introduction of Psychology	3
PSY* 245	Abnormal Psychology	3
SOC* 101	Principles of Sociology	3
Elective	Restricted + (See below)	3
<b>Total Credit Hours</b>		<b>30</b>

+ BIO 113, DAR\* (any), PSY 109, 122, 210, SOC\* 114, 115, CJS\* (any), HSE\* above 101)  
(S) Offered spring semester

### **HUMAN SERVICES: GERONTOLOGY OPTION**

#### **Associate in Science**

This option prepares students for entry-level positions working with the elderly and for transfer to a four-year college. The option presents the demographic, social, biological, and psychological changes occurring in elderly people and how these changes determine the skills and services needed to work in gerontology.

### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 113	Physiology of Aging	3
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
ENG* 102	Literature and Composition	3
MAT* 109 or MAT* 137	Quantitative Literacy Intermediate Algebra	3
PSY* 111	General Psychology I	3
Elective	Fine Arts	3
Elective	Computer Literacy	3

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
HSE* 101	Introduction to Human Services	3
HSE* 247	Supervisor's Seminar	3
HSE* 271	Field Work Seminar I (F)	3
HSE* 281	Human Services Field Work I (F)	3
POL* 111	American Government	3
PSY* 109	Psychology of Aging (S)	3
PSY* 233	Theories, Methods, Practice of Counseling & Therapy	3
PSY* 245	Abnormal Psychology	3
SOC* 101	Principles of Sociology	3
SOC* 114	Sociology of Aging (F)	3
Electives	Restricted + (See below)	6
<b>Total Credit Hours</b>		<b>60</b>

+ BIO 113, DAR\* (any), PSY 109, 122, 210, SOC\* 114, 115, CJS\* (any), HSE\* above 101)  
(F) Offered fall semester  
(S) Offered spring semester

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## **GERONTOLOGY**

### **Certificate**

The gerontology certificate curriculum meets the continuing educational needs of providers and users of services to older citizens. Applicants may be employees in the field of gerontology or elderly citizens themselves, hospital administrators, or students enrolled in other programs at the College. For more information, call Jonah Cohen, Program Coordinator at (203) 285-2289 or e-mail [jcohen@gwcc.commnet.edu](mailto:jcohen@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 113	Physiology of Aging	3
PSY* 109	Psychology of Aging (S)	3
SOC* 114	Sociology of Aging (F)	3
Electives	Choose <b>two</b> from below	6
<b>Total Credit Hours</b>		<b>15</b>

Electives: HSE\* 247, PSY\* 210 or SOC\* 115

(F) Offered fall semester

(S) Offered spring semester

## **THERAPEUTIC RECREATION**

### **Certificate**

This program prepares students for employment as therapeutic recreation specialists in health care facilities, day care centers, nursing homes, and facilities serving individuals with physical or mental disabilities. Students successfully completing the program receive a certificate from Gateway Community College that is recognized as qualifying them for positions as entry-level TR specialists. State regulations for TR director positions may require further certification. For more information, call Jonah Cohen, Program Coordinator at (203) 285-2289 or e-mail [jcohen@gwcc.commnet.edu](mailto:jcohen@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 113	Physiology of Aging	3
HSE* 151	Introduction to Therapeutic Recreation Services	3
HSE* 152	Programming in Therapeutic Recreation (F)	3
HSE* 153	Methods and Materials in Therapeutic Recreation (S)	3
HSE* 247	Supervisors' Seminar (S)	3
Elective	See Below	3
<b>Total Credit Hours</b>		<b>18</b>

Electives: PSY\* 109, PSY\* 210, SOC\* 114, SOC\* 115

(F) Offered fall semester

(S) Offered spring semester

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## **YOUTH WORKER**

### **Certificate**

Gateway is the first community college in Connecticut to offer this certificate. Our program is part of a national movement to support the professional development of people who work with youth, ages 12 and up. The program facilitates an understanding of adolescent development and the diverse ways in which adolescents learn about and experience the world. Courses prepare youth workers to assist youth, colleagues, organizations, and communities. Students learn about valuable local, state, and national youth development projects and resources.

The Youth Worker Certificate is recognized by the Connecticut Certification Board for credit toward a Prevention Professional Certification. Field experience is an integral part of the Youth Worker curriculum and is coordinated with the seminar assignments. The field experience and seminar courses must be taken during the same semester. For more information, call Jonah Cohen, Program Coordinator at (203) 285-2289 or e-mail [jcohen@gwcc.commnet.edu](mailto:jcohen@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
COM* 171	Fundamentals of Human Communication	3
DAR* 101	Public Health Issues: Substance Use & Prevention	3
ENG* 101	Composition	3
HSE* 101	Introduction to Human Services	3
HSE* 228	Youth Worker Seminar	3
HSE* 281 or HSE* 282	Human Service Field Experience I Human Service Field Experience II	3
PSY* 105	Group Engineering Dynamics	3
SOC* 101	Principles of Sociology	3
Elective	Computer Literacy	3
Elective +	Restricted	3
<b>Total Credit Hours</b>		<b>30</b>

+ Electives: ECE\* 101, PSY\* 247, SOC\* 104, SOC\* 230

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## LIBERAL ARTS AND SCIENCES

### LIBERAL ARTS AND SCIENCES PROGRAM OUTCOMES

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

- Demonstrate an understanding of Western history and culture
- Think critically and logically
- Communicate effectively orally and in writing
- Apply scientific and/or quantitative reasoning skills in problem solving
- Recognize and appreciate the aesthetic and ethical dimensions of human endeavor
- Demonstrate the capability for continued learning
- Recognize and appreciate cultures and perspectives that differ from our own.

### LIBERAL ARTS AND SCIENCES

#### Associate in Arts

The Associate in Arts degree in Liberal Arts and Sciences (LAS) is designed for students who wish to complete a rigorous course of study in preparation for transfer to a baccalaureate degree program. A broadly integrated curriculum will provide an essential understanding of Western history and culture, as well as the academic skills necessary to engage it. Students will become familiar with techniques of inquiry in Humanities, mathematics, natural science, and social science, allowing them to continue their education with confidence toward a 4-year degree in the discipline of their choice.

Courses which satisfy the requirements for an Associate's degree in the Liberal Arts and Sciences at Gateway are in many cases the same as those taught in the first two years of the Bachelor's degree program at receiving schools. With an LAS degree, students may pursue a professional degree, (e.g. in education, business, law, medicine, social work, etc.) or a liberal arts degree at the bachelor's level, (e.g. in English, philosophy, natural science, mathematics, sociology, etc.). In order to ensure maximum transfer credit to the college or university of choice, students are strongly encouraged to study the catalog of the institution to which they intend to transfer and consult directly with its admissions office. Students should also confer each semester with the LAS program coordinator or qualified transfer advisor as they proceed.

LAS students may access the Transfer Compact or the Pathway to Teaching Careers at Southern Connecticut State University or the Guaranteed Admission Program (GAP) at the University of Connecticut. Specific articulations also exist between Gateway and the University of Bridgeport and the University of New Haven.

For more information, call the Program Coordinator, Lauren Doninger, at 203.285.2601 or e-mail LDoninger@gwcc.commnet.edu.

### GENERAL EDUCATION REQUIREMENTS

Course #	Title	Credits
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
Elective	English (Recommend 102 or 200 seek advising)	3
HIS* 101 or HIS* 102	Western Civilization I Western Civilization II	3
MAT* 137 Or higher	Intermediate Algebra	3-4
Elective	Natural/Physical Science	3-4
Elective	Computer Literacy or Open Elective	3
Elective +	Fine Arts (Restricted)	3
<b>Total Credit Hours</b>		<b>24-26</b>

+ Fine Arts Electives: ART\* 101, 102, 103, MUS\* 101 or ENG\* 272



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## PROGRAM REQUIREMENTS

- **English Literature** – (Students are strongly encouraged to speak with an advisor and to carefully consider transfer requirements)

Choose **one** course from:

ENG\* 139, 210, 211, 214, 221, 222, 231, 232, 240, 241, 251, 262 or 271

- **Foreign Language** (Students may meet this requirement by completing upper level ESL classes or level II of a foreign language in high school [consult with intended transfer institution as some senior institutions will not accept high school classes as meeting their graduation requirement]. If the requirement is met in ESL/HS, students may choose open electives to fill the credit requirement.

Choose **two** courses from:

FRE\* 101, 102, 201, 202

ITA\* 101, 102, 201, 202

SPA\* 101, 102, 201, 202

- **Laboratory Science**

(Choose **one** from the areas below):

Biology, Chemistry, Physics

- **Liberal Arts and Sciences Electives (12 credits)** (Students are strongly encouraged to seek advisement and to carefully consider transfer issues).

Suggested courses – choose one from:

PHL\* 101, 111 or 131

Suggested courses – choose **three** courses from: (MAT\* 137 and/or foreign language courses at the 101 or 102 level may be used to satisfy this requirement).

Anthropology	Geography
Art (studio art may present transfer problems)	History
Biology	Mathematics
Chemistry	Music (performance classes may present transfer problems)
Communications	Philosophy
Earth Science	Physics
Economics	Political Science
English	Psychology
Environmental Science	Sociology
Foreign Language	

- **Social Science (U.S. Political Foundation)**

Choose **one** course from:

HIS\* 201, 202, 216, 217, POL\* 111, 208

- **Social Science (Behavioral Science)**

Choose **one** from:

Anthropology; Psychology; Sociology

- **Open Electives** (Students are strongly encouraged to seek advisement and to carefully consider transfer issues).

For every three math/science courses that carry four (4) credits, students are exempt from one open elective (MAT\* 137 and/or foreign language courses at the 101 or 102 level may be used to satisfy this requirement).

	Open Electives (see page 147)	3-4
	<b>Total Program Credit Hours</b>	<b>37-43</b>
	<b>Total Degree Credit Hours</b>	<b>61-67</b>

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## NURSING

### **NURSING**

#### **Associate in Science**

The Connecticut Community Colleges Nursing Program (CT-CCNP) is an innovative associate degree nursing program offered at five Connecticut Community Colleges: Capital Community College, Gateway Community College, Naugatuck Valley Community College, Norwalk Community College, and Three Rivers Community College. Gateway Community College offers the only evening program in the CT-CCNP. The nursing program is a four semester program designed to prepare registered nurses to function in the professional role utilizing current standards of nursing practice. The curriculum is built upon courses from the social and biological sciences, liberal arts, and nursing. These courses provide the foundation for the practice of nursing. Six core values - critical thinking, safe and competent practice, caring, professionalism, communication, and holistic care – provide the framework for organizing the nursing curriculum.

A graduate of the nursing program is awarded an Associate in Science degree and is eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN).

Graduates can apply for licensure through the Connecticut Department of Public Health. The graduate is prepared to function as an entry-level practitioner in health care settings such as: general or specialty hospitals, extended care facilities, doctors' offices, and clinics.

The Connecticut Community Colleges Nursing Program is approved by the Connecticut State Board of Examiners for Nursing with the consent of the Commissioner of the Connecticut Department of Public Health. All five campuses maintain accreditation by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, New York 10006 (212-363-5555).

#### **Nursing Campuses**

##### **CAPITAL COMMUNITY COLLEGE**

Enrollment Services Office  
950 Main Street  
Hartford, Connecticut 06103  
Phone: 860-906-5126  
[www.ccc.commnet.edu](http://www.ccc.commnet.edu)

##### **GATEWAY COMMUNITY COLLEGE**

Admissions Office - Long Wharf Campus  
Attention: Nursing  
60 Sargent Drive  
New Haven, Connecticut 06511  
Phone: 203-285-2010  
[www.gwcc.commnet.edu](http://www.gwcc.commnet.edu)

##### **NAUGATUCK VALLEY COMMUNITY COLLEGE**

Admissions Office  
750 Chase Parkway  
Waterbury, Connecticut 06708  
Phone: 203-575-8040  
[www.nvcc.commnet.edu](http://www.nvcc.commnet.edu)

##### **NORWALK COMMUNITY COLLEGE**

Admissions Office  
188 Richards Avenue  
Norwalk, Connecticut 06854-1655  
Phone: 203-857-7060  
[www.ncc.commnet.edu](http://www.ncc.commnet.edu)

##### **THREE RIVERS COMMUNITY COLLEGE\*\***

Nursing Admissions  
7 Mahan Drive  
Norwich, Connecticut 06360-2497  
Phone: 860-892-5702  
[www.trcc.commnet.edu](http://www.trcc.commnet.edu)

\*\*Three Rivers Community College's mailing address will be changing during the fall '08 semester. Please contact the college to confirm the appropriate mailing address.

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## The Role of the Associate Degree Graduate within the Scope of Nursing Practice

The Nursing Program will provide the graduate with the knowledge and technical skills to practice in a safe, effective and competent manner within the legal and ethical framework for an entry-level Registered Nurse. The scope of practice for the Associate Degree graduate is to provide and manage care for a diverse group of individuals, families and communities in collaboration with members of the health care team consistent with the CT-CCNP core values.

### Advisement

Advisors/Counselors are available at each campus to guide applicants through the admission process. Students should direct all questions to the contact at their College of First Choice. Additionally, students are strongly encouraged to attend a Nursing Information Session at the College of First Choice to learn more about the CT-CCNP.

College	Contact Person	Contact Information	
Capital Community College	Virginia Foley	860-906-5199	<a href="mailto:vfoley@ccc.commnet.edu">vfoley@ccc.commnet.edu</a>
Gateway Community College	Mary Beth Banks	203-285-2388	<a href="mailto:mbanks@gwcc.commnet.edu">mbanks@gwcc.commnet.edu</a>
Naugatuck Valley Community College	Noreen Cerruto	203-575-8079	<a href="mailto:ncerruto@nvcc.commnet.edu">ncerruto@nvcc.commnet.edu</a>
Norwalk Community College	Bill Chagnon	203-857-7090	<a href="mailto:wchagnogn@ncc.commnet.edu">wchagnogn@ncc.commnet.edu</a>
Three Rivers Community College	Amy Rozek	860-892-5702	<a href="mailto:nursingadmissions@trcc.commnet.edu">nursingadmissions@trcc.commnet.edu</a>

### Application Process

When applying to the Connecticut Community Colleges Nursing Program (CT-CCNP), students will complete a common nursing application. On the nursing application, applicants can list up to three colleges to which the applicant would like to be considered. An applicant should only list the college(s) to which s/he would be willing to commute. "**College of First Choice**" is the college that the applicant would most like to attend. The applicant may select a 2nd and 3rd choice college at the initial time of application which will eliminate the necessity for the applicant to apply to more than one College.

The application period for the nursing program is November 1st - February 1st of each year. The nursing application can be obtained from any of the five campuses and is available by November 1st. Applicants seeking admission into the CT-CCNP must submit a common nursing application and related documentation to the Admissions Office at the **College of First Choice** postmarked no later than the February 1<sup>st</sup> deadline date. Late applications and transcripts will not be accepted. All applications that are completed by the February 1st deadline will be reviewed and applicants will be notified by mail prior to May 1st as to their admission status.

### Application Requirements

Submit the following by the **February 1<sup>st</sup> deadline date**:

- College application (separate from the nursing program application) with application fee of \$20.00 for first-time applicants to any of the twelve Connecticut Community Colleges.
- Connecticut Community Colleges Nursing Program (CT-CCNP) application.
- Proof of high school completion (High school diploma or transcripts, GED, or ability to benefit).
- Official high school transcripts are required if the student is using their high school chemistry to satisfy the admission requirement.
- Official College/University transcripts from **ALL colleges ever attended**\*
- Proof of Measles and Rubella immunization.

*\*Please be sure that all transcripts are the final transcripts. Students taking courses in the fall semester prior to applying need to submit transcripts that include their fall grades.*

Students who are currently attending one of the twelve Connecticut Community Colleges need to send all community college transcripts to the **College of First Choice**. The twelve Connecticut Community Colleges are independent of one another and the College of First Choice will not be able to access your transcripts from another Connecticut Community College.

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## **Admission Requirements**

- High School graduate or equivalent
- One year of high school Chemistry with a lab or Connecticut Community College CHE 111 or equivalent with a grade of C or higher successfully completed within five years prior\*\* to application deadline of February 1, 2009.
- Accuplacer score indicating placement into a course higher than Connecticut Community College MAT 136 or 137; or completion of Connecticut Community College MAT 136 or 137, or equivalent or higher, with a grade of C or higher successfully completed prior to application deadline of February 1, 2009.
- GPA 2.7 – Based on all college credits taken within the past five years and any college courses taken prior to five years that are transferred in to meet the nursing curriculum requirements.
- ATI-TEAS test score. Applicants must have a composite score of 65% or higher. The test score will be valid for three years from the testing date.
- Computer literacy – A passing score on the computer proficiency test or completion of Connecticut Community College CSA\*105 or CSC\*101 or equivalent, with a grade of C or higher.
- Connecticut Community College BIO\*211: Anatomy and Physiology I, or equivalent, with a grade of C+ or higher, successfully completed within five years prior\*\* to application deadline of February 1, 2009.
- Connecticut Community College ENG\*101: English Composition, or equivalent, with a grade of C+ or higher, successfully completed prior to application deadline of February 1, 2009.
- Connecticut Community College BIO\*212: Anatomy and Physiology II, or equivalent, with a grade of C+ or higher, successfully completed within five years prior\*\* to application deadline of February 1, 2009 or successfully completed during, but no later, than spring semester of application year.

\*\* “Five years prior” is defined as having completed the course between December 2003 and February 1, 2009.

There may be prerequisite course that must be successfully completed prior to taking the admission requirements. Please consult with the college catalog at the College of First Choice for specific information. Also, students should complete the required Accuplacer computerized placement test. The placement test maybe waived for students who have prior college English and/or mathematics credits.

## **ATI-TEAS Standardized Admission Test for Nursing**

Applicants must obtain **a composite score of 65% or higher** on the ATI-TEAS test to be considered for admission. Test results are valid for three years from the testing date.

- The fee for the test is \$25.00.
- The test fee is non-refundable.
- Students may not reschedule.
- The test is a multiple choice test that evaluates essential academic skills: math, science, reading, and English.
- The test will take approximately 3 ½ hours to complete.
- It is recommended that applicants review biology, chemistry, and math content in preparation for taking the ATI-TEAS Test.
- The ATI-TEAS Study Manual is available through [www.atitesting.com](http://www.atitesting.com), (cost is approximately \$35.00). The study manual will assist the applicant in preparing for the exam. The applicant can also subscribe to practice tests offered on-line by ATI.
- For more information about the ATI-TEAS Test, visit the ATI website at [www.atitesting.com](http://www.atitesting.com).

Testing Schedule – All five campuses offer the ATI-TEAS Testing. Go to ATI’s website [www.atitesting.com/ctccteas](http://www.atitesting.com/ctccteas) for all the testing schedules and registration information. **If the test is taken at a site other than at one of the Connecticut Community Colleges, applicants must have official results sent by ATI to the College of First Choice by the application deadline.**

An applicant may retake the ATI-TEAS test as many times as desired.

- There must be a **45 day** period between each testing.
- Applicants may register to retest anytime, however, the testing date must be later than the 45 days.
- **Applicants applying to retake the TEAS test before the 45 day period is up will not be allowed to test and any testing fees paid will not be refunded.** If an applicant should register for the test, when s/he arrives at the testing site the individual may not be allowed admittance. If an applicant is inadvertently tested, the score will not be accepted.

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### **LPN Advanced Placement**

The Connecticut Community Colleges Nursing Program participates in the Connecticut Articulation Model for LPNs. Applicants are encouraged to seek advisement from one of the contact persons listed below prior to the application process.

<b>College</b>	<b>Contact Person</b>	<b>Contact Information</b>
Capital Community College	Virginia Foley Nursing Advisor	860-906-5199 <a href="mailto:vfoley@ccc.commnet.edu">vfoley@ccc.commnet.edu</a>
Gateway Community College	Mary Beth Banks Enrollment Services Assistant, Nursing	203-285-2388 <a href="mailto:mbanks@gwcc.commnet.edu">mbanks@gwcc.commnet.edu</a>
Naugatuck Valley Community College	Mary Manka LPN Advisor	203-596-8657 <a href="mailto:mmanka@nvcc.commnet.edu">mmanka@nvcc.commnet.edu</a>
Norwalk Community College	Sheila Jenkins Nursing & Allied Health Advisor	203-857-7086 <a href="mailto:sjenkins@ncc.commnet.edu">sjenkins@ncc.commnet.edu</a>
Three Rivers Community College	Amy Rozek Associate Director of Admissions	860-892-5722 <a href="mailto:nursingadmissions@trcc.commnet.edu">nursingadmissions@trcc.commnet.edu</a>

To be eligible for articulation the LPN must:

- Hold a current Connecticut Licensed Practical Nurse license
- Must meet all the CT-CCNP admission requirements.
- Successfully complete the required general education courses of the first year of the CT-CCNP
- Successfully complete the 3 credit Connecticut LPN Transition Bridge Course offered by Charter Oak State College
- Successfully complete the 1 credit CT-CCNP transition course\_

### **Transfer nursing student from program outside CT-CCNP**

Transfer students who wish to transfer nursing courses from another college or university will be considered for transfer after a written request for evaluation of nursing course work has been received by the Nursing Director at the **College of First Choice**. Applicants must meet all nursing program admission requirements. Applicants can obtain complete transfer requirements from the **College of First Choice**. Transfer students are admitted based upon a GPA of 3.00; ability to place applicant in the appropriate clinical section; and availability of openings, clinical resources, and faculty.

Twenty-five percent (25%) of the total credits applicable to the nursing degree must be granted by the college awarding the degree. No more than thirty credit hours of non-traditional credit may count towards the nursing degree. Nontraditional credit includes CLEP, DANES, Challenge Exams, Military Service Schools, and Assessment of Prior Learning.

### **Transfer Credits**

Transfer credit evaluation for nursing applicants is done by the College of First Choice.

**Nursing Courses** – Nursing credits from another college or university will be considered for transfer after a written request for evaluation of nursing course work has been received by the Nursing Director at the College of First Choice.

**Non-Nursing Courses** - In accordance with transfer of credit guidelines set forth by the Board of Trustees, courses which meet nursing program requirements will be accepted by the CT-CCNP. Once an applicant earns credit at the **College of First Choice**, transfer credit for the same course from another college will not be granted.

**Credits Earned Outside the United States** – Transcripts need to be evaluated by the

“Course By Course” option through the World Education Services Inc, PO Box 745, Old Chelsea Station, New York, New York 10113 or another approved site and submitted to the **College of First Choice**. Contact the College of First Choice for additional information.

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## **Transfer Grades**

Grades from colleges not regionally accredited will not be accepted in transfer.

A minimum grade of “C” is required unless otherwise noted by the admission requirements.

A grade of C+ will be determined when the college does not use plus (+) and minus (-) by having the student be responsible for providing the proof that the grade is a C+. A numerical grade of 77-79 will be considered a C+

## **Miscellaneous Information**

**(For Accepted Nursing Students)**

### **BASIC CARDIAC LIFE SUPPORT**

Students must provide proof of current certification as a Healthcare Provider through the American Heart Association or the American Red Cross by July 1<sup>st</sup> of the admission year. Certification must remain current throughout the nursing program.

### **CLINICAL SITES**

Clinical learning experiences are planned as an integral part of the nursing courses and are held at a variety of healthcare settings, such as: hospitals, extended care facilities, and selected community health centers. Students are responsible for arranging their own transportation to and from assigned clinical sites. Clinical experiences may be assigned during daytime, evening, or weekend hours. Assignment of clinical sites is at the discretion of the nursing faculty.

### **CRIMINAL BACKGROUND CHECKS**

Some clinical learning sites require students to undergo a background check for felony convictions. Students who do not pass the background check may be excluded from the clinical site and may not be able to meet the competencies required for the program.

### **FELONY CONVICTION**

At the time of application for RN licensure an applicant will be asked the following question by the Connecticut Department of Public Health: *“Have you ever been found guilty or convicted as a result of an act which constitutes a felony under the laws of this state, federal law or the laws of another jurisdiction and which, if committed within this state, would have constituted a felony under the laws of this state? If your answer is “yes”, give full details, dates, etc. on a separate notarized statement and furnish a Certified Court Copy (with court seal affixed) of the original complaint, the answer, the judgment, the settlement, and/or the disposition.”*

### **HEALTH REQUIREMENTS**

**Immunization Requirements** - Students will receive a packet of information at the time of acceptance into the CT-CCNP.

**Physical Examination** – A complete physical examination must be on file. The physical examination must be current within a year of the student entering the clinical area.

### **TECHNICAL STANDARDS**

The RN student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations. Technical standards reflect reasonable performance expectations of the RN student for the performance of common functions of the registered nurse. See **College of first choice** website for additional information.

### **WAIVER OF LICENSURE GUARANTEE**

Upon successful completion of the Associate of Science degree with a major in Nursing, the graduate is eligible to take the National Council of State Boards of Nursing Licensure Examination for Registered Nurse (NCLEX-RN). Graduation from the CT-CCNP does not guarantee licensure to practice nursing. Licensure requirements and procedures are the responsibility of the Connecticut Department of Public Health, State Board of Examiners for Nursing. Permission to take the NCLEXRN examination is established by law and granted by the Connecticut State Board of Examiners for Nursing.

## PROGRAM OF STUDY

The following program of study reflects a full-time curriculum plan that students enrolled in the nursing program are required to complete for graduation. Many students make the decision to enroll in the nursing program on a part time basis, taking the general education courses prior to the nursing courses. Non-nursing courses must be taken in the semester indicated in the plan of study below or may be taken earlier; nursing courses must be taken in the stated sequence.

The admission and pre-requisite requirements of BIO\*211: Anatomy & Physiology I, BIO\*212: Anatomy & Physiology II, and ENG\*101: English Composition are credits (11 credits) that are part of the total 68 credits required for graduation. BIO\*211 and ENG\*101 must be completed prior to submitting an application; BIO\*212 may be in progress and the applicant may be accepted pending successful completion with a grade of C+ or higher.

<b>ADMISSION REQUIREMENTS</b>	<u>Credits</u>		<u>Credits</u>
+BIO*211: Anatomy & Physiology I	4		
+ENG*101: English Composition	3		
<b>PRE-REQUISITE REQUIREMENTS:</b>			
+BIO*212: Anatomy & Physiology II	4		
<b>FIRST SEMESTER</b>		<b>SECOND SEMESTER</b>	
NUR*101: Introduction to Nursing Practice	8	NUR*102: Family Health Nursing	8
+BIO*235: Microbiology	4	NUR*103: Pharmacology for Families Across the Life Span	1
+PSY*111: General Psychology	3	+PSY*201: Life Span Development	3
		+SOC*101: Principles of Sociology	3
<b>THIRD SEMESTER</b>		<b>FOURTH SEMESTER</b>	
NUR*201: Nursing Care of Individuals and Families I	9	NUR*203: Nursing Care of Individuals and Families II	8
NUR*202: Pharmacology for Individuals and Families with Intermediate Health Care Need	1	NUR*204: Pharmacology for Individuals Families, & Groups with Complex Health Care Needs	1
+ENG*102: English Composition & Literature	3	NUR*205: Nursing Management and Trends	2
		+Elective: Humanities++ or Fine Arts	3

Total Program Credits - 68 credits (General Education Credits - 30 credits; Nursing Credits - 38 credits)

+ There may be a prerequisite course that must be successfully completed prior to taking the course.

++ Norwalk Community College requires one interdisciplinary course to fulfill core curriculum requirements



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## RETAIL MANAGEMENT/FASHION MERCHANDISING

### RETAIL MANAGEMENT/FASHION MERCHANDISING

#### Associate in Science

Retail and fashion are exciting and vital industries in our economy. This program prepares students for careers with retail, wholesale, and manufacturing organizations in buying, merchandising, fashion coordination, and sales promotion. Practical training is provided through internships. The program courses may be transferred to bachelor's degree programs. For more information, call the Program Coordinator, Rose Bednarz, at (203) 285-2198 ([rbednarz@gwcc.commnet.edu](mailto:rbednarz@gwcc.commnet.edu)).

#### RETAIL MANAGEMENT/FASHION MERCHANDISING PROGRAM OUTCOMES

Upon successful completion of all program requirements, graduates should be able to:

Demonstrate a level of mathematical skill appropriate for employment in the retail and fashion industries

Read, understand, and prepare standard types of business communications

Understand the basic theory and practice of retail management and merchandising

Understand competition and its relationship to private enterprise

Explain the marketing concept for retailers and fashion manufacturers

Use the Internet and other data sources for business purposes, including research and marketing

Understand the importance of planning for retail and fashion organizations

Apply knowledge of computer applications for word processing and spreadsheet design

#### GENERAL EDUCATION REQUIREMENTS

Course #	Title	Credits
BOT* 216 +	Spreadsheet Applications	3
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
MAT* 137 ++	Intermediate Algebra	3
PSY* 111	General Psychology I	3
Elective	Humanities	3
Elective	Natural Science	3-4

+ Or another computer literacy course recommended by the academic advisor

++ Or another degree credit mathematics course recommended by the academic advisor

#### PROGRAM REQUIREMENTS

Course #	Title	Credits
ACC* 113	Principles of Financial Accounting	3
BBG* 210	Fundamentals of Business Communication	3
BES* 218	Entrepreneurship	3
BMK* 103	Principles of Retailing	3
BMK* 215	Principles of eBusiness	3
BMK* 201	Principles of Marketing	3
BMG* 202	Principles of Management	3
BMK* 230	Retail Advertising/Sales Promotion	3
BMK* 242	Retail Buying	3
BMK* 255	Fashion Analysis	3
BMK* 257	Textiles	3
BMK* 295	Field Experience I	3
BMK* 296	Field Experience II	3
<b>Total Credit Hours</b>		<b>60-61</b>



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## **RETAIL MANAGEMENT / FASHION MERCHANDISING**

### **Certificate**

This certificate offers a career option for students who already have a degree in another area and want to develop skills in retailing. The certificate is also for those who do not want to pursue a degree, but who wish to develop their retailing skills.

### **RETAIL MANAGEMENT / FASHION MERCHANDISING CERTIFICATE OUTCOMES**

Upon successful completion of all program requirements, graduates should be able to:

- Understand the basic theory and practice of retail management and merchandising
- Understand competition and its relationship to private enterprise
- Explain the marketing concept for retailers and fashion manufacturers
- Understand the importance of planning to retail and fashion organizations
- Read, understand, and prepare standard types of business communications

### **PROGRAM REQUIREMENTS**

#### **Freshman Year – Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BMK* 103	Principles of Retailing	3
BMK* 230	Advertising and Promotion	3
BMK* 242	Retail Buying	3
BMK* 255	Fashion Analysis	3
	<b>Total Semester Credit Hours</b>	<b>12</b>

#### **Freshman Year - Second Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BES* 218	Entrepreneurship	3
BMK* 215	Principles of eBusiness	3
BMK* 257	Components of Merchandising	3
BMK* 295	Field Experience I	3
	<b>Total Semester Credit Hours</b>	<b>12</b>
<b>Total Credit Hours</b>		<b>24</b>

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## SCIENCE

### ENVIRONMENTAL SCIENCE AND TOXICOLOGY

#### Associate in Science

The Environmental Science and Toxicology program offers students a broad educational approach to the many careers available to them upon graduation. The explosive growth in the number of businesses in the environmental science and toxicology fields has resulted in a high demand for qualified technicians. Employment opportunities exist in such areas as field services, laboratory services, regulatory, fish, wildlife and natural resource management, information management systems (including Geographic Information Systems), pollution prevention, remediation, safety and health, solid and hazardous waste, water and wastewater, air pollution, and public health protection.

#### ENVIRONMENTAL SCIENCE AND TOXICOLOGY PROGRAM OUTCOMES

Upon successful completion of this degree program, graduates should be able to:

- Understand contemporary environmental issues in the social sciences, humanities, and natural sciences
- Know federal, state, and local laws, regulations, and standards affecting environmental science, toxicology, and forensic science operations
- Apply concepts of chemistry, biology, physics, and mathematics to environmental science, toxicology, and forensic science
- Take and analyze for pollutants and toxins air, water, and soil samples in the field and in the laboratory
- Identify career opportunities in the environmental science, toxicology, and forensic science fields
- Summarize the basic concepts of public health and occupational health and safety
- Use computers for data processing, information management, and research in environmental science, toxicology, and forensic science
- Understand and apply basic concepts of effective oral and written communication and documentation
- Understand basic concepts of human relations and group dynamics
- Work effectively both individually and as a member of a group
- This program can be used to meet the recently upgraded requirements for wastewater treatment plant operator licensure by the CT Department of Health Services. Students interested in transferring to a four-year institution may do so through this program. Arrangements for transfer should be made before registering for the freshman year. For information, call Professor Wesley L. Winterbottom at (203) 285-2354 or e-mail [wwinterbottom@gwcc.commnet.edu](mailto:wwinterbottom@gwcc.commnet.edu).

#### GENERAL EDUCATION REQUIREMENTS

Course #	Title	Credits
BIO* 105 or BIO* 121	Introduction to Biology  General Biology I	4
CET* 116	Computer Applications for Technology	3
COM* 171	Fundamentals of Human Communication	3
ENG* 101	Composition	3
MAT* 115 or MAT* 175	Mathematics for Science and Technology  College Algebra and Trigonometry	3
POL* 111	American Government	3
Elective	Fine Arts	3
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>25</b>

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## PROGRAM REQUIREMENTS

Course #	Title	Credits
CHE* 111 or CHE* 121	Concepts of Chemistry General Chemistry I	4
EVS* 102	Environmental Science and Toxicology Orientation	1
EVS* 200	Toxicology	3
EVS* 221	Qualitative and Quantitative Field and Lab. I	4
EVS* 222	Qualitative and Quantitative Field and Lab. II	4
EVS* 296	Internship	4
MAT* 167	Statistics with Technology	3
PHY* 121	General Physics	4
Electives +	Directed	13
	<b>Total Semester Credit Hours</b>	<b>27</b>

### Directed Electives:

See Advisor

## ENVIRONMENTAL SCIENCE AND TOXICOLOGY

### Certificate

The Environmental Science and Toxicology certificate prepares students for entry-level technician positions in the fields of environmental science, toxicology, and forensic science or to continue their studies beyond the certificate to receive a two- or four-year degree.

### ENVIRONMENTAL SCIENCE AND TOXICOLOGY CERTIFICATE PROGRAM OUTCOMES

Upon completion of this certificate program, graduates should be able to:

- Know federal, state, and local laws, regulations, and standards affecting environmental science operations
- Apply chemistry, biology, physics, and mathematics to environmental science, toxicology, and forensic science
- Take and analyze for pollutants and toxins air, water, and soil samples in the field and in the laboratory
- Identify career options in the environmental science, toxicology, and forensic science fields
- Explain the basic concepts of public health and occupational health and safety

## PROGRAM REQUIREMENTS

Course #	Title	Credits
BIO* 105	Introduction to Biology	4
CHE* 111	Concepts of Chemistry	4
MAT* 115	Mathematics for Science and Technology	3
EVS* 102	Environmental Science and Toxicology Orientation	1
EVS* 221	Qualitative and Quantitative Field and Lab Anal. I	4
EVS* 200	Toxicology	3
EVS* 222	Qualitative and Quantitative Field and Lab Anal. II	4
Electives	Directed	6
	<b>Total Semester Credit Hours</b>	<b>29</b>

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## **NATURAL SCIENCES AND MATHEMATICS**

### **Associate in Science**

The Natural Sciences and Mathematics program prepares qualified students to work at research facilities as laboratory or research assistants and/or continue their studies in the sciences at a four-year institution. For more information, contact either Heidi Rydene at 285-2184 ([hrydene@gwcc.commnet.edu](mailto:hrydene@gwcc.commnet.edu)) or Mark Bruno at 285-2353 ([mbruno@gwcc.commnet.edu](mailto:mbruno@gwcc.commnet.edu)).

### **NATURAL SCIENCES AND MATHEMATICS PROGRAM OUTCOMES**

Upon successful completion of all requirements, graduates should be able to:

- Explain the methodology used in scientific research
- Recognize ethical issues and understand the social responsibility involved in scientific decision making
- Communicate both orally and in writing
- Prepare, conduct, document, and interpret scientific experiments using the laboratory manual as a legal document
- Understand the basic principles of the natural and physical sciences
- Understand the basic principles of algebra, trigonometry, and pre-calculus
- Create, compile, and run a computer program
- Incorporate an interdisciplinary approach to investigating scientific problems
- Generate research documents using the Internet

### **GENERAL EDUCATION REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 121	General Biology 1	4
COM* 171	Fundamentals of Human Communications	3
ENG* 101	Composition	3
MAT* 175	College Algebra and Trigonometry	3
Elective	Fine Arts	3
Elective	Humanities	3
Elective	Social Science	3
Elective	Computer Literacy	3
<b>Total Semester Credit Hours</b>		<b>25</b>

### **PROGRAM REQUIREMENTS**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 122	General Biology II	4
CHE* 121	General Chemistry I	4
CHE* 122	General Chemistry II	4
MAT* 167	Statistics with Technology	3
MAT* 187	Precalculus Mathematics	3
PHY* 121	General Physics I	4
PHY* 122	General Physics II	4
Electives +	Science or Math Directed	9-11
<b>Total Semester Credit Hours</b>		<b>26</b>
<b>Total Credit Hours</b>		<b>61-63</b>

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**+ Directed Electives**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO* 113	Physiology of Aging	3
BIO* 211	Anatomy & Physiology I	4
BIO* 212	Anatomy & Physiology II	4
BIO* 235	Microbiology	4
BIO* 298	Special Topics in Biology	3
CHE* 211	Organic Chemistry I	4
CHE* 212	Organic Chemistry II	4
EAS* 102	Earth Science	3
MAT* 254	Calculus I	4
MAT* 256	Calculus II	4
MAT* 268	Calculus III: Multivariable: Multivariable	4
MAT* 272	Linear Algebra	3
MAT* 285	Differential Equations	3
PHY* 221	Calculus-Based Physics I	4
PHY* 222	Calculus-Based Physics II	4
RST* 217	Clinical Pathology	3
<b>Total Credit Hours</b>		<b>61-63</b>

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## TECHNOLOGY

### WASTEWATER MANAGEMENT

#### Certificate

The Wastewater Management Certificate prepares students to sit for the Wastewater I and Wastewater II Operator certification examination. The program has been designed in cooperation with the Connecticut Department of Environmental Protection and the Connecticut Water Pollution Abatement Association. Specialized wastewater courses may be offered at local municipal wastewater treatment plants. For more information, call Paul Silberquit at (203) 285-2368 or psilberquit@gwcc.commnet.edu.

#### PROGRAM REQUIREMENTS

##### Freshman Year - Fall Semester

Course #	Title	Credits
BIO* 105	Introduction to Biology	4
CET* 116	Computer Applications for Technology	3
MAT* 175	College Algebra and Trigonometry	3
WWT* 110	Wastewater I	3
WWT* 112	Wastewater II	3
<b>Total Semester Credit Hours</b>		<b>16</b>

##### Freshman Year - Spring Semester

Course #	Title	Credits
CHE* 111	Concepts of Chemistry	4
ENG* 101	Composition	3
WWT* 114	Wastewater III	3
WWT* 116	Wastewater IV	3
<b>Total Semester Credit Hours</b>		<b>13</b>
<b>Total Credit Hours</b>		<b>29</b>

### ADVANCED WASTEWATER MANAGEMENT

#### Certificate

The Advanced Wastewater Management Certificate prepares students for certification as Wastewater III and Wastewater IV Operators. The program has been designed in cooperation with the Connecticut Department of Environmental Protection and the Connecticut Water Pollution Abatement Association. Specialized courses may be offered at local Municipal Wastewater Treatment Plants. For more information, call Paul Silberquit at (203) 285-2368 or psilberquit@gwcc.commnet.edu.

#### PROGRAM REQUIREMENTS

##### Freshman Year - Fall Semester

Course #	Title	Credits
EET* 103	Fundamentals of Electricity	4
ENV* 230	Environmental Engineering	3
MAT* 187	Precalculus Mathematics	3
PSY* 111	General Psychology I	3
WWT* 210	Advanced Wastewater I	3
<b>Total Semester Credit Hours</b>		<b>16</b>

##### Freshman Year - Spring Semester

Course #	Title	Credits
WWT* 212	Advanced Wastewater II	3
WWT* 216	Environmental Law	3
Electives +	Directed	6
<b>Total Semester Credit Hours</b>		<b>12</b>
<b>Total Credit Hours</b>		<b>28</b>

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## **WATER MANAGEMENT**

### **Certificate**

Water Management assures an adequate supply of water for domestic, commercial, industrial, and public use. Two main areas of water management are water treatment and water distribution. Connecticut continually needs qualified individuals in the water treatment and distribution areas to fill positions in the increasing number of plants. Requirements for advanced certification to qualify for such positions presently include formal course work. Gateway's Water Management Certificate program offers a sequence of courses to prepare students for the Connecticut Department of Health certification examinations. For more information, call Paul Silberquit at (203) 285-2368 or [psilberquit@gwcc.commnet.edu](mailto:psilberquit@gwcc.commnet.edu).

### **PROGRAM REQUIREMENTS**

#### **Freshman Year - Fall Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
WMT* 101	Water Treatment and Distribution	6
WMT* 105	Water Utility Management	3
	<b>Total Semester Credit Hours</b>	<b>9</b>

#### **Freshman Year - Spring Semester**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ENV* 110		3
WMT* 102 or WMT* 103	Special Topics in Water Treatment Special Topics in Water Distribution	3
	<b>Total Semester Credit Hours</b>	<b>6</b>
<b>Total Credit Hours</b>		<b>15</b>

## **FIRE TECHNOLOGY AND ADMINISTRATION**

### **Associate in Science**

The program in Fire Technology and Administration trains and educates competent leaders in fire protection, prevention, and administration. It also provides training and education for insurance companies and industries involved in fire prevention and protection.

Fire technologists work in career and volunteer fire departments; local, state, and federal government agencies; industry, architectural and construction firms, and insurance organizations. They must recognize the need for fire prevention activities, the necessity of educating both children and adults in fire safety, and the importance of enforcing fire prevention codes.

Because fire technologists encounter a broad spectrum of problems and must be well versed in many subjects, the work of the fire technologist is seldom routine. The effective fire technologist continually improves the world in which we live by making it a safer place and by reducing the misery caused by uncontrolled fire.

The Associate in Science degree in Fire Technology and Administration helps students meet the professional standards established by the National Fire Protection Association, the Connecticut Commission on Fire Prevention and Control, and the Connecticut Fire Marshal's Training Council. For more information call Paul Silberquit at (203) 285-2368 or [psilberquit@gwcc.commnet.edu](mailto:psilberquit@gwcc.commnet.edu).

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## PROGRAM REQUIREMENTS

### Freshman Year - Fall Semester

Course #	Title	Credits
CET* 116	Computer Applications for Technology	3
ENG* 101	Composition	3
FTA* 112	Introduction to Fire Technology	3
MAT* 137	Intermediate Algebra	3
Elective	Humanities	3
	<b>Total Semester Credit Hours</b>	<b>15</b>

### Freshman Year - Spring Semester

Course #	Title	Credits
ENG* 202	Technical Writing	3
FTA* 116	Building Construction	3
FTA* 118	Fire Prevention and Inspection	3
MAT* 175	College Algebra and Trigonometry	3
PHY*121	General Physics I	4
	<b>Total Semester Credit Hours</b>	<b>16</b>

### Sophomore Year - Fall Semester

Course #	Title	Credits
CHE* 111	Concepts of Chemistry	4
COM* 171	Fundamentals of Human Communication	3
FTA* 210	Water Supply Hydraulics	3
FTA* 213	Codes and Standards	3
PHY* 122	General Physics II	4
	<b>Total Semester Credit Hours</b>	<b>17</b>

### Sophomore Year - Spring Semester

Course #	Title	Credits
FTA* 216	Municipal Fire Administration	3
FTA* 218	Extinguishing Systems	3
FTA* 219	Fire Investigation	3
Elective	Fine Arts	3
Elective	Social Science	3
	<b>Total Semester Credit Hours</b>	<b>15</b>
	<b>Total Credit Hours</b>	<b>63</b>



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# COURSE DESCRIPTIONS

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Courses with an asterisk (\*) have been converted to the Community College System Common Course Numbers. For your information, former course numbers are listed after the title.

## ❖❖❖\* 298 Special Topics Courses

1–6 S.H.

Provides students the opportunity to enroll in courses that address a specific need or demand within a particular discipline. For specific course content, please consult the semester course schedule. Special Topics courses may not be used to meet program requirements; however, they do carry elective credit in the specific discipline or as a general elective. A Special Topics course may or may not be transferable to other institutions. Students should seek the consent of their faculty advisor prior to selecting a Special Topics course. Prerequisites: Please consult semester course schedule.

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## ACCOUNTING

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### ACC\* 113 Principles of Financial Accounting I (ACC 101)

3 S.H.

Provides a solid background in the theory of accounting practices and business procedures. Students will learn to interpret assets, liabilities, and net worth and prepare statements, books of original entry, ledgers, and work at the end of a fiscal period.

### ACC\* 114 Principles of Financial Accounting II (ACC 102)

3 S.H.

A continuation of ACC\* 113. Presents fundamental accounting theory for partnerships and corporations. Additional topics include the preparation of cash flow statements and financial statement analysis. Prerequisite: ACC\* 113.

### ACC\* 117 Principles of Managerial Accounting (ACC 110)

3 S.H.

Presents basic concepts and practice of accounting's role in providing information to managers to assist in planning, control, and decision making. Topics include cost accounting systems, cost behavior relationships, analysis for managerial decisions, and the budget process. Prerequisite: ACC\* 113.

### ACC\* 125 Accounting Computer Application I (ACC 106)

3 S.H.

Use accounting software to complete the accounting cycle. Topics include cash receipts, cash disbursements, accounts receivable, accounts payable, and payroll taxes. Various software packages will be presented, but emphasis will be on Quickbooks. Prerequisites: ACC\* 113 or BOT\* 165.

### ACC\* 241 Federal Taxes I (ACC 206)

3 S.H.

Interprets and applies laws in preparing federal income tax returns for individuals. Prerequisite: ACC\* 113.

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## ALLIED HEALTH

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### HLT\* 103 Investigations in Health Care

3 S.H.

Designed to assist students in meeting the expectations of a health care curriculum and career. Students will become familiar with rigors of higher education and the specific skills needed to maximize their opportunity for academic and clinical success. 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. Prerequisites: Eligibility for ENG\* 101 and MAT\* 115 or higher.

### HLT\* 107 Methods of Learning in a Clinical Curriculum

3 S.H.

Designed to assist traditional and non-traditional first year college students meet the expectations of a curriculum in health related fields. The intent is to familiarize the students with the rigors of higher education and to provide specific skills which will maximize the students' opportunity for academic and clinical success. The course will include a comprehensive overview of the duties and responsibilities associated with clinical education and clinical competency. Interdisciplinary learning strategies, correlating clinical and didactic education, life management skills, work ethics and critical thinking skills so critical for all health care providers will be emphasized. This course is a required pre-requisite for all students wishing to enter the programs in allied health/nursing. Participation in field work and classroom visits is required.

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## **ANTHROPOLOGY**

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### **ANT\* 105 Introduction to Cultural Anthropology (ANT 105)**

**3 S.H.**

Teaches the evolution of culture from its earliest state to the present, emphasizing an analysis of living non-Western cultures. An understanding of such aspects of social organization as religion, economics, political organization, language, kinship, and art are stressed. This course also presents a comparison of cultures and draws inferences to promote a better understanding of our own way of life.

## **ARCHITECTURE**

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### **ARC\* 133 Technical Drafting (DFT 110)**

**3 S.H.**

Introduces the principles of engineering drawing. Covers the use of drafting instruments, good lettering practices, geometric construction, orthographic projection, sectional and auxiliary views, surface developments, machine screw threads, dimensioning, fits, and tolerances. Introduces geometric dimensioning and tolerancing. Two hours of lecture / two hours of laboratory.

## **ART**

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### **ART\* 101 Art History I (ART 103)**

**3 S.H.**

Surveys art and architecture from prehistoric times through the Middle Ages. Presents art as a fundamental aspect of human existence during a wide range of periods and cultures. Includes the art of indigenous cultures in Africa and the Americas, as well as the art of the ancient world. Emphasizes history and formal appreciation of art through the use of text, slides, reproductions, and original works. Requires museum trips.

### **ART\* 102 Art History II (ART 104)**

**3 S.H.**

Surveys art and architecture from the Renaissance to the late nineteenth century. Surveys the Renaissance in Italy and Northern Europe and the Baroque, Rococo, Romantic, Impressionist, and Post-Impressionist periods. Emphasizes history and formal appreciation of art through the use of text, slides, reproductions, and original works. Requires museum trips.

### **ART\* 103 Art History III (ART 102)**

**3 S.H.**

Surveys modern and contemporary art and architecture from the mid nineteenth century to the present. Emphasizes history, issues, and formal appreciation of art through the use of text, slides, reproductions, and original works. Requires museum and gallery visits. Prerequisite: ART\* 101 or 102.

### **ART\* 107 Introduction to Studio Art (ART 200)**

**3 S.H.**

Introduces a wide range of studio activities. Teaches students to understand their creative abilities and develop an intellectual understanding of techniques, materials and approaches to various media in studio art. Requires museum and gallery trips. (6 studio hours)

### **ART\* 109 Color Theory (ART 212)**

**3 S.H.**

Studies the interaction of color. Works with collage and paints to formulate presentations ranging from fundamental problem solving to individual expression. Emphasizes the use of color and its properties. Requires field trips and outside assignments. (6 studio hours)

### **ART\* 111 Drawing I (ART 201)**

**3 S.H.**

Introduces traditional drawing materials and techniques and examines drawing, composition, design, and modes of expression. Students work with a variety of subjects, including still life, interior, landscape, and human form. Requires sketchbook, outside assignments, and museum visits. (6 studio hours)

### **ART\* 112 Drawing II (ART 202)**

**3 S.H.**

Expands the fundamentals of drawing acquired in Drawing I. Focuses on the structure and development of drawing as a form of artistic expression. Requires figure drawing, sketchbook, outside assignments, and museum trips. Prerequisite: ART\* 111 or instructor's permission. (6 studio hours)

### **ART\* 113 Figure Drawing I (ART 203)**

**3 S.H.**

Applies the knowledge acquired in Drawing I and II. Concentrates on traditional and contemporary approaches to the representation of the figure. Focuses on the costumed and nude figure as well as portraiture. Requires outside assignments and museum trips. (6 studio hours) Prerequisite: ART\* 111 or instructor's permission.

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**ART\* 121 Two Dimensional Design (ART 211)****3 S.H.**

Investigates elements and principles of two-dimensional design and the nature of design. Explores space, shape, color, line, texture, and value, beginning with simple relationships and building toward more complex systems of composition. Requires outside assignments and museum visits. (6 studio hours)

**ART\* 122 Three Dimensional Design (ART 210)****3 S.H.**

Investigates the elements and principles of three-dimensional design, emphasizing forms and spatial organization. Studies the various types of three-dimensional forms found in both art and nature. Explores the use of various materials, tools, and techniques used to create three-dimensional forms. Requires outside assignments and museum visits. (6 studio hours)

**ART\* 131 Sculpture I (ART 204)****3 S.H.**

Introduces ideas and materials that facilitate student response to three-dimensional forms. Stresses the concepts of modeling, carving, construction, portrait sculpture, and the possibilities of more contemporary modes of expression. Requires museum and gallery visits. (6 studio hours)

**ART\* 132 Sculpture II (ART 205)****3 S.H.**

Sculpture II builds on Sculpture I by presenting more challenging work. Applies knowledge acquired in Sculpture I and concentrates on traditional and contemporary approaches to the representation of the human form. Requires outside assignments and museum visits. (6 studio hours) Prerequisite: ART\* 131 or instructor's permission.

**ART\* 141 Photography I (ART 130)****3 S.H.**

Explores the fundamentals of still photography and processing, basic camera techniques, and dark room procedures. The course emphasizes examining photographic images and making pictures. Picture-making assignments cover camera operation and stress making deliberate artistic choices during picture taking. Most picture taking will be done outside of class time. Lab instruction will include black and white darkroom techniques, workshops, and demonstrations. Students are required to supply their own 35 mm SLR camera. (6 studio hours)

**ART\* 142 Photography II (ART 131)****3 S.H.**

Builds on skills learned in Photography I by applying those skills to more challenging work. This is primarily a black and white photography course with an introduction to color. Combines picture-taking projects and darkroom printing techniques with the study of artistic photography. Includes lectures with slides and text. Requires outside assignments. Students are required to supply their own 35 mm SLR camera. (6 studio hours) Prerequisite: ART\* 141 or instructor's permission.

**ART\* 151 Painting I (ART 213)****3 S.H.**

Introduces basic oil painting methods and procedures. Emphasizes composition, paint handling, and color. Explores still life, interior scenes, and landscape in both group and individual projects. Includes study of master works from various periods. Requires outside assignments and museum visits. (6 studio hours)

**ART\* 152 Painting II (ART 214)****3 S.H.**

Builds on knowledge acquired in Painting I by presenting more challenging work. Encourages the pursuit of individual expression by stressing a painting sequence that works toward a personal statement. (6 studio hours) Prerequisite: ART\* 151.

**ART\* 167 Printmaking I (ART 220)****3 S.H.**

An introductory studio course in the methods and materials of printmaking: etching, woodblock printing, linoleum printing, collagraph, monotype, and photo-transfer. The basic elements of art will be articulated through these printmaking methods. Prerequisites: ART\* 111 and ART\* 121.

**ART\* 176 Digital Video Art I****3 S.H.**

Investigates digital video as an extension of the fine arts. Formal attributes which make up the language of video including time, sound, content, and composition will be investigated as tools of expression and devices for creating meaning. Basic production techniques such as story boarding, cinematography, lighting, and editing will be acquired through creative problem solving. Through both a survey of historical and contemporary video art and in responding to collective and individual assignments, students will become critically observant and sensitive to video as a time-based medium. Digital video art's relationship to fine arts as well as to other media is covered.

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**ART\* 204 History of Women in the Arts (ART 105)****3 S.H.**

Surveys the lives and works of major women artists in Western Europe, America, Latin America, and the Caribbean from 1600 to present. Examines biographical and artistic aspects through the analysis of social, economic, historical, political, and educational factors that have affected women artists and their works. Requires museum and gallery trips. Prerequisite: ART\* 101 or 102.

**ART\* 251 Painting III (ART 215)****3 S.H.**

Applies knowledge acquired in Painting I and II. Concentrates on traditional and contemporary approaches to the representation of the figure. Focuses on the nude and costumed figure and portraiture. Requires outside assignments and museum visits. (6 studio hours) Prerequisite: ART\* 151 or instructor's permission.

**ART\* 293 Internship in Art I****3 S.H.**

Provides students with the opportunity to gain "real-life" experience in Studio Art/Graphic Design. The student is required to work 120 hours during the semester. Hours will be arranged by mutual consent of the student and the supervisor.

**ART\* 299 Independent Study (ART 291)****3 S.H.**

Provides the opportunity to pursue, with greater depth, individual studio or research projects. Must be arranged in the semester prior to registration. Requires advance departmental approval and supervision by the art instructor. Prerequisites: Instructor's permission and sophomore standing.

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**AUTOMOTIVE**

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**AFV\* 238 Hybrid Vehicle****3 S.H.**

Introduces the student to the basic concepts, designs and nomenclatures associated with hybrid vehicles. It covers procedures for servicing and repairing hybrid vehicles, along with how to safely address these areas while adhering to specific manufacturer's repair guidelines. Two hours lecture/two hours laboratory.

**AFV\* 240 CNG Installation, and Maintenance (AUT 240)****4 S.H.**

Introduces procedures associated with compressed natural gas vehicles. Covers installation of natural gas components, fuel systems, and emission control devices. Includes maintenance procedures for needed repairs, inspection of emission control devices, and fuel storage and delivery systems. Two hours of lecture / four hours of laboratory.

**AFV\* 244 Electric Fuel (AUT 244)****4 S.H.**

Presents theories and operating principles of an electric engine as the power plant of an electric vehicle (EV). Includes the procedures to be followed in removing or bypassing the piston engine and the installation of an electric engine and all related components. This conversion creates an EV or a hybrid vehicle of mixed power plants. Four hours of lecture.

**AFV\* 246 CNG Diagnosis and Repair (AUT 246)****4 S.H.**

Presents theories and principles of a natural gas engine as the power plant of a vehicle. Analyzes natural gas vehicle systems and the performance of diagnostic and repair procedures of natural gas components, supplemental systems, and fuel storage and delivery including an overview of current alternative fuel technologies. Two hours of lecture / four hours of laboratory.

**AUT\* 110 GM Engine Repair (AUT 110)****3 S.H.**

Focuses on basic engine theory, nomenclature, and skills necessary to service and repair current model year General Motors engines. Upon completion of the course, students should be able to identify engine problems and make repairs to return an automobile to satisfactory operating condition. One hour of lecture / four hours of laboratory.

**AUT\* 112 GM Specifications (AUT 112)****2 S.H.**

Includes the selection, use, and care of specialized shop tools and manuals. Describes the many manipulation skills needed in simple mechanical operation. The course is designed for students with no previous experience as well as for advanced students who desire further knowledge. Four hours of laboratory.

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**AUT\* 114 GM Electrical Systems (AUT 114)****3.5 S.H.**

Presents basic electrical theory, nomenclature, and the skills necessary to service and repair General Motors electrical components. Upon completion of the course, students will have studied the most up-to-date electronic systems and should be able to identify and explain the electron theory, series and parallel circuits, battery construction and operation, starter construction and operation, alternator construction and operation, and voltage regulators; and test and/or repair generators, alternators, starters, and voltage regulators. Two hours of lecture / three hours of laboratory.

**AUT\* 116 GM Suspension and Steering (AUT 116)****3 S.H.**

Enables the student to study and understand the diagnosis and repair of General Motors steering and suspension systems, including wheel alignment. Provides a thorough knowledge of wheel and tire problems and repair. One hour of lecture / four hours of laboratory.

**AUT\* 118 GM Brakes (AUT 118)****3.5 S.H.**

Covers the theory, diagnosis, and repair procedures for General Motors hydraulic systems, drum and disc brakes, and power assist units. Two hours of lecture / three hours of laboratory.

**AUT\* 120 Toyota Engine Repair (AUT 120)****3 S.H.**

Focuses on basic engine theory, nomenclature, and the skills necessary to service and repair current model year Toyota engines. Upon completion of the course, students should be able to identify engine problems and make repairs to return an automobile to satisfactory operating condition. One hour of lecture / four hours of laboratory.

**AUT\* 122 Toyota Specifications (AUT 122)****2 S.H.**

Includes the selection, use, and care of specialized shop tools and manuals. Describes the many manipulation skills needed in simple mechanical operation. The course is designed for students who have no previous experience, as well as for more advanced students desiring further knowledge. Four hours of laboratory.

**AUT\* 124 Toyota Electrical Systems (AUT 124)****3.5 S.H.**

Presents basic electrical theory, nomenclature, and the skills necessary to service and repair Toyota electrical components. Upon completion, students will have studied the most up-to-date Toyota electronic systems and should be able to identify and explain electron theory, series and parallel circuits, battery construction and operation, starter construction and operation, alternator construction and operation, and voltage regulators; and test and/or repair generators, alternators, starters, and voltage regulators. Two hours of lecture / three hours of laboratory.

**AUT\* 126 Toyota Suspension and Steering (AUT 126)****3 S.H.**

Enables the student to study and better understand the diagnosis and repair of Toyota steering and suspension systems, including wheel alignment. Includes a thorough presentation of wheel and tire problems and repair. One hour of lecture / four hours of laboratory.

**AUT\* 128 Toyota Brakes (AUT 128)****3.5 S.H.**

Covers the theory, diagnosis, and repair procedures for Toyota hydraulic systems, drum and disc brakes, and power assist units. Two hours of lecture / three hours of laboratory.

**AUT\* 130 Engines****3 S.H.**

Focuses on basic engine and nomenclature as well as the skills necessary to service and repair current engines. One hour of lecture/four hours of lab.

**AUT\* 132 Automotive Specifications****2 S.H.**

Includes the selection, use, and care of specialized shop tools and manuals. Describes the many manipulative skills needed in simple mechanical operation. The course is directed primarily at the student who desires basic knowledge in automotive technology. Four hours of lab.

**AUT\* 134 Electrical Systems****3.5 S.H.**

Presents basic electrical theory and nomenclature, as well as the skills necessary to repair automotive electrical components. Upon completion, the student will have studied the most updated electronic systems. The student will become familiar with electrical circuits, alternators, starters, batteries and all automotive electrical components. Two hours of lecture/three hours of lab.

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<b>AUT* 136 Frames and Suspension</b>	<b>3 S.H.</b>
Enables students to study and better understand the diagnosis and repair of steering and suspension systems including alignment. Includes a thorough presentation of wheel and tire problems and how to repair them. One hour of lecture/ four hours of lab.	
<b>AUT* 138 Brakes</b>	<b>3.5 S.H.</b>
Covers theory, diagnosis, and repair procedures for all automotive hydraulic brake systems. This covers all types of disc and drum brakes and repair procedures. Three hours of lecture/two hours of lab.	
<b>AUT 140 AC Delco Engines</b>	<b>3 S.H.</b>
Focuses on AC Delco basic engine theory, nomenclature, and the skills necessary to service and repair current model year engines. Upon completion, students should be able to identify engine problems and make repairs to return an automobile to satisfactory operating condition. One hour of lecture / four hours of laboratory.	
<b>AUT 144 AC Delco Electrical Systems</b>	<b>3.5 S.H.</b>
Presents basic AC Delco electrical theory, nomenclature, and the skills necessary to service and repair automotive electrical components. Upon completion, students will have studied the most up-to-date electronic systems and should be able to identify and explain the electron theory, series and parallel circuits, battery construction and operation, starter construction and operation, alternator construction and operation, and voltage regulators; and test and/or repair generators, alternators, starters, and voltage regulators. Two hours of lecture / three hours of laboratory.	
<b>AUT 146 AC Delco Suspension Systems</b>	<b>3 S.H.</b>
Enables the student to study and understand the diagnosis and repair of AC Delco steering and suspension systems, including wheel alignment. Includes a thorough knowledge of wheel and tire problems and repair. One hour of lecture / four hours of lab.	
<b>AUT 148 - AC Delco Brake Systems</b>	<b>3.5 S.H.</b>
Covers the AC Delco theory, diagnosis, and repair procedures for hydraulic systems, drum and disc brakes, and power assist units. Two hours of lecture / three hours of lab.	
<b>AUT* 160 Internship I (AUT 160)</b>	<b>1 S.H.</b>
Students participate in a fifteen-hour course to review basic automotive training and to complete all paper work for the ten-week summer dealer internship. Prerequisite: Completion of Semester I courses.	
<b>AUT* 170 Internship II (AUT 170)</b>	<b>4 S.H.</b>
Students participate in a ten-week practical training at a dealership or garage. Prerequisite: Completion of Semester I courses.	
<b>AUT* 201 GM Engine Performance (AUT 201)</b>	<b>3.5 S.H.</b>
Covers basic fuel theory, nomenclature, and the skills necessary to service and repair computerized automotive fuel systems. Upon completion, students should be able to identify and explain fuel circuits and fuel systems theory, and test and repair fuel pumps and computerized fuel injection systems to return an automobile to satisfactory operating condition. Two hours of lecture / three hours of laboratory.	
<b>AUT* 203 GM Manual Drive Train and Axles (AUT 203)</b>	<b>3.5 S.H.</b>
Presents the proper procedures for the diagnosis and repair of General Motors manual drive transmissions and transaxles. Places particular emphasis on clutches, drive (half) shaft, universal joint, and rear axle, and four-wheel drive components. Two hours of lecture / three hours of laboratory.	
<b>AUT* 205 GM Automatic Transmission and Transaxle (AUT 205)</b>	<b>3.5 S.H.</b>
Explains concepts and procedures of diagnosis, repair, and general overhaul of General Motors transmissions and transaxles. Places particular emphasis on applying classroom information to practical experience through on-vehicle and off-vehicle diagnosis and repair. Two hours of lecture / three hour of laboratory. Prerequisite: AUT* 203.	
<b>AUT* 207 GM Heating and Air Conditioning (AUT 207)</b>	<b>3.5 S.H.</b>
Presents the proper procedures for diagnosing and repairing General Motors air conditioning, heating, and engine cooling systems, operating systems, and related controls. Two hours of lecture / three hours of laboratory.	

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<b>AUT* 221 Toyota Engine Performance (AUT 221)</b>	<b>3.5 S.H.</b>
Covers basic fuel theory, nomenclature, and the skills necessary to service and repair Toyota computerized automotive fuel systems. Upon completion, students should be able to identify and explain fuel circuits and fuel systems theory and test and repair fuel pumps and computerized fuel injection systems to return an automobile to satisfactory operating condition. Two hours of lecture / three hours of laboratory.	
<b>AUT* 223 Toyota Manual Drive Train and Axles (AUT 223)</b>	<b>3.5 S.H.</b>
Presents the proper procedures for diagnosing and repairing Toyota manual drive transmissions and transaxles. Places particular emphasis on clutches, drive (half) shaft, universal joint, and rear axle and four-wheel drive components. Two hours of lecture / three hours of laboratory.	
<b>AUT* 225 Toyota Automatic Transmission and Transaxle (AUT 225)</b>	<b>3.5 S.H.</b>
Explains concepts and procedures of diagnosis, repair, and general overhaul of transmissions and transaxles. Places particular emphasis on converting classroom information into practical experience through on-vehicle and off-vehicle diagnosis and repair. Two hours of lecture / three hours of laboratory. Prerequisite: AUT* 223.	
<b>AUT* 227 Toyota Heating and Air Conditioning (AUT 227)</b>	<b>3.5 S.H.</b>
Presents the proper procedures for diagnosing and repairing air conditioning systems, heating and engine cooling systems, operating systems, and related controls. Two hours of lecture / three hours of laboratory.	
<b>AUT* 231 Fuel Systems</b>	<b>3.5 S.H.</b>
Covers basic fuel theory and nomenclature, as well as the skills necessary to service and repair computerized automotive fuel systems.	
<b>AUT* 233 Manual Transmissions and Transaxles</b>	<b>3.5 S.H.</b>
Provides students with the proper procedures for the diagnosis and repair of automotive manual drive transmissions and transaxles. Places particular emphasis on clutches, drive (half) shafts, and universal joints, along with rear axle and four-wheel drive components. Two hours of lecture/three hours of lab.	
<b>AUT* 235 Automatic Transmissions and Transaxles</b>	<b>3.5 S.H.</b>
Explains concepts and procedures of diagnosis, repair, and general overhaul of transmissions and transaxles. Places particular emphasis on converting classroom information into practical laboratory experience through on-vehicle and off-vehicle diagnosis and repair. Two hours of lecture/three hours of lab.	
<b>AUT* 237 Heating &amp; Air Conditioning</b>	<b>3.5 S.H.</b>
Provides students with proper procedures for the diagnosis and repair of air conditioning systems, heating, and engine cooling systems, operating systems, and related controls. Two hours of lecture/three hours of lab.	
<b>AUT 241 AC Delco Fuel Systems</b>	<b>3.5 S.H.</b>
Covers basic AC Delco Fuel Theory, nomenclature, and the skills necessary to service and repair computerized automotive fuel systems. Upon completion, students should be able to identify and explain fuel circuits and fuel systems theory, and test and repair fuel pumps and computerized fuel injection systems to return an automobile to satisfactory operating condition. Two hours of lecture / three hours of laboratory.	
<b>AUT 243 AC Delco Manual Transmissions/Transaxle</b>	<b>3.5 S.H.</b>
Presents the proper AC Delco procedures for diagnosing and repairing manual drive transmissions and transaxles. Places particular emphasis on clutches, drive (half) shaft, universal joint, and rear axle and four-wheel drive components. Two hours of lecture / three hours of laboratory.	
<b>AUT 245 AC Delco Automatic Transmission/Transaxles</b>	<b>3.5 S.H.</b>
Explains AC Delco concepts and procedures of diagnosis, repair, and general overhaul of automatic transmissions and transaxles. Places particular emphasis on applying classroom information to practical experience through on-vehicle and off-vehicle diagnosis and repair. Two hours of lecture / three hours of laboratory.	
<b>AUT 247 AC Delco Heating and Air-Conditioning</b>	<b>3.5 S.H.</b>
Presents the proper AC Delco procedures for diagnosing and repairing air-conditioning, heating, and engine cooling systems, operating systems, and related controls. Two hours of lecture / three hours of laboratory.	

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**AUT\* 248 Advanced Electrical Systems Electronics (AUT 248)** **3.5 S.H.**  
Covers Advanced Electronic Systems theory, nomenclature, and diagnosis and repair. Includes semiconductors, advanced cranking and charging, SIR, ABS control systems, on-board navigation, power DSO, and more. Two hours of lecture / three hours of laboratory. Prerequisites: AUT\* 124 or AUT\* 114.

**AUT 249 Computerized Inventory System (WISE)** **3 S.H.**  
Trains students in the AC Delco centralized inventory management system.

**AUT\* 260 Internship III (AUT 260)** **2 S.H.**  
Students participate in 5 weeks of additional practical training at a dealership or automotive repair facility.

**AUT\* 270 Internship IV (AUT 270)** **2 S.H.**  
Students participate in 5 weeks of advanced practical training at a dealership or automotive repair facility.

**AUT\* 280 Internship V (AUT 280)** **6 S.H.**  
Students participate in 16 weeks of advanced practical training at a dealership or garage to learn advanced automotive electrical/electronic and fuel injection experience.

**AUT 282 Advanced Fuel Injection Systems** **3.5 S.H.**  
Covers advanced fuel injection system theory, nomenclature, and diagnosis and repair, and includes OBDII, scan diagnostics, emission control systems, exhaust gas analyzer, and digital storage oscilloscopes. Two hours of lecture / three hours of laboratory. Prerequisite: AUT\* 201 or AUT\* 221.

## **BIOLOGY**

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**BIO\* 100 Basic Biology (BIO 110)** **3 S.H.**  
A one-semester course in Biology that introduces students to the chemical and cellular bases of life, diversity and classification of life and the mechanisms that different organisms require for survival and reproduction. Also introduces the basis principles of inheritance and evolution as well as interactions with other organisms and their environment.

**BIO\* 105 Introduction to Biology (BIO 118)** **4 S.H.**  
Deals with the chemical and cellular bases of life, cell structure and function, growth, diversity and classification, life cycles of plant and animal species, principles of genetics, organic evolution, and ecology. Involves fieldwork and dissection. Not open to students who are taking or have taken BIO\* 121 or BIO\* 122. Three hours of lecture / three hours of laboratory.

**BIO\* 110 Principles of the Human Body (BIO 115)** **3 S.H.**  
Introduces students to the basic structures and functions of the human body. An overview of chemical and cellular processes will be covered. Explores the major organs and systems. Students will gain insights into how their own bodies work. Lecture only.

**BIO\* 113 Physiology of Aging (BIO 112)** **3 S.H.**  
Studies the physical aging process of older individuals to give the student knowledge of age-related cognitive and physical changes and the impact those changes have on the social and psychological functioning of the individual.

**BIO\* 115 Human Biology (BIO 116)** **4 S.H.**  
Deals with the structure of the body in relation to function in both health and disease. The laboratory exercises explore the human body's biological systems. Involves dissection. Three hours of lecture / three hours of laboratory.

**BIO\* 121 General Biology I (BIO 121)** **4 S.H.**  
Deals with basic chemistry, the molecular and cellular bases of life, metabolism, and the growth and reproduction of cells. Covers the molecular and chromosomal bases of heredity and evolution. Details of Prokaryotes, Protista, and Fungi are included. Involves some fieldwork and dissection. Prerequisites: High school biology, BIO\* 100, BIO\* 105, or instructor's permission. Three hours of lecture / three hours of laboratory.

**BIO\* 122 General Biology II (BIO 122)** **4 S.H.**  
Builds on concepts in General Biology. Deals with the diversity and classification of life, plant and animal structures, functions and evolution, animal behavior and the immune system, and the interaction between various forms of life and their environments. Involves some fieldwork and dissection. Prerequisite: BIO\* 121 or instructor's permission. Three hours of lecture / three hours of laboratory.



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**BIO\* 211 Anatomy and Physiology I (BIO 127)****4 S.H.**

Covers human body structure and function, emphasizing the basic concepts of chemistry and cells, tissues and the integumentary, skeletal, joint, muscular, and nervous systems. Laboratory work parallels the material covered in lecture. Dissection is required. Prerequisite: BIO\* 105. Three hours of lecture / three hours of laboratory.

**BIO\* 212 Anatomy and Physiology II (BIO 128)****4 S.H.**

Builds on the knowledge learned in BIO\* 211. Covers the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Laboratory work parallels the material covered in lecture. Prerequisite: BIO\* 211. Dissection is required. Three hours of lecture / three hours of laboratory.

**BIO\* 235 Microbiology (BIO 201)****4 S.H.**

Considers the general characteristics of microorganisms, emphasizing host-parasite relationships, details of morphology and physiology, and the control of epidemiological problems. Emphasizes human and animal pathogens. Laboratory work parallels the material covered in lectures and provides experience in microbial techniques. Prerequisite: BIO 121 or 122 or BIO\* 211 or 212 or instructor's permission.

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**BIOMEDICAL ENGINEERING TECHNOLOGY\***

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**BME\* 110 Biomedical Technology 2 S.H.**

Introduces the interdisciplinary nature of the Biomedical Engineering Technology program through engineering and medical terminology. Presents hospital and industrial policies, procedures, and codes with an emphasis on safety. Introduces biomedical instrumentation, control systems, and the man-machine interface.

**BME\* 112 Biomedical Electrical Circuits****5 S.H.**

Presents electrical circuits for biomedical instrumentation. Introduces and develops concepts of voltage, resistance, current, and power in DC and AC circuits. Analyzes RLC circuits in DC and AC circuit applications. Presents Thevenin, maximum power transfer, and superposition theorems. Introduces electromagnetism and its effects. Four hours of lecture / two hours of laboratory.

**BME\* 114 Biomedical Electronics (Course has not been offered in the past two years)****5 S.H.**

Presents electronics for biomedical instrumentation. Stresses reliability and safety. Introduces electron tubes and solid-state devices. Presents design and application of amplifiers, oscillators, high input impedance devices, and precision timers. Introduces and develops power supply design, voltage regulation, and high power-high speed switching. Four hours of lecture / two hours of laboratory. Prerequisite: BME\* 112.

**BME\* 116 Physiological Systems****4 S.H.**

Examines human anatomy and physiology, using chemical, mechanical, and electrical system models. Presents biopotential generation and regulatory control systems. Develops computer simulations of physiological events. Three hours of lecture / two hours of laboratory.

**BME\* 210 Biomedical Instrumentation****4 S.H.**

Presents the principles, applications, and design of biomedical instrumentation. Includes discussion of measuring, monitoring therapeutic, and clinical laboratory equipment. Presents imaging techniques and computers. Three hours of lecture / two hours of laboratory. Prerequisite: BME\* 114.

**BME\* 212 Biomedical Equipment Design****4 S.H.**

Develops instrumentation standards and construction techniques for biomedical equipment. Presents the documentation and hardware components of a biomedical instrumentation system. Uses commercial instrumentation systems for analysis and testing. Two hours of lecture / four hours of laboratory. Prerequisite: BME\* 210.

**BME\* 214 Advanced Biomedical Instrumentation****4 S.H.**

Presents applications of data acquisition and analysis, imaging, and control systems. Develops microprocessor- and computer-based instrumentation. Systems studied include LASER Fibereidoscope, Tomography, and Expert Systems. Three hours of lecture / three hours of laboratory. Prerequisite: BME\* 210.

**BME 219 Special Topics in Biomedical Engineering****3 S.H.**

Presents special topics in biomedical engineering on which students work independently and which are not covered in the regular program. *Open to seniors only.* Prerequisite: Approval of Department Chairperson.

**BME\* 220 Biomedical Practicum****3 S.H.**

Applies safety, calibration, and troubleshooting techniques to practical situations. Also provides on-site practical experience in a hospital. Prerequisites: Good academic standing.

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**BUSINESS (GENERAL)**

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**BBG\* 101 Introduction to Business (BUS 110)****3 S.H.**

Introduces the principles and practices of business management. Applies management principles to various types of business and industrial organizations and organizational problems.

**BBG\* 115 Business Software Applications (BUS 105)****3 S.H.**

Stresses the usefulness of computers in business. Students will learn in this hands-on course how to use word processing software for writing and editing, data base software to organize and search for information, and spreadsheet software to perform calculations on tables of numbers.

**BBG\* 200 Principles of Business Statistics (BUS 200)****3 S.H.**

Presents the statistical techniques appropriate for dealing with problems in business and social science. Students will learn basic statistical concepts and methods of solving statistical problems, becoming familiar with those problems on a microcomputer. Considers the measures of central tendency and dispersion, index numbers, time series, probability, statistical inference, regression and correlation analysis, and decision-making theory. Prerequisites: Sufficient score on the placement exam or MAT\* 137 or instructor's permission.

**BBG\* 210 Business Communication (BUS 214)****3 S.H.**

Emphasizes basic communication skills in a business environment. After a review of grammar, punctuation and sentence structure, students will plan, organize, and edit several forms of business communications, including memos, letters, resumes, and reports. Oral presentations are part of the curriculum.

**BBG\* 231 Business Law I (BUS 121)****3 S.H.**

Provides knowledge and understanding of fundamental legal principles and their application to business transactions. Stresses laws relating to administrative regulations, consumer protection, environmental protection, torts and crimes, and contracts.

**BBG\* 232 Business Law II (BUS 122)****3 S.H.**

Emphasizes laws relating to personal property, bailments, sales, negotiable instruments, agency and employment, and business organizations. Prerequisite: BBG\* 231.

**BBG\* 240 Business Ethics (BUS 216)****3 S.H.**

Introduces students with little or no background in philosophy or ethics to traditional and contemporary ethical theory. This course critically examines both the theories and applications of moral problems in business. Topics include employee rights and responsibilities, pay equity and comparable worth, whistle blowing, trade secrets and confidentiality, conflict of interest, discrimination and sexual harassment, pollution, consumer protection, professional ethics, truth-telling in business dealings, social responsibility of business, and fiduciary responsibility to stockholders and stakeholders. Prerequisite: ENG\* 101.

**BBG\* 294 Business Internship (BUS 220)****3 S.H.**

Provides an opportunity for students to gain experience in business and industry. Students will be required to spend a minimum of five hours per week at their internship site. Furthermore, in-class sessions will be held during the semester for orientation and evaluation purposes. Prerequisites: fifteen earned credits in Business courses, ENG\* 101, a minimum GPA of 2.75. Students will be interviewed during the semester prior to taking this course. Instructor's permission required for registration.

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**BUSINESS (ENTREPRENEURSHIP)**

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**BES\* 218 Entrepreneurship (BUS 236)****3 S.H.**

Helps students gain the knowledge and skills needed to start and/or manage a small business. Explains how to start a small business, franchising, sources of funding, site selection, employee relations, sales promotion, credit, and legal aspects of businesses.

**BES\* 219 Management and Growth – Small Business (BUS 238)****3 S.H.**

Builds upon the knowledge and skills needed to manage small business taxes (after cash flow). Emphasizes marketing, human resources, management, accounting, cash flow, and business plan review.

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**BES\* 239 Business Plan (BUS 239)****3 S.H.**

Demonstrates how to develop a business plan. Draws on earlier courses and emphasizes the substance and completeness of the business plan. Prerequisites: ACC\* 113, BMK\* 201, BES\* 218, and BES\* 219.

**BUSINESS (FINANCE)**

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**BFN\* 110 Personal Finance (BUS 117)****3 S.H.**

Examines the basic principles and important concepts of personal finance. Includes personal budgeting, consumer credit, insurance, real estate, personal income taxes, retirement, investments, and safeguarding of resources.

**BFN\* 201 Principles of Finance (BUS 212)****3 S.H.**

Surveys sources of short-, intermediate- and long-term funds for a business. Discusses stocks, bonds, investment, working capital, banking policy of systems, urban financing, and government financing. Prerequisites: ACC\* 113, ACC\* 114 or ACC\* 117 (may be concurrent), BOT\* 216, ECN\* 101 or 102, MAT\* 137 or instructor's permission.

**BUSINESS\* (MANAGEMENT)**

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**BMG\* 201 Principles of Supervision (BUS 222)****3 S.H.**

Develops supervisory ability and judgment through a presentation of the principles and techniques of effective supervision. Topics include communication, motivation, training, personnel selection, disciplining, counseling, and controlling performance. Uses both case and incident study methods.

**BMG\* 202 Principles of Management (BUS 225)****3 S.H.**

Introduces the study of management, which is both a discipline and a process. Major topic areas include the evolution and scope of management, decision making, planning, organizing, leading, and controlling. Emphasizes the importance of managing in a global environment and understanding the ethical implications of managerial decisions.

**BMG\* 220 Human Resources Management (BUS 215)****3 S.H.**

Introduces the legal and social function of Human Resource Management in today's dynamic business environment. Topics include personnel, planning, recruitment, testing, training, compensation, motivation, appraisals, discipline, and career management.

**BUSINESS (MARKETING)**

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**BMK\* 103 Principles of Retailing (BUS 130)****3 S.H.**

Explores the fundamentals of retailing and its scope and significance in our marketing system. Among the topics covered are the distinguishing characteristics of retailing, store classification, operations planning, location analysis, layout and design, the retail price, future trends, and retailing careers.

**BMK\* 201 Principles of Marketing (BUS 210)****3 S.H.**

Presents the fundamentals of marketing and marketing theory. Emphasizes theories relevant to marketing and the business environment, marketing and the social environment, product strategies, distribution, promotion, and pricing.

**BMK\* 215 Principles of eBusiness (BUS 245)****3 S.H.**

This course presents the fundamentals of eBusiness. Emphasis will be placed on business tools, not technology. This course will cover the concepts, tools, and strategies for exploring and understanding the opportunities and challenges associated with eBusiness.

**BMK\* 220 Sales (BUS 204)****3 S.H.**

Stresses the characteristics of a good salesperson, describes the various types of sales jobs, and explores the psychology of selling and various sales techniques.

**BMK\* 230 Advertising and Promotion (BUS 230)****3 S.H.**

Discusses special practices in retail advertising and sales promotion. Includes strategic promotional planning, preparing a media-wide retail promotional campaign, visual merchandising, and publicity. Discusses effective techniques in the preparation of retail copy.

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**BMK\* 241 Principles of Advertising (BUS 211)****3 S.H.**

Analyzes principles and practices of advertising, including purposes of advertising, principles of advertising copy, layout, mechanics, media, and development of an advertising campaign. Prerequisite: BMK\* 201.

**BMK\* 242 Retail Buying (BUS 231)****3 S.H.**

Introduces the basic principles of buying merchandise for resale, sources of supply, determining and selecting suitable merchandise, negotiating for merchandise, basic buying considerations, and other related activities.

**BMK\* 255 Fashion Analysis (BUS 131)****3 S.H.**

Analyzes the economic, psychological, and sociological factors in the development of fashion. Students obtain a knowledge of fashion terminology, fashion designers, color, line, design, and the stages in the fashion cycle. Studying the historical development of costume, from the Egyptian period through the twentieth century, helps the student interpret and discuss fashion trends.

**BMK\* 257 Textiles (BUS 232)****3 S.H.**

Provides a background in and selling information for various textile products. Discusses standards for identifying high quality products and how to care for them. Focuses on materials, construction, methods of manufacturing, and basic styles in order to analyze the appeal of merchandise to customers.

**BMK\* 285 Current Marketing Topics (BUS 240)****3 S.H.**

Emphasizes such current issues in marketing as database marketing, quality customer service, telemarketing, and marketing on the Internet. Prerequisite: BMK\* 201.

**BMK\* 295 Field Experience I (BUS 234)****3 S.H.**

Allows the student to gain knowledge of a store's or manufacturer's policies, systems, and basic job responsibilities. Students will be required to spend a minimum of six hours per week at their work site. Instructor's permission is required for registration.

**BMK\* 296 Field Experience II (BUS 235)****3 S.H.**

Builds upon Field experience II if student stays at the same work site. A student may select a different work site to expand exposure and experience in retailing, fashion, and manufacturing.

**BUSINESS (REAL ESTATE)**

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**BRE\* 201 Real Estate Principles (BUS 205)****3 S.H.**

Covers land, business and market ownership, leases, advertising, financing, and mortgages. Aids the student in taking the Connecticut examination for agent or broker licensing.

**BUSINESS OFFICE TECHNOLOGY**

All Business Office Technology courses may be taken as a business or computer elective.

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**BOT\* 111 Keyboarding for Information Processing I (BOT 101)****3 S.H.**

Presents the keyboard and correct stroking techniques by means of the touch method and word processing computer software packages. Practical examples include simple tabulations, letters, memoranda, and short reports. Note: May not be taken concurrently with BOT\* 137.

**BOT\* 112 Keyboarding for Information Processing II (BOT 102)****3 S.H.**

Improves on the skills developed in the beginning course and introduces a variety of production problems, including correspondence, tabulations, business forms, and reports. Prerequisite: BOT\* 111.

**BOT\* 120 Speedwriting (BOT 110)****3 S.H.**

Develops the ability to use a symbolized/alphabetic shorthand system. Emphasizes theory as well as dictation and transcription skills.

**BOT\* 137 Word Processing Applications (Word) (BOT 215)****3 S.H.**

Introduces students to the concepts of word processing and hands-on experience with microcomputers and popular word processing software. Prerequisite: BOT\* 111 or instructor permission.

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**BOT\* 165 Small Business Office Accounting (BOT 209)****3 S.H.**

Provides students with knowledge of basic accounting procedures. Topics covered include preparation of financial reports, recording daily transactions, banking procedures, payroll preparation, and accounting applications on a microcomputer. Recommended for students in career or one-year certificate programs only.

**BOT\* 181 Medical Coding I****3 S.H.**

Provides students with an in-depth study of basic International Classification of Disease, 9th rev. Clinical Modification (ICD-9-CM) and Current Procedural Terminology (CPT-4) coding. Diagnoses, procedures, signs, and symptoms will be studied and coded by students using the assigned textbook. The flow of medical records from the physician's office to hospital discharge will be tracked for insurance, risk management, and case study purposes.

**BOT\* 215 Word Processing Applications II (Word) (BOT 216)****3 S.H.**

Concentrates on applications and projects to promote competency with microcomputers using popular word processing software. Emphasizes recording, formatting, editing, and temporary and permanent revising. Prerequisite: BOT\* 137 or instructor's permission.

**BOT\* 216 Spreadsheet Applications (Excel) (BOT 214)****3 S.H.**

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.

**BOT\* 217 Desktop Publishing (BOT 218)****3 S.H.**

Presents the concepts and applications of desktop publishing. Using personal computers and state-of-the-art software, students will learn the fundamentals of using desktop publishing to create newsletters, brochures, reports, fliers, and resumes. Prerequisite: Knowledge of Microsoft Windows and touch keyboarding (35 wpm).

**BOT\* 218 Database Applications (Access) (BOT 220)****3 S.H.**

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.

**BOT\* 219 Integrated Microsoft (BOT 204)****3 S.H.**

Students will work independently to solve production problems of increasing complexity using Microsoft Office (Word, Excel, Access, and PowerPoint). Furthermore, students will complete assignments to improve English grammar. Prerequisites: BOT\* 112, BOT\* 216, and BOT\* 137.

**BOT\* 220 Computerized Communication (Microsoft PowerPoint, e-mail, Internet) (BOT 219) 3 S.H.**

Provides students with hands-on experience using the Internet, e-mail and Microsoft PowerPoint presentation software. In this activity-oriented course, students will use state-of-the-art software and hardware to develop skills in these areas. Prerequisite: Knowledge of Microsoft Windows.

**BOT\* 251 Administrative Procedures (BOT 205)****3 S.H.**

Includes letter composition, keyboarding rough drafts, handling incoming and outgoing mail, preparing itineraries and reports, telephone etiquette, business ethics, and good grooming. Prerequisite: BOT\* 137 or instructor's permission.

**BOT\* 252 Administrative Procedures II (BOT 206)****3 S.H.**

Familiarizes students with such modern office machines as electronic calculators, transcribing machines, fax machines, and microcomputers running word processing programs and Microsoft Outlook. Teaches filing skills on the computer. Prerequisites: BOT\* 137 and BBG\* 210 or instructor's permission.

**BOT\* 271 Legal Document Production (BOT 213)****3 S.H.**

Helps students achieve the ability to type legal documents correctly and efficiently. Includes keyboarding legal terminology with speed and accuracy, understanding the use of legal documents, and knowing how to produce legal documents and correspondence. Offered in the fall semester of odd years (2005, 2007, etc.). Prerequisite: BOT\* 112 and BOT\* 137 or instructor's permission.

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**BOT\* 272 Legal Administrative Procedures (BOT 211)** **3 S.H.**  
Applies keyboarding skills to prepare legal papers and correspondence and presents the court system and the sources of laws, law office ethics, non-court documents, litigations, and appeals. Offered in the fall semester of odd years (2005, 2007, etc.). Prerequisites: BOT\* 112 and BOT\* 137 or instructor's permission.

**BOT\* 280 Medical Transcription and Document Production (BOT 223)** **3 S.H.**  
Introduces medical terms and develops transcription techniques to produce acceptable copy within a time frame that meets real employment requirements. Enlarges medical vocabulary through the study of prefixes and suffixes used in general medicine. Prerequisite: BOT\* 137 or instructor's permission.

**BOT\* 282 Medical Administrative Procedures (BOT 221)** **3 S.H.**  
Presents the duties and responsibilities of the medical administrative assistant, including medical office ethics, how to deal with patients, health insurance, medical office software, telephone techniques, and filing. Prerequisite: BOT\* 137 or instructor's permission.

**BOT\* 295 Administrative Practicum (BOT 210)** **3 S.H.**  
Provides on-the-job experience in the offices of the College, area businesses, local lawyers' or doctors' offices or hospitals. Students are required to work a total of 75 daytime hours during the semester, Monday through Friday. Hours will be arranged by mutual consent of the student and employer. In-class sessions are held during the semester for orientation and evaluation purposes. Prerequisite: BOT\* 251; Legal: BOT\* 271 and BOT\* 272; Medical: BOT\* 280 and BOT\*282.

## **CHEMISTRY**

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**CHE\* 101 Introductory Chemistry (CHE 110)** **3 S.H.**  
Surveys important chemical theories and applications, including the atomic structure of matter, chemical bonding and energy changes, gas laws, stoichiometry, solutions, electrochemistry, organic chemistry, and biochemistry. Pre- or Prerequisite: MAT\* 115 or 142. Corequisite: MAT\* 115 or 142.

**CHE\* 111 Concepts of Chemistry (CHE 117)** **4 S.H.**  
Serve either as a survey course or as a preparatory course for general chemistry. Intended for students with little or no background in Chemistry or for students who need to meet a readmission requirement for nursing or other allied health programs. Also serves students who require a laboratory science course. Discusses fundamental principles, theories, and laws of chemistry, including organic chemistry and biochemistry. Three hours of lecture / three hours of laboratory. Prerequisite: MAT\* 115 or 142. Corequisite: MAT\* 115 or 142.

**CHE\* 121 General Chemistry I (CHE 121)** **4 S.H.**  
Presents the fundamental principles of chemistry, including atomic structure, stoichiometry, chemical bonding, chemical reactions, and chemical and physical changes. Laboratory experiments consist of the basic techniques used for chemical analysis and chemical reactions. Three hours of lecture / three hours of laboratory. Corequisite: MAT\* 115 or higher.

**CHE\* 122 General Chemistry II (CHE 122)** **4 S.H.**  
Builds on the knowledge learned in General Chemistry I. Includes reaction rates, electrochemistry, equilibrium conditions, and energy effects in chemical reactions. Three hours of lecture / three hours of laboratory. Prerequisite: CHE\* 121.

**CHE\* 211 Organic Chemistry I (CHE 211)** **4 S.H.**  
Presents bonding, formulation, and molecular shapes of organic molecules. Presents nomenclature, preparation, and creations of alkanes, cycloalkanes, alkenes, alkynes, and aromatics. Explains reaction mechanisms when necessary. The laboratory portion features the basic reaction and preparation techniques used in organic chemistry. The laboratory exercises investigate either the preparation or the reaction of the aforementioned chemical species. Three hours of lecture / four hours of laboratory. Prerequisite: CHE\* 122 or instructor's permission.

**CHE\* 212 Organic Chemistry II (CHE 212)** **4 S.H.**  
Builds on the knowledge learned in Organic Chemistry I, presenting the nomenclature, preparation, and creation of alcohols, ethers, aldehydes, ketones, carboxylic acids, esters, amines, and biomolecules. Explains reaction mechanisms when necessary. The laboratory exercises investigate either the preparation or the reaction of the aforementioned chemical species. Other laboratory exercises include using modern instrumentation to identify organic compounds. Three hours of lecture / four hours of laboratory. Prerequisite: CHE\* 211 or instructor's permission.



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## COMMUNICATIONS

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**COM\* 171 Fundamentals of Human Communication (COM 101)****3 S.H.**

Develops effective communication skills through a balance of theory and practice in interpersonal, small group, and public speaking contexts. Stresses verbal and non-verbal communication, critical listening, and the processes of preparing and delivering oral presentations. Prerequisite: Sufficient score on placement test. Developmental students should not take COM\* 171 unless they have successfully completed ENG\* 043 and/or ENG\* 063 or ESL\* 169 and ESL\* 161 with a grade of "C" or better.

**COM\* 121 Journalism I (COM 102)****3 S.H.**

Examines the role of the newspaper in our changing society and introduces the practical aspects of newspaper production. Includes assignments in reporting, editorializing, feature writing, and editing. May require students to participate in the production of collegewide periodicals. Prerequisite: ENG\* 101 or instructor's permission.

**COM\* 106 Introduction to Broadcasting (COM 103)****3 S.H.**

Surveys broadcasting in the United States from its beginning to the present. Emphasizes the physical nature of the medium, the historical accidents of its origin and growth, the economic basis of its operation, and the role of the broadcaster in our society.

**COM\* 107 Mass Communication and Advertising (COM 106)****3 S.H.**

Examines the social and economic aspects of advertising and consumer psychology, including the role of mass communication and advertising in marketing strategies. Presents legal restrictions, advertising practices, and issues and emphasizes the organization of the advertising industry today.

**COM\* 141 Television Production I****3 S.H.**

Introduces the art, practice, theory and history of television production. Both experienced and non-experienced students will benefit from this course through study, hands-on production and editing techniques, workshops and actual studio practice during which students will work on actual live and taped programs.

**COM\* 172 Interpersonal Communication (COM 109)****3 S.H.**

Develops oral communication skills in personal, family, and business relationships through practical applications and exercises. Provides an understanding of self and others. Examines assertiveness and interactive strategies.

**COM\* 174 Advanced Public Speaking (COM 202)****3 S.H.**

Builds on the theory and practice of public speaking. Designed for professionals, advanced communication students, and for students needing to improve their presentation skills beyond an entry-level course. Offered under the College's independent study option as COM 209. Enrollment by application, subject to faculty and/or departmental approval. Prerequisite: COM\* 171.

**COM\* 208 Mass Media and Society (COM 205)****3 S.H.**

Surveys the components of mass communication. Introduces the nature and complexity of mass media by examining its role in the political, economic, and social fabric of society.

**COM\* 299 Independent Study****3 S.H.**

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**COMPUTER AIDED DRAFTING \***

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**CAD\* 108 CAD Introduction (CAD 110)****3 S.H.**

Introduces the procedures and techniques of Computer-Aided Design (CAD). Lectures cover production of orthographic and simple isometric drawings from basic entities and editing commands. One hour of lecture / four hours of laboratory. All classes are conducted in a computer laboratory. Corequisites: CET\* 116 or equivalent and ARC\*133 or equivalent.

**CAD\* 124 CAD: Electrical (EET 111)****1 S.H.**

Introduces students to the computer-aided drawing software of MultiSim and OrCAD. Students produce a variety of electrical and electronic schematics and diagrams. Students also learn to apply the principles of graphing to engineering technology. Three hours of laboratory. (CAD\* 126 Electrical Graphics/CAD can be substituted for this course.)

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**CAD\* 126 Electronics Graphics/CAD (ETC 110)****3 S.H.**

Introduces the concepts and practical applications of computer-aided design for electrical and electronic circuits, using software such as MultiSim and OrCAD. Also introduces the simulation of electrical and electronic circuits. Three hours of lecture in a laboratory setting. CAD\* 126 can be substituted for CAD\* 124.

**CAD\* 200 3D CAD Modeling (CAD\* 132)****4 S.H.**

Improves students' CAD competencies by presenting additional techniques and specialized commands. Two hours of lecture / four hours of laboratory. All classes are conducted in a computer laboratory. Prerequisite: CAD\* 108 or equivalent.

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**COMPUTER ENGINEERING TECHNOLOGY \***

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**CET\* 110 DC/AC Circuits****5 S.H.**

Presents the fundamental concepts of electric circuit behavior. Students will also learn basic DC and AC circuit analysis involving resistive, inductive, and capacitive elements and how reactance, resonance, and transformer relationships affect AC circuit response. Four hours of lecture / two hours of laboratory. Prerequisite: MAT\* 095 or higher level math class.

**CET\* 116 Computer Applications for Technology****3 S.H.**

Introduces technology-driven reporting requirements for text, data and graphics, virtual instrumentation, computer simulations for technology problem solving, and determination of computer tools for technology issues. Stresses technical report preparation, including graphical and tabulated analysis of data, with appropriate calculations and conclusions displayed in a variety of formats. Computer skills used to access and apply technical information will also be included. Two hours of lecture / two hours of laboratory.

**CET\* 120 Computer Electronics****5 S.H.**

Surveys hardware and software computer elements beginning with semiconductor devices and theory. Topics covered include general and special purpose diodes and related circuits, rectifier circuits, clipping and clamping circuits, transistors (including BJT, FET and UJT), and amplifier, oscillator, power supply, and voltage regulation circuits. This course concludes with an introduction to op-amps and their basic applications. Four hours of lecture / two hours of laboratory. Prerequisite: CET\* 110 or equivalent.

**CET\* 124 Structured Programming****4 S.H.**

Covers structured programming techniques as tools for problem solving in engineering and technology applications. Emphasizes program development, structure, and testing. Lab assignments reinforce the topics discussed in lecture. Three hours of lecture / two hours of laboratory.

**CET\* 126 Computer Servicing****4 S.H.**

Presents an overview of a microprocessing system with emphasis on hardware design, operation, troubleshooting, and servicing. The lab provides practical experience with electronic troubleshooting techniques. Actual servicing will take place on a basic microcomputing system. Three hours of lecture / two hours of laboratory.

**CET\* 145 Fundamentals of Voice and Cabling****4 S.H.**

Introduces students into the various hardware aspects of establishing communication links between computers and/or other end devices (printers, fax machines, telephony systems, video systems, data transmission systems). There is a growing need for experienced and knowledgeable voice and data cabling installation, maintenance, repair, and plant layout design technicians. Will utilize the Cisco program or similar title as a foundation, but will supplement this program with college-level report writing, laboratory experimentation, and theoretical analysis of the practical information contained in the Cisco on-line curriculum program. Two hours lecture / four hours of laboratory.

**CET\* 210 Computer Systems Software****4 S.H.**

Investigates the computer's hardware-software interface. Topics include CPU architecture and programming, interfacing with I/O devices, memory management, file systems, and an introduction to networking. Laboratory assignments include installation and troubleshooting of system software for stand-alone and networked devices. Three hours of lecture / two hours of laboratory.

**CET\* 220 Digital/Data Communications****4 S.H.**

Presents the fundamentals of digital and data communications, including serial and parallel transmission methodologies, media, protocol standards, and system architecture. Three hours of lecture / three hours of laboratory. Prerequisites: CET\* 120 and EET\* 256.



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## COMPUTERS (APPLICATIONS)

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### **CSA\* 295 Computer Science Applications Practicum**

**3 S.H.**

Exposes students to real business programming that involves installing a brand new system. This project is typical of what would be expected from an entry-level programmer in business. Students will be responsible for the entire program development cycle for each of three new programs. Furthermore, students will be required to coordinate each of the parts into one integrated system. Prerequisite: CSC\* 202.

### **CSA\* 296 CWE - Computer Applications**

**3 S.H.**

Places senior CST students in positions where they can use the technical skills acquired in this program. Assignments may be in an educational or corporate environment. It is strongly recommended that students interested in securing internships take advanced courses in subjects such as: Visual BASIC, networking, and 'C' language. All of the organizations participating in our program require that interns earn excellent grades in advanced courses in the internship area prior to placement. Both the number and the type of internships vary from year to year and the most qualified applicants are awarded the internships available. Students are responsible to the department for proper documentation of their work assignments and a final report summarizing the overall work experience. The student will work a minimum of eight hours per week. Prerequisite: 24 earned credits in Computer Science courses; minimum QPA of 3.25; completion of CSC\* 202; and formal notification of approval of internship application.

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## COMPUTERS (COMPUTER SCIENCE)

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### **CSC\* 101 Introduction to Computers (CSC 101)**

**3 S.H.**

Introduces the fundamental components common to all computer systems, including a comprehensive overview of contemporary computer terminology and concepts. Utilizes the College's computer resources for solving problems. Topics studied include the use of word processing, electronic spreadsheets, Microsoft Windows, the Internet, and other popular software packages.

### **CSC\* 110 Computer Logic and Problem Solving (CSC 104)**

**3 S.H.**

Presents the fundamentals of computer problem-solving techniques. Stresses flow-charting and algorithm development. Three hours of lecture / two hours of laboratory.

### **CSC\* 120 Windows / DOS / Microcomputers (CSC 260)**

**3 S.H.**

The Windows Operating System for PCs is covered in depth. All aspects of file management are practiced with hands-on exercises. Security settings, as they relate to Internet use, are discussed. Also covered are changes to the Start Up Program, software installation, troubleshooting, and system default settings. The meaning of different file types among files, images, and software is explained. Command Line tasks are also addressed. Prerequisite: CSC\* 101.

### **CSC\* 150 Database Applications and Design - Using SQL (CSC 150)**

**4 S.H.**

Presents relational database concepts and organization. Students will learn to use SQL to query and change these databases and generate the output needed. Furthermore, students will design their own databases using one or more of the dominant relational databases, such as ACCESS or ORACLE. Three hours of lecture / two hours of laboratory.

### **CSC\* 201 COBOL I (CSC 120)**

**3 S.H.**

Introduces the COBOL programming language, its syntax, logic, and control structures. Elements of the language are taught through writing, debugging, and executing application programs related to business. Emphasizes structured programming, control of input, report generation, editing, calculations, control breaks, and decision-making. Uses accounting and business problems in laboratory assignments. Also uses a hands-on approach through which students have interactive control of entering COBOL programs, debugging, and generating end results. Three hours of lecture / two hours of laboratory. Prerequisite: CSC 110.

### **CSC\* 202 COBOL II (CSC 214)**

**3 S.H.**

Introduces advanced COBOL concepts, including table processing, data validation, sequential, indexed, and relative file processing; sub-program linkage; interactive processing; and copy libraries. Compares ANSI 74 and 85 COBOL processing and syntax. The laboratory portion involves table processing; data validation; sequential, indexed, and relative file processing and maintenance; sub-program linkage; interactive programming; and copy libraries. A hands-on approach is used through which students enter source code and test data, execute, test, and debug end results. Three hours of lecture / two hours of laboratory. Prerequisite: CSC\* 201.

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**CSC\* 205 Visual Basic I (CSC 124)****3 S.H.**

Presents both the design and implementation of computer programs using Microsoft Visual Basic for Windows. Students will build applications, work with controls, and design forms. Three hours of lecture / two hours of laboratory. Prerequisites: CSC\* 101 and CSC\* 110.

**CSC\* 208 Advanced Visual Basic (CSC 232)****4 S.H.**

Covers the benefits of on-line systems while concentrating on Visual Basic as the supportive software. Topics will be related to the operating environment, screen layouts and design, program components, input, output, file commands, and maintenance control. Using Visual Basic, students will build applications for the interactive control of file maintenance, including inquiry, adds, deletes, updates, and browse. Students have control of the complete cycle of program development. Three hours of lecture / two hours of laboratory. Prerequisite: CSC\* 205.

**CSC\* 210 C Programming (CSC 128)****4 S.H.**

Introduces the basics of programming in C, emphasizing the development of programming tools, data structures, library functions, and bitwise operators. The laboratory portion provides laboratory exercises to reinforce the topics covered in the C programming language. Three hours of lecture / two hours of laboratory. Prerequisite: CSC\* 101..

**CSC\* 212 Advanced C Programming (CSC 212)****4 S.H.**

Covers the techniques and applications of such advanced topics in the C language as searching and sorting using arrays, file processing, data structures, pointers, and random access to files. The laboratory portion gives the student the opportunity to implement programs using the new concepts learned in lecture. Prerequisite: CSC\* 210 or CSC\* 213. Three hours of lecture / two hours of laboratory.

**CSC\* 213 Object Oriented Programming Using C++ (CSC 160)****3 S.H.**

Introduces computer programming using C++. Each student will design, test, debug, and document several programs during the semester. Prerequisite: CSC\* 110.

**CSC\* 223 Introduction to Java Programming (CSC 145)****4 S.H.**

Presents the fundamentals of Java programming as an object-oriented language. Topics include classes, objects, data structures, event handling, graphical user interfaces, control structures, and methods. Three hours of lecture / two hours of laboratory. Prerequisites: CSC 101 or 110 and CSC 104.

**CSC\* 241 Computer Science II (CSC 127)****4 S.H.**

Continues digital computer design and studies the fundamental aspects of microcomputers, hardware and software. The laboratory portion implements the concepts developed in the lecture. Machine and Assembly language problems will be written and devices will be interfaced with a microprocessor. Prerequisite: CSC\* 205.

**CSC\* 243 Numeric Methods (CSC 230)****4 S.H.**

Introduces elementary numerical methods found useful in the field of mathematics and computing. The laboratory portion covers the concepts and skills presented in the Numeric Methods course through practice and reinforcement with hands-on experience. Three hours of lecture/two hours of laboratory. Prerequisite: MAT\* 254.

**CSC\* 244 Modeling and Simulation (CSC 220)****4 S.H.**

Introduces the topic of simulation. Discusses several languages and performs with a general purpose language. Introduces the topics of discrete, continuous and combined simulations. Uses the Slam language as a special simulation language. Shows examples of problems. Compares manual simulation, simulation with general purpose language and special simulation languages. The laboratory portion practices the principles learned in the lecture class. Involves class problems of hand d simulation, general-purpose language simulation and the use of Slam II language. Three hours of lecture/two hours of laboratory. Prerequisite(s): MAT\* 167 and a programming language.

**CSC\* 250 Systems Analysis and Design (CSC 224)****3 S.H.**

Introduces systems analysis and design concepts and techniques. Using a case study method, students will conduct systems surveys, create feasibility studies, and design typical computer systems used in business and industry. Uses case studies to individualized student projects, reports, and PC systems. Prerequisite(s): CSC\* 101 and CSC\* 201 or departmental permission.

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**CSC\* 260 Introduction to RPG (CSC 122)****4 S.H.**

Presents the RPG programming language utilized by many small- and medium-size computer users. Emphasizes the rules of language and the programming solutions of basic accounting functions. File construction and maintenance are featured. The laboratory portion covers the syntax of the RPG language and applies it to laboratory assignments that address accounting and business applications. All assignments are completed in an interactive environment in which students have control of entering RPG source code, compiling, debugging, and generating results. Three hours of lecture/two hours of laboratory. Prerequisite: CSC\* 110 or related work experience.

**CSC\* 271 Introduction to Fortran (CSC 218) (Course has not been offered in the past two years) 4 S.H.**

Introduces the Fortran language, covering topics from the basic structure of the language through function and call type subroutines and disk file handling. Examines the applicability of Fortran to information processing as well as its use in numerical evaluations. The laboratory portion includes exercises in Fortran programming, covering the basic structure of the language. Three hours of lecture / two hours of laboratory.

**CSC\* 281 Introduction to PASCAL (CSC 216)****4 S.H.**

Covers the fundamental topics of the PASCAL programming language. Emphasizes program development, structure, and testing. The laboratory portion applies and reinforces lecture material through hands-on exposure. Three hours of lecture / two hours of laboratory.

**CSC\* 283 Introduction to Assembler (CSC 222)****4 S.H.**

Presents the assembler language and its relationship to higher level programming languages. Emphasizes internal data representation formats, data manipulation, decimal arithmetic operations, logical and algebraic comparisons, and simple loop patterns. Prerequisite: CSC\* 110 or programming experience in a high-level language. Three hours of lecture / two hours of laboratory.

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**COMPUTER SCIENCE (TECHNOLOGY)**

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**CST\* 120 Introduction to Operating Systems (CSC 210)****3 S.H.**

Analyzes the use of operating systems as computer resources managers. Emphasizes communication with operating systems through an operating system command language. Covers such utility programs as the sort program. The laboratory portion utilizes a job control language to communicate with the operating system in performing tasks. Prerequisite: One of the following: CSC\* 210, CSC\* 201, CSC\* 205, or CSC\* 213.

**CST\* 133 Introduction to Networking (CSC 170)****3 S.H.**

Presents the necessary knowledge and skills to complete the basic network management tasks of a system administrator in a Novell NetWare environment. Concepts covered include managing users and groups, file server management, automating the workstation connection, creating and managing the printing environment, implementing login and file system security, and creating login scripts and menus. Prerequisite: CSC\* 101 or departmental permission.

**CST\* 140 Introduction to Computer Hardware (CSC 190)****3 S.H.**

Provides students with the technical knowledge and skills to support, troubleshoot and service Novell NetWare networks. Designed with frequent lab exercises to provide students with ample "hands-on" experience with both hardware and software components of a network. Each student will design, install and service several networks during this course. Prerequisites: CST\* 133 and CST\* 165.

**CST\* 152 Introduction to Web Page and Design (CSC 140)****3 S.H.**

Discusses effective design of Web pages, emphasizing clarity, organization, text, images, and links. Students will work with an HTML editor and an Internet browser to test and view pages. Students will use JavaScript to create, maintain, and update Web pages. Tags, objects events, input methods, table creation, and rollover images are among the JavaScript topics that will be covered. Three hours of lecture / two hours of laboratory. Prerequisite: CSC\* 101.

**CST\* 162 Windows 2000 Professional (CSC 234)****3 S.H.**

Introduces the Microsoft Windows 2000 network and the essentials of this operating system. Topics covered include installation, configuration, administration, and support. The course will identify tools used to perform various administrative tasks such as Microsoft Management console, Task Scheduler, Control Panel and the registry, as well as the protocols and services that ship with Windows 2000, including Domain Name System (DNS). Three hours of lecture/ two hours of laboratory. Prerequisite: CSC\*101.

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**CST\* 163 Windows 2000 Server (CSC 235)****3 S.H.**

Introduces Microsoft Windows 2000 Server. Topics covered include installation, file systems, and disk management functions, administration of the operating system and Active Directory Services, network protocols, routing and remote access, monitoring and optimization. Three hours of lecture/ two hours of laboratory. Prerequisite: CST\* 162.

**CST\* 165 Installation and Configuration (CSC 182)****3 S.H.**

Provides students with the knowledge and skills necessary for installation of Novell NetWare 3.1x file servers, configuration of both DOS and Windows workstations, configuration of file system and login security, and managing the NetWare 3.1x server. Prerequisite: CST\* 133.

**CST\* 180 Networking I (CSC 195)****4 S.H.**

Serves as the first course in a series of four courses that provide classroom and laboratory experience in current and emerging networking technology. This series will empower students to enter the workforce and/or further their education and training in the computer networking field. Topics include the functions of the ISO/OSI reference model, data link and network addresses, the function of a MAC address, data encapsulation, the different classes of IP addresses and subnetting, and the functions of the TCP/IP network-layer protocols. Students learn how to plan, design, and install an Ethernet LAN using an extended or hierarchical star topology; select, install, and test cable; and determine wiring closet locations. Three hours of lecture / two hours of laboratory.

**CST\* 181 Networking II (CSC 196)****4 S.H.**

Serves as the second course in a series of four courses that provide classroom and laboratory experience in current and emerging networking technology. This series will empower students to enter the workforce and/or further their education and training in the computer networking field. Instruction includes, but is not limited to, safety, networking, network terminology and protocols, network standards, LANs, WANs, OSI models, ethernet, Token Ring, Fiber Distributed Data Interface, TCP/IP Addressing Protocol, dynamic routing, routing, and the network administrator's role and function. Three hours of lecture / two hours of laboratory. Prerequisite: CST\* 180.

**CST\* 182 Networking III (CSC 205)****4 S.H.**

Serves as the third course in a series of four courses that introduces new content and extends previously learned networking skills. This series will empower students to enter the workforce and/or further their education and training in the computer networking field. Instruction introduces and extends the student's knowledge of and practical experience in skills related to configuring LANs, WANs, Novell Networks, Internet work Packet Exchange (IPX) routing, Interior Gateway Routing Protocol (IGRP) protocols, and network troubleshooting. Three hours of lecture / two hours of laboratory. Prerequisite: CST\* 181.

**CST\* 183 Networking IV (CSC 206)****4 S.H.**

Serves as the fourth course in a series of four courses that introduces new content and extends previously learned networking skills. This series will empower students to enter the workforce and/or further their education and training in the computer networking field. Instruction introduces and extends students' knowledge of and practical experience with Wide Area Networks (WANs), Integrated Services Data Networks (ISDN), Point-To-Point Protocols (PPP), and Frame Relay design, configuration, and maintenance. Develops practical experience and skills related to configuring WANs, ISDN, PPP, Frame Relay protocols, and network troubleshooting. Three hours of lecture / two hours of laboratory. Prerequisite: CST\* 182.

**CST\* 188 Advanced Networking (CSC 180)****3 S.H.**

Introduces the advanced features of Novell NetWare necessary for server performance optimization and maintenance, advanced print services management, and enhanced workstations support. Prerequisite: CST\* 133.

**CST\* 234 Network+ (CSC 233)****3 S.H.**

Prepares students to install and service networked PCs with confidence. Students will also possess the skills to turn stand-alone PCs into client workstations configured to work with TCP/IP and IPX. At the end of this course, students will be prepared to take the industry-recognized Network+ exam to become certified as a Network+ technician. Prerequisite: CSC\* 101.

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## CRIMINAL JUSTICE

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### **CJS\* 101 Introduction to Criminal Justice (CJU 101)**

**3 S.H.**

Surveys the evolution, principles, concepts, and practices of law enforcement. The course examines the structure and organization of courts in the administration of criminal justice in the U.S.A. Topics include the American model of criminal justice, police and the community, police and the constitution, and the American legal system.

### **CJS\* 102 Introduction to Corrections (CJU 102)**

**3 S.H.**

A study of the history, philosophy, and evolution of corrections. The course examines the following processes used by our courts: probation, parole, treatment programs, and rehabilitation models. Punishment and the functions of our jails and prisons are examined. Additional topics include plea-bargaining, speedy trial, sentencing, prisoner's rights, victimization, and juvenile justice.

## DANCE

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### **DAN\* 141 Dance: Mind, Body, Spirit**

**3 S.H.**

Introduces the processes and materials involved in creating dances. It also requires students to discuss and analyze their own original choreography as well as that of other students. Spontaneity and trust in one's intuitive movement response is encouraged through structures that explore the creative process in dance. An appreciation of dance history and the pioneering spirit of modern dance giants will be studied.

## DENTAL HYGIENE

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### **DNT\* 105 Introduction to Dental Hygiene I**

**1 S.H.**

Provides students with a survey of contemporary issues encountered by health care professionals. Emphasis is placed upon personal oral self care, dental specialties, ethical and legal aspects of dentistry, an introduction to oral pathology, disease transmission, and infection control, principles and techniques of disinfection and sterilization, and an introduction to the dental hygiene treatment appointment.

### **DNT\* 106 Introduction to Dental Hygiene II**

**1 S.H.**

Continues the study of Dental Hygiene I (DNT\* 105) and provides students with a survey of contemporary issues encountered by dental health care professionals. Emphasis is placed on professional standards, health promotion, disease prevention, review of dental specialties and ethical issues that are encountered by dental hygienists. Prerequisite: DNT\* 105

## DIAGNOSTIC MEDICAL SONOGRAPHY

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### **DMS\* 102 Sonographic Physics and Instrumentation I (DMS 122)**

**3 S.H.**

Presents the basic physical principles of sound waves, their applications to the human body, the operation and physical characteristics of the ultrasound transducer, the method by which the sound wave is converted into a visual image, and equipment components and their functions. Some topics include reflection, refraction, scattering, amplitude, intensity, speed, attenuation, impedance, propagation, image artifacts, quality control, and the biological effects of ultrasound. Prerequisites: DMS\* 104, DMS\* 105, and DMS\* 113, PHY\* 111. Corequisites: DMS\* 103 and DMS\* 112.

### **DMS\* 103 Sonographic Imaging (DMS 121)**

**4 S.H.**

Instructs DMS students in scan planes, anatomical positioning, scan protocols, scan preparations, scan scheduling, appropriate history recording, and correlations with other diagnostic procedures. Also presents the techniques required for initiating and completing diagnostic sonographic procedures for abdominal, obstetrical, and gynecological patients. Prerequisites: DMS\* 104, DMS\* 105, DMS\* 111, and DMS\* 113. Corequisites: DMS\* 102 and DMS\* 112.

### **DMS\* 104 Introduction to Abdominal / Small Parts Sonography**

**3 S.H.**

This course prepares students for the clinical aspects of diagnostic medical sonography. Through classroom lectures and handouts, students will learn to function as entry-level employees in the clinical practicum and be able to advance in the profession. Prerequisites: BIO\* 211, BIO\* 212, and RST\* 200. Corequisites: DMS\* 105 and DMS\* 111.



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**DMS\* 105 Introduction to OB/GYN Sonography****3 S.H.**

This course prepares students for the clinical aspects of obstetrics and gynecology. Through classroom lectures and handouts, students will learn to function as entry-level employees in the clinical practicum and be able to advance in the profession. Prerequisites: BIO\* 211, BIO\* 212, and RST\* 200. Corequisites: DMS\* 104 and DMS\* 111.

**DMS\* 111 Clinical Practicum I (DMS 112)****1 S.H.**

Introduces the clinical components of Diagnostic Medical Sonography with supervised clinical experience in an approved medical facility. Students observe basic scanning techniques, methods, and procedures. Provides experience with patient contact, history interviews, professional attitudes and ethics, and other basic patient/professional situations under the direct supervision of a Registered Diagnostic Medical Sonographer (RDMS). Completion of clinical competency levels and a minimum of 224 clinical hours are required to complete this course. Prerequisites: BIO\* 211, and BIO\* 212. Corequisites: PHY\* 111, DMS\* 104, and DMS\* 105.

**DMS\* 112 Clinical Practicum II (DMS 123)****1 S.H.**

Continues Clinical Practicum I and covers basic scanning techniques, methods, and procedures as supervised clinical experience in an approved medical facility. Students are introduced to basic sonographic positioning, planes, and terminology. Completion of clinical competency levels and a minimum of 224 clinical hours are required to complete this course. Prerequisites: DMS\* 104, DMS\* 105, and DMS\* 111. Corequisites: DMS\* 102 and DMS\* 103.

**DMS\* 113 Clinical Internship I****1 S.H.**

Strengthens students' clinical skills with experience in a five-day workweek. Students practice their ultrasound and patient care skills in a hospital. Because the DMS program is competency-based, competencies will be assigned and completed at the clinical site. Prerequisites: DMS\* 104, DMS\* 105, and DMS\* 111.

**DMS\* 126 Clinical Internship II****2 S.H.**

This clinical internship strengthens students' clinical skills with experience in a five-day work week over a longer period of time than the Clinical Internship I. Students will hone their ultrasound and patient care skills in a hospital. Because the DMS program is competency-based, competencies will be assigned and completed at the clinical site. Clinical Internship II runs from the Monday following spring final examinations through the day before the beginning of the new fall session. Prerequisites: DMS\* 102, DMS\* 103, and DMS\* 112.

**DMS\* 201 Sonographic Physics and Instrumentation II ( DMS 211)****3 S.H.**

Presents the basic physical principles of Doppler and their use in diagnostic medical sonography. Topics include hemodynamics, Doppler effect, Doppler instrument components and their functions and limitations, spectral analysis, normal wave patterns, and pathological findings. Also includes liver vasculature, native and transplant kidneys, and mesenteric vessels. Introduces upper and lower extremities and cerebrovascular imaging. Also covered are principles of acoustical physics, how sound is produced and manipulated, how sound reacts in various mediums, and the acoustical impedance properties produced in various mediums and transducer characteristics dependent upon wave frequencies. Laboratory sessions reinforce lectures. Prerequisites: DMS\* 102 and DMS\* 126. Corequisites: DMS\* 203 and DMS\* 211.

**DMS\* 203 Advanced Sonographic Application (DMS 213)****3 S.H.**

Explores the use of Doppler in B-mode scanning using real time equipment. Applies previously learned normal anatomy to concurrent education on Doppler Physics and Pathology. Iatrogenic, degenerative, inflammatory, traumatic, neoplastic, infectious, obstructive, congenital, metabolic, and immunological pathological processes will be presented with Doppler (Color and Spectral) applications. Presents equipment parameters, various types of specialized equipment, and hard copy documentation devices. Clinical objectives in DMS\* 211 will reinforce lectures. Prerequisites: DMS\* 102, DMS\* 103, and DMS\* 126. Corequisites: DMS\* 201 and DMS\* 211.

**DMS\* 205 Abdominal Sonography (DMS 223)****3 S.H.**

Presents a detailed approach to the anatomy, physiology, and pathophysiology of abdominal structures imaged with ultrasound. Includes liver, biliary system, pancreas, and retroperitoneal region. Correlates clinical findings, including laboratory studies, with sonographic findings. Discusses protocol, instrumentation, and scanning techniques. Also discusses anatomy, physiology, and pathophysiology of abdominal and superficial structures imaged with ultrasound, including spleen, superficial structures, and the gastrointestinal and abdominal walls. Discusses proper scanning techniques, protocols, and instrument settings along with clinical, sonographic and laboratory aspirations, biopsies, and intra-operative procedures. Presents proper sterile technique, needle guide use, and post procedure protocol. Prerequisites: DMS\* 201, MS\* 203, DMS\* 211 and RST\* 217. Corequisites: DMS\* 204, DMS\* 206, and DMS\* 212.

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**DMS\* 206 Vascular Imaging (DMS 224)****3 S.H.**

Presents normal scanning techniques, pitfalls, and pathology of the carotid, arterial, and venous systems of the upper and lower extremities. A study packet containing objectives, assignments, worksheets, and handouts, is augmented by the use of such audiovisual aids as videodisc programs, tapes, and diagrams. Covers the basic techniques for imaging the heart using ultrasound. Topics include the use of M-mode, two-dimensional imaging, and Doppler imaging techniques. Prerequisites: DMS\* 201, DMS\* 203, DMS\* 211 and RST\* 217. Corequisites: DMS\* 204, DMS\* 205, and DMS\* 212.

**DMS\* 207 GYN Sonography****2 S.H.**

Presents a detailed approach to the anatomy and physiology of the female reproductive system. Discussed proper scanning techniques including the sonographic appearance of the female pelvis at various stages of life. Instructs students in the recognition, identification and appropriate documentation of the sonographic appearance of gynecologic disease processes, pathology and pathophysiology and includes: history and physical exam, related imaging, laboratory and functional testing procedures, differential diagnosis, role of ultrasound in patient management, the infertile patient. Prerequisites: DMS\* 201, DMS\* 203, DMS\* 211 and RST\* 217.

**DMS\* 208 Obstetrical Sonography****3 S.H.**

Explores the dramatic changes in fetal developmental from fertilization to birth. Discusses proper scanning techniques including the sonographic appearance of normal and abnormal fetal anatomy and protocol and proper instrument settings. The pathological conditions relating to obstetrics are discussed including clinical and sonographic findings. Analyzes the proper protocol, pathological conditions and patient care relating to obstetrical examinations, including clinical and sonographic findings. Prerequisites: DMS\* 201, DMS\* 203, DMS\* 207, DMS\* 211 and RST\* 217. Corequisites: DMS\* 205, DMS\* 206, and DMS\* 212.

**DMS\* 211 Clinical Practicum III (DMS 214)****1 S.H.**

Introduces advanced scanning techniques to demonstrate cross-sectional anatomy and pathology of specific and nonspecific disease and traumatic changes in a supervised clinical experience in an approved medical facility. Specific attention is given to fetal development, fetal anomalies, and abnormal prenatal and maternal conditions as they relate to Sonographic scanning and interpretation of images. Students work under the supervision of an RDMS professional. Students are expected to perform sonographic procedures independently as a regular part of this course. Completion of clinical competency levels and a minimum of 336 clinical hours are required to successfully complete this course. Prerequisite: DMS\* 126. Corequisites: DMS\* 201 and DMS\* 203.

**DMS\* 212 Clinical Practicum IV (DMS 225)****3 S.H.**

Introduces advanced scanning procedures, methods, and experience in a supervised clinical experience in an approved medical facility. Students experience advanced scanning modalities via M-mode, Doppler, Real-time, and invasive procedures. Provides comparative interpretations of sonographic imaging with other diagnostic imaging modalities. Combines scanning experience with radiologist-supervised image interpretation sessions. Students are expected to initiate, perform, and complete all sonographic procedures without the direct supervision of an RDMS. Successful course completion requires achievement of competency levels and a minimum of 336 clinical hours. Prerequisites: DMS\* 201, DMS\* 203, and DMS\* 211. Corequisites: DMS\* 204, DMS\* 205, and DMS\* 206.

**DRAFTING (See architecture)**

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**DRUG AND ALCOHOL RECOVERY COUNSELOR**

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**DAR\* 101 Public Health Issues: Abuse & Addiction (DAR 101)****3 S.H.**

Introduces addiction counseling by exploring the career field and the requirements for success as a counselor. Students will explore key topic areas such as: models and theories of addiction and recovery; history of legislation and regulation; self-help and evidenced-based approaches to recovery; and ethics and confidentiality. Public health issues related to substances will be investigated, including: trends in substance use, co-occurring disorders, advertising of tobacco and alcohol, costs to society, HIV and other contagions, continuum of care from prevention to aftercare, and more. Pre- or corequisite ENG\* 063 and ENG\* 073 or higher, or permission of coordinator.

**DAR\* 111 Addiction Counseling I (DAR 111)****3 S.H.**

Students will learn, practice, and develop counseling such skills as attending, reflecting, active listening, and mirroring. This course presents the fundamental theories of addiction counseling and the relationship of theory to skills. Students reflect on their roles as counselors and define the qualities, knowledge, and skills essential to become a competent, ethical, culturally-aware counselor-in-training. Combines didactic and experiential learning. Pre- or corequisite ENG\* 063 and ENG\* 073 or higher, or permission of coordinator.



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**DAR\* 112 Group Counseling: Theory & Techniques (DAR 112)****3 S.H.**

Introduces the concepts and theories of group counseling, group dynamics, and group developmental stages. Students learn about different types of groups and how groups can be used to treat addiction in a multicultural environment. Students learn to distinguish between and work with group processes and content. Students have the opportunity to examine their own performances as group members and facilitators. Combines didactic and experiential learning. Prerequisite: DAR\* 111 and pre- or corequisite ENG\* 101 or higher or permission of coordinator.

**DAR\* 114 Introduction to Family Systems (DAR 114)****3 S.H.**

Presents an overview of the family. Focuses on families with addictions by investigating the family as a system, the family life cycle, multicultural perspectives of family, and family roles and rules. Introduces family counseling theories, goals, strategies, and techniques. Students learn how to complete a genogram and how to use this tool as a counseling strategy. Pre- or corequisite ENG\* 063 and ENG\* 073 or higher, or permission of coordinator.

**DAR\* 117 Substance Abuse Prevention (DAR 117)****3 S.H.**

Provides students with an understanding of the prevention models, philosophies and strategies used in developing and implementing a community-based prevention program.

**DAR\* 158 Biology of Addiction (DAR 158)****3 S.H.**

Studies how and why drug abuse impacts both the human body and society. Students are introduced to the process of neurotransmission and learn how each class of psychoactive substances alters neurotransmission and homeostasis. The course examines the consequences of short- and long-term substance use, abuse, and addiction on all major bodily systems and the fetus. Pre- or corequisite ENG\* 063 and ENG\* 073 or higher, or permission of coordinator.

**DAR\* 212 Multicultural Addiction Counseling****3 S.H.**

Students will be introduced to major concepts essential to the understanding of culture, race, and diversity within the context of addiction counseling. Students will develop awareness of their own and others' cultural communication styles as well as values and beliefs regarding the use of substances. Students will practice conducting culturally competent assessments, recovery plans, and counseling skills for the treatment of substance use disorders. Combines didactic and experiential learning opportunities. Prerequisite: DAR\* 111 and pre- or corequisite ENG\* 101 or higher or permission of coordinator.

**DAR\* 213 Addiction Counseling II (DAR 213)****3 S.H.**

Provides an overview of the major counseling theories and figures, including Gestalt, Reality, Person-Centered, and Rational-Emotive. Addresses the techniques and professional practices related to each theory. Theory and practice will focus on such current evidence-based treatment models as Cognitive-Behavioral, Motivational Interviewing, and Solution-Focused. Students apply basic counseling skills developed in DAR\* 111 to a variety of evidence-based models and explore the theories and techniques most appropriate to specific treatment settings, client populations, and cultures. Combines didactic and experiential learning. Prerequisite: DAR\* 111 and pre- or corequisite ENG\* 101 or higher or permission of coordinator.

**DAR\* 220 Co-Occurring Disorders Counseling****3 S.H.**

Students will be introduced to major concepts essential to the understanding of co-occurring substance use disorders and mental health disorders. Students will develop awareness of the unique challenges that face clients who are struggling with multiple diagnoses. Students will practice conducting competent assessments, recovery plans, counseling skills and continuum of care issues relevant to the recovery process for this special population. Combines didactic and experiential learning. Prerequisite: DAR\* 111 and pre- or corequisite ENG\* 101 or higher or permission of coordinator.

**DAR\* 230 Management of Human Service Facilities (DAR 230)****6 S.H.**

Provides students with the experience of spending fifteen hours per week in a substance abuse treatment facility under the joint supervision of the DARC program and a credentialed supervisor at the facility. Students observe the treatment process from intake to discharge. Students observe, practice, and develop competency in the twelve core functions of addiction counseling. As students develop increased competence, they will progress from observers to co-counselors and then to counselors. To enhance the field experience, students continue their academic study during a weekly seminar. Students are expected to reflect on their fieldwork, participate in clinical and peer supervision, and continue their research into counseling theories. Prerequisites: DAR\* 101, DAR\* 111, DAR\* 112, DAR\* 158, ENG\* 101 with a grade of "C" or better, and permission of the DARC program coordinator. (*This is a selective admission component of the DARC program.*)

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**DAR\* 251 Counseling Internship I (DAR 251)****6 S.H.**

Provides students with the experience of spending 15 hours per week in a substance abuse treatment facility under the joint supervision of the DARC program and a credentialed supervisor at the facility. Students will observe the treatment process from intake to discharge. Students will observe, practice, and develop competency in the 12 core functions of addiction counseling. As students develop increased competence, they will progress from active observers to co-counselors, and then to counselors. To enhance the field experience, students will continue academic study during a weekly seminar. Students will be expected to reflect on their fieldwork, participate in clinical supervision as well as peer group interaction and continue their research in support of counseling theories. Prerequisites: DAR\* 101, DAR\* 111, DAR\* 112 and DAR\* 158; ENG\* 101 with a "C" or better within five years and permission of the program coordinator. Prerequisite DAR classes must be completed in consecutive semesters. If a student is unable to complete DAR\* 252 in the spring following DAR\* 251, DAR\* 251 will need to be taken again. *(This is a selective admission component of the DARC program).*

**DAR\* 252 Counseling Internship II (DAR 252)****6 S.H.**

Continues DAR\* 251; students extend their field placements, working fifteen hours per week in the same substance abuse treatment facility. Students refine their counseling skills and assume increased responsibility for implementing the twelve core functions. During the semester, students function as a primary addiction counselor for one or more clients. The classroom component of this internship prepares students for the certification exam and case presentation and allows ongoing personal reflection and growth. Prerequisites: DAR\* 251 and permission of the DARC program coordinator. DAR\* 252 must be taken in the semester immediately following DAR\* 251.

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**EARLY CHILDHOOD EDUCATION**

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**ECE\* 101 Introduction to Early Childhood Education (EDU 101)****3 S.H.**

Begins a three-part investigation of early childhood development. Part I provides the historical background of the preschool movement, including the ideas of Comenius, Rousseau, Pestalozzi, Montessori, and Froebel. Also addresses such current approaches as Bank Street, Weikart, Alerta, and Dewey's progressive (open-classroom) approaches. Part II deals with the various preschools of today, i.e., Head Start, Nursery, and Day Care, and their functions. Emphasis is placed on essential concepts, skills, and insights as they relate to the stages of child education. Part III scrutinizes and evaluates the methods, contents, materials, and equipment currently used. Knowledge gained in these three parts will be applied to devise a sound yet flexible curriculum that can be used at all levels of ECE.

**ECE\* 103 Creative Experiences/Children (EDU 103)****3 S.H.**

Provides a variety of art experiences suitable for young children. Includes experimentation with and the use of various media, techniques, and methods. Emphasis is placed on the role of creative experiences in early childhood development. The selection of and approach to art experiences, media, and materials is related to the conceptual framework of the course. This ensures that the adult students are directly involved in the creative experience and can effectively lead others to it.

**ECE\* 106 Music and Movement for Children (EDU 105)****3 S.H.**

Explores young children's musical growth through singing, rhythmic and dramatic play, use of classroom instruments, recorded music, and the study of children's natural fundamental movements. Teaching strategies will be analyzed through videotapes and film.

**ECE\* 109 Science and Math for Children (EDU 106)****3 S.H.**

Prepares teachers to introduce science to young children in the classroom and in the field. Teachers also answer questions on the natural world. Approximately one-third of this course consists of field trips. Topics include ecology, geology, astronomy, and meteorology.

**ECE\* 110 Using Computers in ECE (EDU 109)****3 S.H.**

Covers the design and use of microcomputers, including the selection of software used in a variety of regular and special education settings.

**ECE\* 121 First Aid, CPR, and Medication Administration (EDU 121)****1 S.H.**

Trains students to handle many basic medical emergencies and outlines procedures to follow in assisting an injured or suddenly ill person until professional emergency medical services can be obtained. It also familiarizes students with the legal aspects of First Aid, CPR, and Medication Administration. Examples are derived from real life situations.

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- ECE\* 123 Introduction to Family Support and Respite Care (EDU 123)** **4 S.H.**  
Provides students with the special needs background, communication skills, attitudes, and techniques that will enable them to provide respite for families in crisis. Students learn the laws and dynamics of working with social services agencies to determine families that can benefit from respite care. Students are required to spend fifty hours demonstrating their proficiency in a practical setting. Students are also required to obtain certification in First Aid, CPR, and Medication Administration.
- ECE\* 141 Infant and Toddler Growth and Development (EDU 115)** **3 S.H.**  
Prepares students to care for and teach infants and toddlers. Topics include typical infant and toddler development, developmental domains, and curriculum development and adaptation.
- ECE\* 142 Developmental Interventions for Infants and Toddlers at Risk (EDU 119)** **3 S.H.**  
Presents typical and atypical infant and toddler development. Current issues and trends in family-centered care will be discussed. Intervention techniques and various applications and environments for intervention will be reviewed.
- ECE\* 180 CDA Credential Preparation (EDU 110)** **3 S.H.**  
Designed for childcare providers who wish to obtain a Child Development Associate (CDA) Credential. Students study the national standards for evaluation and accreditation by the Council of Early Childhood Professional Recognition and become familiar with the Direct Assessment System. Students analyze the CDA Competencies and Functional Areas and their integration into child development theory and practice. Coursework assists students to develop their professional resource file, complete other necessary documentation, and prepare for the final assessment process. Students will apply for the CDA Credential with one of the following endorsements: center-based preschool, center-based infant/toddler, family day care, or home visitor.
- ECE\* 181 CDA Credential Preparation II (EDU 181)** **3 S.H.**  
Designed for childcare providers who are preparing for their Child Development Associate (CDA) Credential through the Council for Professional Recognition in Washington, D.C. under its present requirements. The student will attend a weekly seminar and a minimum 30 hours of fieldwork in a licensed early childhood setting. Course instructor will conduct onsite observation visits.
- ECE\* 205 Creative Activities and Media (EDU 206)** **3 S.H.**  
Provides teachers of young children an in-depth involvement in the art experience and an understanding of how art is integral to the curriculum for young children. Emphasizes integrating art experiences with number concepts, reading readiness, literature, social studies, science, and music and movement. Trips to an art gallery and an artist's studio supplement classroom experiences. Prerequisite: ECE\* 103.
- ECE\* 206 Administration and Supervision of Early Childhood Programs (EDU 214)** **3 S.H.**  
Explains the leadership role in the administration and supervision of private, public, and federally funded schools. Addresses the various philosophies, comprehensive programs, methods of managing staff and effective programs, regulations and efficient means of enforcement, and institutional facilities and equipment in a school.
- ECE\* 210 Observations, Participation and Seminar (EDU 210)** **3 S.H.**  
Promotes objectivity in observing and interpreting children's behavior, allowing observation of developmental characteristics and increasing awareness of typical and atypical patterns of behavior. Observation and participation placements for the study of young children are provided at the GCC Early Learning Center and at area preschools. Students observe and participate in their respective placement locations for sixty hours to gain experience and competency working with young children. Weekly seminars devoted to issues in observing and understanding children's development expand students' observation and participation experiences. Prerequisite: PSY\* 122.
- ECE\* 211 Field Seminar I (EDU 211)** **3 S.H.**  
Provides current and prospective teachers of young children with an in-depth investigation into the need to observe and record children's behavior. Explores appropriate settings and curricula for preschoolers. The primary objective of this course is to further students' understanding and ability to interpret behavior. As an application of this understanding, students then explore ways in which young children learn and how best to furnish the settings, materials, and methodology for healthy growth and development. Prerequisite: PSY\* 122. Corequisite: ECE\* 210.
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**ECE\* 212 Administrative Leadership in Early Childhood Programs****3 S.H.**

Examines 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\* 213 Finance for Early Childhood Program****3 S.H.**

Focuses on the financial aspects of administering an early childhood program. It will explain and discuss the various aspects of budgeting including tools that are commonly used in all businesses as well as tools that are specific to ECE programs. It will address the “trilemma” inherent to programs with strategies to think about balancing cost, quality and affordability.

**ECE\* 231 Early Language and Literacy Development (EDU 231)****3 S.H.**

Introduces language and literacy development in young children. Students explore early childhood language arts curricula, including speaking, listening, writing, and reading skills. The influence of a child’s cultural background and experiences on emerging literacy development is explored. The teacher’s role in creating and fostering an environment that engages children in developmentally appropriate language arts experiences will be covered. Course content includes specific strategies for teaching reading and other literacy skills, the role of school-family partnerships in developing literacy, identification of students who are at risk, and reading assessment methods.

**ECE\* 241 Methods and Techniques for Infant/Toddler (EDU 117)****3 S.H.**

Presents both the theoretical knowledge and practical skills necessary to create an infant/toddler curriculum in an inclusive environment. It provides information on how the playful interaction of infants/toddlers with their surroundings helps them to discover what the world is made of, how it works, and what they can do with their emerging skills. Students learn how the routines and organization of a child’s inside-outside environment facilitate a child’s learning. The successful student will demonstrate a knowledge of program planning and implementation, and an understanding of the role of the physical environment in creating quality development programs for typical and atypical infants and toddlers.

**ECE\* 295 Student Teaching (EDU 295)****6 S.H.**

Provides guided observation of, participation in, and supervised student teaching at NAEYC-accredited centers or kindergartens. The purpose of student teaching is to apply child development theory to a learning environment and to work with children under close supervision. Students will manage a classroom independently and plan, organize, implement, and evaluate classroom activities. Students will complete a minimum of 200 hours of student teaching. Weekly seminars devoted to communicating issues in Early Childhood Education and the teaching experience of students will extend the student teaching experience. Prerequisites: ECE\* 210 and PSY\* 122.

**ECE\* 299 Independent Study in Early Childhood Education (EDU 290)****3 S.H.**

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**EARLY CHILDHOOD SPECIAL EDUCATION**

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**ECS\* 107 Introduction to Exceptional Children: Seminar I (EDU 107)****4 S.H.**

Covers aspects of exceptional children. The following areas are addressed: the exceptional child in modern society; individual differences in special education; talented and gifted children; visually impaired, hearing impaired, and/or behavior disordered children; children with communication disorders; multiple, severe handicaps and/or physical handicaps. This course requires twenty-five hours of field observation and participation in an atypical preschool institution. Various projects are assigned.

**ECS\* 112 Introduction to Early Childhood Special Education (EDU 112)****3 S.H.**

Focuses on early intervention for infants and toddlers from birth through age two and on preschool special education for three- to five-year-old children with disabilities, developmental delays, or seriations in development. This course presents successful interventions for various kinds of children and families. Furthermore, it presents federal legislation pertaining to Early Childhood Special Education that provides funding for the services that young children with disabilities and their families need.

**ECS\* 113 Creative Art/Play for Exceptional Children (EDU 113)****3 S.H.**

Provides adaptive experiences in two- and three-dimensional art activities using everyday materials with an emphasis on process over product. Emphasizes the integration of art projects with math, reading, literature, social studies, and music. Demonstrations, workshop sessions, and visits to art galleries supplement classroom experiences.

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**ECS\* 207 Introduction to Exceptional Children: Seminar II (EDU 207)** **3 S.H.**  
Introduces the field of early childhood special education and offers an overview of typical and atypical child development including programs for and assessment of young children with special needs. Emphasizes the use of play to facilitate the development of cognitive, language, motor, social, and emotional skills.

**ECS\* 225 Diagnostic Assessment of Children with Special Needs (EDU 225)** **3 S.H.**  
Identifies issues, programs, and procedures related to evaluating infants and preschoolers with handicaps. Describes the overall information gathering process, involving family members in the decision-making process. This process is essential for appropriate instructional or intervention program planning. Describes and introduces various tests. This course is designed specifically for early childhood education students who will eventually plan and implement individualized intervention programs for handicapped infants, toddlers, and preschoolers.

**ECS\* 226 Curriculum for Exceptional Children: Seminar I (EDU 226)** **3 S.H.**  
Provides current and prospective teachers of young children with an in-depth appreciation and understanding of the need to observe and record children's behavior. The development of appropriate and effective curricula, educational strategies, and institutional settings for exceptional children will be explored to determine how children learn and how best to furnish the settings, materials, and methodology for healthy growth and development.

**ECS\* 228 Field Observation in Special Education (EDU 228)** **3 S.H.**  
Provides current and prospective teachers with opportunities to work with young children with special needs in preschool or special education settings. The course consists of ninety hours of observation and participation. Students will be required to use behavior modification techniques while working with exceptional children in the classroom. Corequisite: ECS\* 226. Prerequisites: ECS\* 226, PSY\* 122, ECS\* 107, ECS\* 207, and PSY\* 258.

## **EDUCATION**

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**EDU\* 201 Introduction to Teaching Professions** **3 S.H.**  
Provides prospective high school, middle school and art teachers with an introduction to the teaching profession. Students are required to spend a minimum of 40 hours of fieldwork in an approved classroom. Emphasis is placed on the human development during the middle and high school years and theories, history, philosophies, and processes relevant to teaching and learning as a profession. Patterns of learning and unique ways of learning will be explored. Focuses on social-economic, political and ecological factors and their impact on student's learning. Students will have opportunities to observe in multicultural and inclusive classrooms and the opportunity to evaluate their readiness and aptitude to be a teacher.

**EDU\* 202 Principles of Education** **3 S.H.**  
Provides prospective teachers with an introduction to the teaching profession. Students are required to spend a minimum of 40 hours of fieldwork in an approved classroom. Emphasis is placed on the varied roles that teachers play; the history and philosophy of education; current themes in education; learning theories; classroom management issues; relationship between the schools and community. Students will have opportunities to observe in multicultural and inclusive classrooms and the opportunity to evaluate their readiness to be a teacher.

## **EARTH SCIENCE**

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**EAS\* 102 Earth Science (PSC 113)** **3 S.H.**  
Introduces the four main branches of Earth Science: Geology (solid earth), Oceanography (oceans), Meteorology (weather), and Astronomy (stars and universe). Investigates the dynamic nature of Earth processes to understand human beings' place in the universe.

## **ECONOMICS**

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**ECN\* 101 Macroeconomics (ECO 101)** **3 S.H.**  
Presents major topics in macroeconomics: the roles of saving, investment, consumption, the governmental sector, and the effects of the above on employment and national income. Attention is also given to the fiscal policies and economic growth of developed and developing nations. Prerequisites: ENG\* 101, MAT\* 075. ECN\* 102 strongly recommended.

**ECN\* 102 Microeconomics (ECO 102)** **3 S.H.**  
Evaluates the best available tools of economic analysis to explain the pricing mechanism and structure of markets. Emphasizes the contribution and usefulness of the theoretical methods. Presents supply and demand analysis, the economics of firms, the determination of product and factor prices under varying market structures, and the pricing and employment of resources. Prerequisites: ENG\* 101, MAT\* 075. Strongly recommended this course be taken prior to ECN\* 101.



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## ELECTRICAL ENGINEERING TECHNOLOGY

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### **EET\* 103 Fundamentals of Electricity (ETC 104)**

**4 S.H.**

Surveys basic electricity, including generation, measurement, and analysis of networks involving DC and AC sources. The laboratory component includes electrical experiments in basic DC and AC circuits. Three hours of lecture / three hours of laboratory.

### **EET\* 110 Electric Circuits I (EET 120)**

**4 S.H.**

Introduces DC and AC circuit fundamentals, including Ohm's Law Kirchoff's Laws power and energy relationships. Students will learn to analyze DC and AC series, parallel, and series-parallel circuits using basic circuit analysis techniques. Students will also learn the fundamentals of capacitors, inductors and transformers and analyze DC and AC circuits with these components. In the lab, students will learn to use instrumentation including power supplies, analog multimeters, digital multimeters, function generators, counters and oscilloscopes. Students will also construct a variety of circuits and utilize basic circuit analysis techniques to analyze these circuits. Three hours of lecture / three hours of laboratory. Prerequisite: MAT\* 095 or sufficient score on the mathematics placement test.

### **EET\* 112 Electric Circuits II (ETC 122)**

**4 S.H.**

Surveys digital and solid state circuitry. Emphasizes logic circuits and semiconductor theory. Includes logic gates and circuit applications, diodes, transistors, rectifiers, and power supplies. Three hours of lecture / three hours of laboratory. Prerequisite: EET\* 103.

### **EET\* 114 Electric Circuits II (EET 122)**

**4 S.H.**

Presents advanced network analysis techniques for complex DC and AC circuits. Includes advanced network analysis techniques of mesh analysis, nodal analysis, superposition principle, Thevenin's, Norton's, and maximum power transfer theorems. Students will also learn the fundamentals of current sources, bridge circuits, series and parallel resonant circuits, passive filters and three phase systems. In the lab, students will construct a variety of circuits and utilize advanced network analysis techniques to analyze these circuits. Three hours of lecture / three hours of laboratory. Prerequisite: EET\* 110. Corequisite: MAT\* 175.

### **EET\* 121 Printed Circuit Board Construction (ETC 124)**

**4 S.H.**

Introduces the latest design and fabrication techniques used to manufacture printed circuit boards. Students are trained in both board drafting and CAD design of PCB schematics. The lab exposes students to a printed circuit board manufacturing environment. Students construct a working electronic circuit from design to production. Three hours of lecture / two hours of laboratory. Prerequisites: CET\* 116 and EET\* 103.

### **EET\* 136 Electronics I (EET 130)**

**4 S.H.**

Presents a variety of discrete electronic devices, including diodes, BJTs and FETs, and simple integrated circuits along with their operation and applications. Students will learn how to analyze circuits containing these devices. In the lab, students will construct various electronic circuits with the devices studied and will test and verify the circuits' performance and operation. Three hours of lecture / three hours of laboratory. Prerequisite: EET\* 114.

### **EET\* 232 Electronics II (EET 230)**

**4 S.H.**

Presents advanced electronic topics and applications including operational amplifiers, voltage regulators, and timer/waveform generators. Students will learn the operation of single- and multi-stage amplifiers, active filters, differential amplifiers, power supplies, and oscillators. In the lab, students will construct various electronic circuits and verify the circuits' performance and operation. Three hours of lecture / three hours of laboratory. Prerequisites: EET\* 136 and MAT\* 187.

### **EET\* 241 Introduction to Fiber Optics (EET 272)**

**4 S.H.**

Presents the principles of fiber optics, including light sources, single-mode, multi-mode, graded index fiber and cabling, connectors, photo-detectors, repeaters, and optical fiber sensors. Students will study various voice, data, and image communications systems using fiber optic networks. In the lab, students will perform experiments to gain hands-on experience with fiber optic components, circuits, and systems. Students will also have the opportunity to construct, test, and evaluate fiber optic communication links for analog and digital signal transmission. Three hours of lecture / three hours of laboratory. Prerequisites: EET\* 136 and EET\* 252.

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**EET\* 252 Digital Electronics (EET 256)****4 S.H.**

Introduces binary and hexadecimal number systems, codes, Boolean algebra, truth tables, logic gates, logic circuitry and Boolean reduction techniques. Students will learn how a variety of digital IC devices operate including flip-flops, one shots, clocks, counters, registers, decoders, encoders, displays, multiplexers and demultiplexers along with their applications. In the lab, students will investigate modern digital applications through hands-on experience. Three hours of lecture / three hours of laboratory. Prerequisite: EET\* 110 or Instructor's permission.

**EET\* 256 Microprocessors****4 S.H.**

Presents the programming fundamentals of a particular microprocessor and its instruction set, as well as how to write programs with this instruction set. Students will also learn the architecture of the microprocessor, including the arithmetic-logic unit, registers, flags, bus structure and timing operations. Interfacing techniques to memory and input/output devices will also be introduced. In the lab, students are introduced to both a microprocessor trainer and a microprocessor simulator and will learn how to use this trainer to write, test and troubleshoot a variety of programs using arithmetic, logic, and branch instructions. Three hours of lecture / three hours of laboratory. Prerequisite: EET\* 252.

**EET\* 262 Electrical Machinery and Control****4 S.H.**

Introduces students to the electrical energy industry with a concentration on the principles of DC and AC magnetic circuits, focusing on electrical machinery, including DC generators and motors, AC single and polyphase alternators and motors, and power transformers. Students will learn basic electrical machine control procedures, including programmable logic controllers and the use of other solid-state control devices. In the lab, students will perform experiments to gain hands-on experience with DC and AC magnetic circuits and basic electrical machines and controls. Students will learn to operate, test, assemble, and disassemble machines, prepare characteristic operating curves, and use programmable logic controllers for industrial control applications. Three hours of lecture / three hours of laboratory. Prerequisites: EET\* 114, EET\* 136, and MAT\* 187.

**EET\* 272 Electronic Communications (EET 260)****4 S.H.**

Presents modern electronic communications based on an informational and circuit/systems framework. Students will learn the concepts of noise considerations, bandwidth, and propagation requirements, and AM and FM modulation techniques for the transmission and reception of RF signals. In the lab, students will perform experiments to gain hands-on experience in the design, construction, testing, and evaluation of the various circuits and sub-systems that comprise a communications system. Students will also learn how to combine computer simulation with bench experimentation and will learn instrumentation, waveform analysis, and circuit system performance related to modern electronic communications. Three hours of lecture / three hours of laboratory. Prerequisite: EET\* 232.

**EET\* 296 EET Internship (EET 295)****3 S.H.**

Provides first-hand, real-life work experience in the electronics industry. Establishes internships in the fields of electrical energy production and distribution, telecommunications, electronic fabrication and assembly, electrical machinery and controls, and electronic information systems and equipment. Students are matched with internships based on skills, interests, and recommendations. Students report to a worksite once per week during the academic term and complete an Internship Evaluation Form and Narrative Report on their experience.

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**ELECTRONIC PUBLISHING/WEB DESIGN**

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**DGA\* 120 Digital Imaging I (EPC 122)****3 S.H.**

Introduces color and color theory. Presents techniques for the digital manipulation of photographs and output for printing using Photoshop on the Macintosh computer. Discusses flat and process color. One hour of lecture / two hours of laboratory.

**DGA\* 124 Digital Imaging II (EPC 125)****3 S.H.**

Through lectures, demonstrations, and assignments, the instructor will focus on new, advanced techniques using popular software packages in order to create well-designed pieces. Design elements and principles will be stressed. Prerequisites: DGA\* 223 and DGA\* 120 or instructor's permission.

**DGA\* 130 Typography (EPC 110)****2 S.H.**

Introduces typography and typography design. Emphasizes the relationship of type to context, space, audience, and method of printing. Stresses fundamentals of balance, proportion, and design.



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**DGA\* 223 Digital Illustration (EPC 120)****3 S.H.**

Requires students to solve visual problems using the graphics application program Adobe Illustrator. Discusses types of graphic images, graphics programs, and file formats. One hour of lecture / two hours of laboratory.

**DGA\* 231 Digital Page Design I (EPC 112)****4 S.H.**

Provides a hands-on introduction to desktop publishing. It introduces the study of electronic publishing on the desktop using the Macintosh computer. Students will be introduced to desktop publishing concepts to design, build, edit and enhance publications. The student will use the computer, scanner and laser printer to produce camera ready copy for flyers and advertisements. Students will use QuarkXPress, a page layout program.

**DGA\* 232 Digital Page Design II (EPC 212)****3 S.H.**

Students will use the computer, scanner and laser printer to produce camera-ready copy brochures and other publications. Students will use QuarkXPress, a page layout program. This course will be a continuation of Digital Page Design I. Advanced techniques and more advanced projects will be assigned. Two hours lecture / two hours laboratory. Prerequisites: DGA\* 231.

**DGA\* 241 Internet Web Design I (EPC 128)****3 S.H.**

Introduces basic design principles in order to create layouts using both traditional and electronic methods. Students will use text, image, and color to create layouts for both print and the web. Emphasizes project development and presentation.

**DGA\* 243 Web Design II (EPC 141)****4 S.H.**

Encourages students to use their own creativity to design a website. Adobe Photoshop and Adobe Illustrator will be used to create graphics, special effects, and animation for the web. HTML, as well as such web design programs as Macromedia Dreamweaver and Adobe GoLive, will be used. Three hours of lecture / two hours of laboratory. Prerequisites: DGA\* 223 and DGA\* 120 or instructor's permission.

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**ENGINEERING SCIENCE**

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**EGR\* 131 Introduction to Nanotechnology****3 S.H.**

Designed to give participants who have little or no knowledge of nanotechnology a broad overview of the field in a non-technical manner. Lectures will present the fundamental ideas behind nanoscience and nanotechnology. Beginning with the definition of a nanometer, discussions will continue through how nanotechnology will affect business and industry; basic processes that are currently used in nanotechnology; the economic impact of this emerging field; environmental concerns in the near and long-term; NEMS/MEMS; imaging devices; polymers; biomolecules; nanowires; nanotubes; fullerenes; and other carbon nanostructures. Participants will be expected to read the material, share data obtained from the class discussion and prepare additional nanotechnology oriented projects/papers and presentations. Prerequisites: MAT\* 075, ENG\* 073. Corequisite: CET\* 116.

**EGR\* 211 Engineering Statics (EGS 211)****3 S.H.**

Presents the fundamentals of statics, including the resolution and composition of forces, the equilibrium of force systems, the analysis of forces acting on structures and machines, centroids, and moment of inertia. Uses vector methods and computer applications. Prerequisite: CET\* 124. Corequisite: MAT\* 268.

**EGR\* 212 Engineering Dynamics (EGS 212)****3 S.H.**

Presents a basic engineering course in dynamics, covering rectilinear and curvilinear motion, translation, rotation, plane motion, work, energy and power, and impulse and momentum. Applies the principles of dynamics to engineering problems using vector methods and computer applications. Prerequisites: EGR\* 211 and MAT\* 268.

**EGR\* 221 Introduction to Electrical Circuit Analysis****3 S.H \***

\*(Course has not been offered in the past two years)

Analyzes electrical networks incorporating passive and active elements through basic laws and techniques. Covers transient and forced responses of linear circuits, periodic excitation, and frequency response. This is a required elective for Engineering Pathway students majoring in either Electrical/Systems Engineering or Computer Science/Engineering. Prerequisites: EGR\* 211 and PHY\* 221. Corequisite: MAT\* 285.

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**ENGLISH**

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**ENG\* 043 Writing: Paragraph to Essay (ENG 100)****3 S.H.\***

Focuses on the paragraph, its structural characteristics and developmental modes, and leads to the essay. Reviews grammar, sentence structure, punctuation, mechanics, and usage. Emphasizes revising, editing, and proofreading. \*Credit does not count toward meeting degree requirements. Placement: Determined by ACCUPLACER. Recommended corequisite: ENG\* 073. (Students who test into ENG\* 043 are strongly recommended to co-register for ENG\* 073). Exit criteria: "C" or better and instructor's recommendation.

**ENG\* 044 Writing: Writing Lab****1 S.H.\***

Provides computer-enhanced writing experience that will be directly related to weekly writing assignments in ENG\* 043

**ENG\* 063 Writing: Introduction to the Essay (ENG 101)****3 S.H.\***

Continues the study of paragraph development. Extends students' abilities to write clearly, fluently, and correctly while introducing more fully the process of developing an essay. Incorporates readings on critical analysis, modeling, and topic generation. \*Credit does not count toward meeting degree requirements. Placement: Instructor recommendation. Prerequisites: ENG\* 043 and ENG\* 073. Exit criteria: "C" or better and instructor's recommendation.

**ENG\* 073 Academic Reading (RDG 100)****3 S.H.\***

Introduces active reading strategies to achieve comprehension and retention rates demanded by college reading. Students learn to recall, question, interpret, and analyze an extensive selection of academic material. Increases vocabulary. \*Credit does not count toward meeting degree requirements. Placement: Determined by ACCUPLACER. Recommended corequisite: ENG\* 043. (Students who test into ENG\* 073 are strongly recommended to coregister for ENG\* 043). Exit Criteria: "C" or better and instructor recommendation.

**ENG\* 101 Composition (ENG 120)****3 S.H.**

Develops strategies for college-level writing through the critical study of various rhetorical modes. Emphasizes the development of carefully reasoned essays that cite appropriate evidence to support conclusions. Develops library and research skills required for composition and communication. Students will write a number of short expository papers and a longer research paper incorporating MLA documentation techniques. Prerequisites: Sufficient score on the placement test or successful completion of ENG\* 043 and/or ENG\* 063, or ESL\* 169 and ESL\* 161 with a grade of "C" or better. (If students place into both ENG\* 043 and ENG\* 073, they must successfully complete both before taking ENG\* 101.)

**ENG\* 102 Literature and Composition (ENG 122)****3 S.H.**

Emphasizes critical reading and writing by surveying such literary genres as poetry, prose, drama, and fiction. Introduces literary techniques, terminology, conventions, and devices. Students will write a number of short critiques in which they respond to, analyze, and interpret selections from a literature anthology. They will also write a longer literary research paper incorporating MLA documentation techniques. Prerequisite: "C" or better in ENG\* 101.

**ENG\* 114 Children's Literature (ENG 107)****3 S.H.**

Develops students' knowledge of and appreciation for children's literature. Students will explore children's stories and the components of good children's literature by investigating the interrelationship of literary content and form. By developing a personal bibliography, students will investigate the wealth of children's literature available today. This course also assists teachers to promote a comprehensive, creative, and insightful utilization of literary materials in their classes. Examples of incorporating children's literature in learning include choral reading, storytelling, creative dramatization, role-playing, and use of music and movement.

**ENG\* 139 Introduction to Modern Arabic Literature****3 S.H.**

An introduction to contemporary Arabic literature in translation including poetry, short stories, drama, novellas and novels. The works of both male and female voices will be explored from many Arab countries including Algeria, Egypt, Lebanon, Jordan, Iraq, Sudan, Saudi Arabia, Syria, United Arab Emirates and Yeman. Prerequisite: A grade of C or better in ENG\* 101.

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- ENG\* 195 Critical Reading Strategies for Expository Imaginative Literature (RDG 110) 3 S.H.**  
Presents various types of fiction and nonfiction, covering a broad spectrum of content areas. Reviews basic vocabulary and comprehension skills and focuses on patterns and strategies needed for productive college reading. Includes reading for research.
- ENG\* 196 Scientific and Technical Reading Strategies (RDG 111) 3 S.H.**  
Develops comprehension of scientific and technical texts. Focuses on the patterns and vocabulary found in this specialized literature, and promoting active reading strategies through extensive critical analysis and synthesis.
- ENG\* 200 Advanced Composition 3 S.H.**  
Develops and refines the advanced skills in composition that are essential for both academic and professional writing. Emphasis will be on writing from various sources including texts and online material. The focus of student writing will include exposition, argumentation and a research paper using various documentation styles (including but not limited to MLA, APA, CBE and Chicago). Prerequisite: ENG\* 101 (minimum of a C grade).
- ENG\* 202 Technical Writing (ENG 230) 3 S.H.**  
Addresses the conventions of technical writing. Introduces the purposes, developmental strategies, and formats of technical documents. Covers audience analysis and adaptation, document organization and design, graphics, and research documentation methods. Stresses a readable style in all professional writing. Requires a series of short reports, a collaborative project, and a major research paper. Prerequisite: ENG\* 101.
- ENG\* 210 Fiction (ENG 222) 3 S.H.**  
Surveys short stories and novelettes whose themes are not limited by the possible or probable. Focuses on critical literary interpretations, including the characteristics, conventions, and devices of authors ranging from Poe and Hawthorne, through Clarke and Asimov, to LeGuin and Farmer. Stresses logical and supportable reader response in both class discussions and analytical essays. Required reading includes one major novel. Prerequisite: ENG\* 101.
- ENG\* 211 Short Story (ENG 218) (Course has not been offered in the past two years) 3 S.H.**  
Focuses on representative works by such North American short story writers as Wright, Thurber, Vonnegut, Porter, and Hemingway. Requires writing assignments in response to assigned texts. Prerequisite: ENG\* 101.
- ENG\* 214 Drama (ENG 203) 3 S.H.**  
Surveys dramatic literature from ancient Greece through the modern and contemporary periods. Introduces theatrical terminology, techniques of script analysis, and critical approaches to theatrical productions. Includes screenings of selected cinematic interpretations. Encourages, whenever possible, attendance at area theatrical productions. Prerequisite: ENG\* 101.
- ENG\* 221 American Literature I (ENG 201) 3 S.H.**  
Surveys American literature from its beginnings to the mid-nineteenth century. Examines a variety of forms, including journals, autobiographies, essays, poems, sermons, histories, and statecraft. Includes selections from such authors as Jefferson, Thoreau, Whitman, Dickinson, and Poe. Prerequisite: ENG\* 101.
- ENG\* 222 American Literature II (ENG 202) 3 S.H.**  
Surveys American literature from the mid-nineteenth century to the present. Examines the poetry and prose (both fiction and nonfiction) characteristic of the period of expansion and industrialization. Also presents the literature of the twentieth century. Includes selections from such authors as Twain, Cather, Baldwin, and Miller. Prerequisite: ENG\* 101.
- ENG\* 231 British Literature I (ENG 207) (Course has not been offered in the past two years) 3 S.H.**  
Surveys representative works of British literature from the Anglo-Saxon period through the eighteenth century. Includes poetry, prose, drama, and fiction by such authors as Chaucer, Shakespeare, Milton, Pope, and Swift. Prerequisite: ENG\* 101.
- ENG\* 232 British Literature II (ENG 208) 3 S.H.**  
Examines representative works of poetry, prose, drama, and fiction from Blake to the present, covering the Romantic, Victorian, Modern, and Contemporary periods of British literature. Includes works by such authors as Wordsworth, Dickens, Tennyson, Woolf, and Larkin. Prerequisite: ENG\* 101.
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**ENG\* 236 Introduction to Modern Arabic Literature****3 S.H.**

An introduction to contemporary Arabic literature in translation including poetry, short stories, drama, novellas and novels. The works of both male and female voices will be explored from many Arab countries including Algeria, Egypt, Lebanon, Jordan, Iraq, Sudan, Saudi Arabia, Syria, United Arab Emirates and Yeman. Prerequisite: A grade of C or better in ENG\* 101.

**ENG\* 240 Studies in World Literature (ENG 213)****3 S.H.**

Presents various forms of literature in the Western Tradition. Treats recurrent thematic and narrative patterns: the Faust legend, myths, archetypes, and other configurations from the Renaissance to the present. Includes such authors as Moliere, Goethe, Blake, Ibsen, and Chekhov. Prerequisite: ENG\* 101 or instructor's permission.

**ENG\* 241 World Literature I (ENG 214)****3 S.H.**

Surveys world literary masterpieces in the Western Tradition, from ancient works to the Renaissance. Treats recurrent archetypal, thematic, and psychological patterns of major legends and myths, along with their cultural-social-historical influences on modern artistic expression. Includes literary and philosophical selections, e.g., excerpts from the Hebrew Scriptures (Old Testament); Homeric epics; Greek philosophy, mythology, and classical drama; *The Aeneid*; excerpts from the New Testament; and *The Divine Comedy*. Prerequisite: ENG\* 101 or instructor's permission.

**ENG\* 251 African-American Literature (ENG 216)****3 S.H.**

Presents literature about the African-American experience. Focuses on accounts of the colonial slave trade, the plantation experience, the abolition movement, the Reconstruction Era, and the Harlem Renaissance. Includes works by such emerging writers as Walker, Morrison, Gaines, and Jordan. Prerequisite: ENG\* 101 or instructor's permission.

**ENG\* 262 Women in Literature (ENG 217)****3 S.H.**

Examines women in literature by both male and female writers throughout the centuries. Approaches various genres from critical, cultural, and historical perspectives. Analyzes the stages, circumstances, and conditions of women's lives in a broad spectrum of literary expression. Includes a critical writing component. Prerequisite: ENG\* 101.

**ENG\* 270 Humanities: The Creative Voice****3 S.H.**

Defines art in its broadest sense (visual, performance, and media arts, as well as literature, music and philosophy); explores the nature and theories of creative expression. Asks students to identify and evaluate art forms and in the process see relationships and make connections between various forms of creative expression. Engages students to explore their own creative process. Prerequisite: ENG\* 101, ENG\* 102 (suggested).

**ENG\* 271 Film and Literature (ENG 210)****3 S.H.**

Studies the unique forms of film and literature by reading selected novels and plays and by viewing films adapted from them, followed by a critical discussion of both. Prerequisite: ENG\* 101 or instructor's permission.

**ENG\* 272 History of Film (ENG 206)****3 S.H.**

Surveys the history of film from its beginning to the present. Emphasizes the development of forms and techniques, production methods, and film's relationship to other arts and to social/political currents. Focuses on critical analysis and discussion of selected contemporary films illustrating aesthetic principles that govern cinematic value and meaning. Prerequisite: ENG\* 101.

**ENG\* 281 Creative Writing (ENG 212)****3 S.H.**

Introduces the major writers of contemporary American Letters. Serves as a cooperative writing workshop to evaluate student writing. Encourages commitment to the writing process: revision, development, discipline, and the satisfaction of accomplishment. Studies each of the writing genres, allowing students to select their own medium for a course project. Prerequisite: ENG\* 101.

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**ENGLISH AS A SECOND LANGUAGE**

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Placement is based on the results of an ESL Placement Test, including a writing sample. Four levels of integrated skill courses are offered: Intermediate ESL I and II and Advanced ESL I and II. All are designed to develop listening, reading, speaking, and writing skills. Students entering Intermediate ESL I must have fundamental skills in English. After successful completion of the Intermediate ESL I and Intermediate ESL II levels, students may be required to take concurrent additional specialized ESL courses in Reading, Writing, Technical English, and Pronunciation, along with the Advanced I and Advanced II courses. ***Students intending to take ENG\* 101 or COM\* 171 must receive a grade of "C" or better in ESL\* 161 and a "B" or better in ESL\* 169.***

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- ESL\* 131 Integrated Skills III (ESL 110)** **3 S.H.**  
Stresses speaking and listening comprehension skills for simple statements and questions about everyday topics. Reinforces reading skills, vocabulary development, and grammatical structures through class discussions, small groups, and individual instruction. This course satisfies the Foreign Language requirement. *(This course may be taken concurrently with ESL\* 139.)*
- ESL\* 139 Pronunciation III (ESL 124)** **3 S.H.**  
Addresses the problems of pronunciation using the concepts of rhythm, intonation, and thought grouping. Students perform speaking activities, practicing the concepts and integrating exercises for listening practice. Students will perform a final speech exercise involving the basic concepts presented in the class. This course satisfies the Foreign Language requirement. *(This course may be taken concurrently with any ESL\* course.)*
- ESL\* 141 Integrated Skills IV (ESL 111)** **3 S.H.**  
Develops fluency in the English language. Focuses on reading, writing, grammar, speaking, and listening comprehension on typical topics stressed in class, small groups, and individual practice. Prerequisite: ESL\* 131 or sufficient score on the ESL Placement Test. This course satisfies the Foreign Language requirement. *(This course may be taken concurrently with ESL\* 139 and ESL\* 159.)*
- ESL\* 144 Pronunciation IV** **3 S.H.**  
Focuses on studying and applying advanced techniques of American pronunciation using the basic concepts of rhythm, intonation and thought grouping. Students perform speaking activities to achieve an accent which is understandable to others in a professional and academic environment. Prerequisite: ESL\* 139
- ESL\* 151 Integrated Skills V (ESL 120)** **3 S.H.**  
Refines use of idiomatic expressions while continuing to build fluency in all English language skill areas. Focuses class discussions, presentations, and assignments on multiple themes. Prerequisite: ESL\* 141 or sufficient score on the ESL placement Test. This course satisfies the Foreign Language requirement and may also be used as Humanities elective credit toward graduation. *(This course may be taken concurrently with ESL\* 139, ESL\* 159 and ESL 180.)*
- ESL\* 159 Writing V (ESL 100)** **3 S.H.**  
Improves writing skills for use in both college and the workplace. Focuses on the writing process through group work and individual conferences with the instructor. Offers computer-assisted sections to improve word processing. Prerequisite: ESL\* 141 or sufficient score on the ESL Placement Test. This course satisfies the Foreign Language requirement. *(This course may be taken concurrently with ESL\* 131, ESL\* 139, ESL\* 141 and ESL\* 151.)*
- ESL\* 161 Integrated Skills VI (ESL 121)** **3 S.H.**  
Advances English language skills through small group and individual instruction. Stresses multicultural themes through readings, class discussions, and oral presentations. Prerequisites: ESL\* 159, ESL\* 180, and ESL\* 151, or sufficient score on the ESL Placement Test. *Students intending to take ENG\* 101 or COM\* 171 must receive a grade of "C" or better.* This course satisfies the Foreign Language requirement and may also be used as Humanities elective credit toward graduation. *(This course may be taken concurrently with ESL\* 139, ESL 169 and ESL\* 180.)*
- ESL\* 169 Writing VI (ESL 102)** **3 S.H.**  
Improves general writing skills in academic English, involving short essay assignments. Early writing assignments will focus on essay development and organization. Focuses on computer online writing development. Prerequisites: ESL\* 159, ESL\* 180, and ESL\* 151, or sufficient score on the ESL Placement Test. *Students intending to take ENG\* 101 or COM\* 171 must receive a grade of "B" or better. Students with less than a "B" will be required to take ESL\* 178 prior to ENG\* 101 or COM\* 171.* This course satisfies the Foreign Language requirement. *(This course may be taken concurrently with ESL\* 139, ESL\* 161 and ESL\* 180.)*
- ESL\* 178 Advanced Reading and Writing** **3 S.H.**  
Designed to focus on the academic reading and writing process. Students will interact with various types of texts through reading and writing. Emphasis will be given to critical reading strategies and analysis of texts to help students refine their ability to interpret and summarize what they have read through the synthesization of ideas in essay development and organization. Prerequisite: Appropriate score on ESL placement or completion of ESL\* 161 and 169 or recommendation of ESL Instructor or Coordinator. *Students intending to take ENG\* 101 or COM\* 171 must receive a grade of "C" or better.*
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**ESL\* 180 Reading V (ESL 101)****3 S.H.**

Focuses on reading comprehension skills, including phonics, use of dictionaries, words in context, main ideas, and supporting details in academic texts. Incorporates readings that reflect multiculturalism and the college experience. Prepares students for degree programs and/or taking the TOEFL exam. Prerequisite: ESL\* 141 or sufficient score on the ESL Placement Test. This course satisfies the Foreign Language requirement. *(This course may be taken concurrently with ESL\* 139, ESL\* 159, ESL\* 169, ESL\* 151 and ESL\* 161.)*

**ESL\* 191 Technical English VI (ESL 125)****3 S.H.**

Integrates technical vocabulary into reading, writing, speaking, and listening comprehension. Concentrates on specific technical subjects. Prerequisite: ESL\* 141 or sufficient score on the ESL Placement Test. This course satisfies the Foreign Language requirement. *(This course may be taken concurrently with ESL\* 139, ESL\* 169, ESL\* 161 and ESL\* 180.)*

**ESL\* 250 TESOL Methodology (ESL 250)****3 S.H.**

Introduces the theories of second language learning and demonstrates practical applications of these theories. Provides the opportunity to learn new techniques for teaching English and to do field work at all levels of ESL. This course satisfies the Connecticut state requirements for ESL Certification K-Adults.

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**ENVIRONMENTAL SCIENCE**

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**EVS\* 100 Introduction to Environmental Science (TOX\* 210)****3 S.H.**

Examines the conceptual basis for today's environmental programs. Emphasizes water, solid waste, hazardous waste, air pollution, and local land use decisions by focusing on the biological, chemical, and physical aspects of environmental pollution, energy, and relationships between the environment and society. Considers environmental ethics, law, and relationships between environment, economics, and government. Field trip(s) required.

**EVS\* 101 Environmental Issues (TOX\* 230)****3 S.H.**

Presents current statewide, national, and global environmental issues. Issues include world population growth, sustainable lifestyles, energy, global warming, the 1992 Clean Air Act Amendments, preserving biological diversity, pesticides, hazardous waste, and water management. Recommended for both technical and non-technical major students who would like to develop an appreciation for environmental science from a global perspective. Includes extensive use of case studies and group work.

**EVS\* 102 Environmental Science & Toxicology Orientation (TOX\* 110)****1 S.H.**

Introduces environmental toxicology as it relates to clinical, environmental, and regulatory concerns. Relates environmental science to the quality of the earth's ecosystems and the movement of contaminants through them. Includes research principles, clinical toxicology of drugs, air, hazardous and solid waste, water pollution, and land concerns. One hour of lecture. Field trip(s) required.

**EVS\* 103 Ecology (TOX\* 114)****3 S.H.**

Highlights the interrelationships between plants and animals and the physical factors of their environment. Covers the physical and biological environments, energy flow and biogeochemical cycles, evolution, speciation, dispersal, communities, and population. Includes some in-class laboratory work.

**EVS\* 118 Biochemistry / Organic Chemistry (TOX\* 118)****4 S.H.**

*(Course has not been offered in the past two years)*

Builds on the skills acquired in CHE\* 111 by covering such additional inorganic concepts as solutions, chemical reactions, and biochemistry/organic chemistry, including hydrocarbons, carbohydrates, organic acids, enzymes, and metabolism. Three hours of lecture / three hours of laboratory. Prerequisite: CHE\* 111.

**EVS\* 200 Toxicology (TOX\* 200)****3 S.H.**

Focuses on toxicological principles, including FDA requirements relating to new drugs. Addresses environmental and other factors affecting the toxicity of therapeutic agents, mechanisms of toxicity, and clinical applications. Prerequisite: EVS\* 102.

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**EVS\* 221 Qualitative and Quantitative Field and Laboratory Analysis I (TOX\* 214) 4 S.H.**  
Introduces instrumental analysis commonly used in environmental monitoring and toxicological studies and investigations. Also introduces field techniques used for sample collections necessary to meet today's state and federal standards. Emphasizes the specific methods of analyzing significant toxic substances and environmental pollutants. Three hours of lecture / three hours of laboratory. Prerequisite: One college-level biology laboratory course and one college-level chemistry or physics laboratory course or instructor's permission.

**EVS\* 222 Qualitative and Quantitative Field and Laboratory Analysis II (TOX\* 222) 4 S.H.**  
Builds on the knowledge of field and analytical methods learned in TOX 214 by focusing on such complex techniques as atomic absorption and spectrophotometric and chromatographic instruments. Three hours of lecture / three hours of laboratory. Field work required. Prerequisite: EVS\* 221.

**EVS\* 252 Community Health / Environmental Problems (TOX 212) 3 S.H.**  
Examines the many factors that can affect the health of human communities. Emphasizes the interconnection between the workplace, natural environments, and human health by examination of both acute and chronic effects of pollutants.

**EVS\* 296 Environmental Science & Toxicology Internship (TOX\* 160) 4 S.H.**  
Places students in a suitable internship in an industry of interest.

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#### **ENVIRONMENTAL ENGINEERING TECHNOLOGY**

**ENV\* 110 Environmental Regulations (CHE\* 114) 3 S.H.**  
Presents a broad view of federal, state, and municipal environmental regulations as they apply to industry, commercial establishments, local governmental facilities, and the individual citizen. Reviews elementary chemistry. Provides a practical approach to regulatory understanding to plan an effective and economically sound compliance program. Course topics also include the Clean Air Act (CAA); the Clean Water Act (CWA); the Water Toxins Program; the Resource Conservation and Recovery Act (RCRA); the Toxic Substance Control Act (TSCA); SARA Title III (Community Right-to-Know); and federal, state, and local regulations covering such topics as hazardous material transportation, in-ground tank storage, and such specific hazardous materials as asbestos and PCBs.

**ENV\* 230 Environmental Engineering (WMT 214) 3 S.H.**  
Develops quantitative solutions to environmental problems concerning public health, air and water pollution, water and wastewater treatment, and solid waste management. Applies engineering methods to environmental preservation and protection. Prerequisites: WWT\* 110, WWT\* 112, WWT\* 114, and WWT\* 116, or State of Connecticut Wastewater Certification Levels I and II.

**ENV\* 237 Pollution Prevention (TOX\* 226) 3 S.H.**  
Presents the many steps being taken by governmental, commercial, industrial, and educational facilities to eliminate pollutant discharges. Pollution prevention (i.e., preventing the discharge of pollutants to eliminate the need for treatment and discharge into the air, ground, or water of a "waste stream") has become a very important part of modern environmental protection. Field trip required. Prerequisite: EVS\* 100 or instructor's permission.

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#### **EXERCISE SCIENCE AND WELLNESS**

**EXS\* 115 Fitness Management 3 S.H.**  
Presents the development and operations of a successful health and fitness business including management, marketing, sales, human resources, legal issues and more.

**EXS\* 225 Essentials of Strength and Conditioning 3 S.H.**  
Practical application of the scientific principles behind the aerobic and anaerobic adaptations of training and various exercise forms and how they relate to different populations and their fitness goals. Exercise prescription and adaptation with regard to cardiovascular, resistance and specialty training. Prerequisite: BIO\* 211. Corequisite: BIO\* 212.

**EXS\* 235 Exercise Physiology 3 S.H.**  
Focuses on the physiological factors affecting human performance in exercise and activity with special focus on the muscular, cardiovascular and circulatory systems under the effects of exercise through lecture and lab experiences. Prerequisites: BIO\* 211, BIO\* 212.



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## **FIRE TECHNOLOGY and ADMINISTRATION**

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### **FTA\* 112 Introduction to Fire Technology (FTA 112)**

**3 S.H.**

Reviews the nature and extent of the fire problem in the U.S.A. Covers the characteristics and behavior of fire. Reviews the state, regional, national, and international organizations responsible for fire control and suppression. Introduces extinguishing agents, fire protection equipment, and other basic aspects of fire protection technology.

### **FTA\* 116 Building Construction (FTA 116)**

**3 S.H.**

Presents the major types of building construction and their respective fire problems, including fire resistance and flame spread test methods. Prerequisite: FTA\* 112.

### **FTA\* 118 Fire Prevention and Inspection (FTA 118)**

**3 S.H.**

Surveys the history and philosophy of fire prevention. Introduces the organization of fire prevention and inspection, including inspector training, inspection methods, reports and record keeping, fire prevention education, public relations in inspection work, coordination with government agencies, and code administration.

### **FTA\* 210 Water Supply and Hydraulics (FTA 210)**

**3 S.H.**

Introduces the basic properties of incompressible fluids, static and velocity pressures, and flow-through orifices. Covers Bernoulli's Theorem, the Venturi principle, flow of water through pipes, Reynolds number, and the Hazen-Williams formula. Discusses head calculations, water distribution systems, and pumping problems. Prerequisite: MAT\* 175.

### **FTA\* 213 Codes and Standards (FTA 213)**

**3 S.H.**

Presents fire and building codes as a means to provide reasonable public safety. Introduces code development and adoption processes and code administration. Reviews major regulatory organizations and national standards, emphasizing the Life Safety Code of the NFPA and its referenced standards.

### **FTA\* 216 Municipal Fire Administration (FTA 216)**

**3 S.H.**

Presents the organization of municipal fire prevention and control services. Analyzes the needs, master planning strategies, organization, distribution of companies' personnel requirements, and hiring practices of these services. Discusses training, records, work schedules, staff development, labor problems, physical equipment and facilities, and budget preparation. Prerequisite: FTA\* 112

### **FTA\* 218 Extinguishing Systems (FTA 218)**

**3 S.H.**

Covers wet- and dry-pipe automatic sprinklers, both commercial and residential, as well as preaction and deluge systems, water spray and foam systems. Also discusses standpipes, carbon dioxide, dry chemical, and halon extinguishing and explosion suppression systems. Review appropriate NFPA Standards. Prerequisite: FTA\* 210.

### **FTA\* 219 Fire Investigation (FTA 219)**

**3 S.H.**

Determines points of origin and causes of fires, discriminating between fires of accidental and intentional origin. Presents managing operations at the fire scene, collecting and preserving evidence, recording information, and scientific aids to investigation. Prerequisites: CHE\* 111, FTA\* 116, and PHY\* 122.

## **FRENCH**

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Advanced language instruction beyond the courses listed below is available through Independent Study by arrangement with the instructor.

### **FRE\* 101 Elementary French I (FRE 101)**

**3 S.H.**

Presents the essentials of grammar and reading with practice in speaking and writing basic French. Open to students with little or no experience in French.

### **FRE\* 102 Elementary French II (FRE 102)**

**3 S.H.**

Improves language skills with further study of grammar, pronunciation, and basic speech patterns. Provides additional practice in reading and writing. Prerequisite: FRE\* 101.

### **FRE\* 201 Intermediate French I (FRE 201)**

**3 S.H.**

Develops audio-lingual skills. Reviews basic principles of the language, including grammar with an emphasis on reading, writing, and speaking. Prerequisite: FRE\* 102.

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**FRE\* 202 Intermediate French II (FRE 202)****3 S.H.**

Offers a thorough drill of grammar, typical speech patterns, and diction. Stresses conversation and composition, based on class readings, to develop mastery of the language. Prerequisite: FRE\* 201.

**GEOGRAPHY**

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**GEO\* 101 Introduction to Geography (GEO 101)****3 S.H.**

Presents natural, cultural, and political environments, enabling students to better understand the world. Examines various professional opportunities in the field of geography and various habitats of the physical world, e.g., mountains, deserts, and plains, with particular emphasis on the relationship of place and self.

**GRAPHICS**

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**GRA\* 151 Graphic Design I (ART 216)****3 S.H.**

Presents various problems in graphic design and typography. Explains the process of creation from rough layout to tight composition. Stresses creative and aesthetically successful solutions to graphic design problems. (6 studio hours)

**GRA\* 231 Digital Imaging (ART 275)****3 S.H.**

Concentrates on the still photograph as it appears in digital media. Uses the computer to digitize, retouch, and manipulate photographic imagery using Adobe Photoshop. Students will create their own photographs using both traditional film and a digital camera. Instruction will be given for both black and white and color electronic image making. Students must supply their own camera for outside of class picture taking assignments. That camera may be either a 35mm SLR, a film-based point-and-shoot or an electronic digital camera. (6 studio hours)

**GRA\* 237 Computer Graphics (GRA 232)****3 S.H.**

Expands upon student's graphic design skills and knowledge of procedures. Through lectures, demonstrations, exercises, and real-world projects, the focus will be on Adobe Illustrator. Students will learn how to create drawings and illustrations, develop skills for easy execution of special imaging and typographic effects and apply these skills to solving design problem in print advertising, consumer packaging and desktop publishing environments.

**GRA\* 241 Digital Page Design I (GRA 223)****3 S.H.**

Expands upon student's graphic design skills and knowledge of procedures. Through lectures, demonstrations, exercises and real-world projects, the focus will be on QuarkXPress. Students will learn document construction, page layout and typography and will apply these techniques to solving design problems in electronic publishing environments.

**GRA\* 252 Graphic Design II (ART 217)****3 S.H.**

Builds on the hand-built skills developed in Graphic Design I, this course introduces the student to the art and design capabilities of the computer. Instruction focuses on paint, image manipulation, and page layout software. Gradually introduces students to software packages through a series of graphic design problems. Prerequisite: GRA\* 151.

**HEALTH INFORMATION MANAGEMENT TECHNOLOGY**

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(Program has not been offered in the past two years)

**HIM\* 101 Medical Terminology (HIM 111)****3 S.H.**

Introduces the language of medicine. Topics include basic word structure, prefixes, roots, suffixes, and terms pertaining to the body, including singular/plural forms. Also presents terminology related to body systems (cardiovascular/circulatory, digestive, female reproductive, integumentary, musculoskeletal, respiratory, and urogenital). Covers body system units, including anatomic, diagnostic, symptomatic, surgical, and eponymic terms, plus standard abbreviations and acronyms. Emphasizes defining and spelling elements and terms.

**HIM\* 102 Introduction to Health Information Systems (HIM 122) (Course has not been offered in the past two years)****3 S.H.**

Introduces the theory, principles, and practices of health care records administration. Topics include the history of hospitals, medicine, and medical records; filing and numbering systems; content, uses, and analyses of health records; compiling health care statistics and reports; and the duties and responsibilities of health information management technicians. Prerequisite: Acceptance into the Health Information Management Technology program.

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**HIM\* 201 Health Information Management Principles (HIM 211)****3 S.H.**

(Course has not been offered in the past two years)

Introduces the principles of health information management. Topics include admitting procedures, analysis of medical records, organizing health information systems, statistics, and legal aspects of medical records services. Covers basic health information management areas related to the acquisition and maintenance of health care data. The purpose of this course is to introduce students to these concepts and develop their knowledge in the areas of numbering, filing, indices, registers, record retention, storage and retrieval systems, microfilming, and optical disk storage. Covers admitting and billing procedures and basic computerization in the health information management field, including keyless data entry techniques for bar coding, smart cards, voice recognition, magnetic strip, touch screens, electronic data interchange, and optical character recognition. Prerequisite: HIM\* 102.

**HIM\* 202 Quality Assessment and Improvement (HIM 212)** (Course has not been offered in the past two years)**3 S.H.**

Describes the quality assurance process for health care staff. Topics include external regulatory agencies, utilization reviews, medical care evaluations, and professional standards review organizations. Emphasizes the medical record, its content, importance, uses, forms, and the procedure of assembly and analysis. Also discusses, in depth, the guidelines from the joint commission on Accreditation of Health Care Organizations, the federal government's Conditions of Participation, and the American Osteopathic Association. Examines the different medical record formats and explains the types used commonly in various health care organizations. Prerequisite: HIM\* 102. Corequisites: HIM\* 201 and HIM\* 214.

**HIM\* 203 Pathophysiology (HIM 213)** (Course has not been offered in the past two years)**3 S.H.**

Introduces human disease using a systems approach, emphasizing the abnormal physiological processes that result in the signs and symptoms of various disorders. Also discusses the rationales behind treatments and the complex interrelationships between bodily systems. Prerequisites: BIO\* 211, BIO\* 212, and HIM\* 101. Corequisite: HIM\* 214.

**HIM\* 204 Disease Classifications and Indexing (HIM 225)**

(Course has not been offered in the past two years)

**3 S.H.**

Covers the history, format, and conventions of the International Classification of Diseases and its use in health care documentation, statistics, research, education, and financial reimbursement through the prospective payment system. Also presents such secondary records as indices, registers, and follow-up registries. Incorporates terminology related to diagnoses, procedures and surgeries in the inpatient, acute-care setting. Introduces sequencing guidelines and rules for diagnoses, procedures, and surgeries. Considerable time will be spent learning the general coding rules and conventions for ICD-9-CM. The course further focuses on coding V codes, E codes, late effects, signs, symptoms, and other body system diseases and treatments. Uses various teaching methods, such as lectures, demonstrations, scenario presentations, workbook exercises, laboratory exercises, and homework assignments. Prerequisite: HIM\* 214. Corequisite: HIM\* 226.

**HIM\* 214 Directed Practice I (HIM 214)** (Course has not been offered in the past two years)**3 S.H.**

Provides a supervised learning experience in a health care facility. Involves an overview of the health information management department with an emphasis on developing coding and medical correspondence skills. Furthermore, develops such health information processing skills as abstracting, statistics, and tumor registry. Students will meet eight hours a day, two days a week in an assigned clinical facility where they will apply their aforementioned skills. Prerequisite: HIM\* 102. Corequisites: HIM\* 202 and HIM\* 203.

**HIM\* 226 Directed Practice II (HIM 226)** (Course has not been offered in the past two years)**3 S.H.**

Provides a supervised learning experience in a health care facility where students have the opportunity to refine technical skills consistent with the needs of various health care delivery systems. Compares and contrasts the needs of different information systems, allowing students to observe management techniques and their effects on project completion. Enhances problem-solving skills for day-to-day situations and problems in an active, dynamic health information department. Students will meet eight hours a day, two days a week in an assigned clinical facility where they will apply the aforementioned skills. Prerequisite: HIM\* 214. Corequisite: HIM\* 204.

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## HISTORY

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**HIS\* 101 Western Civilization I (HIS 103)****3 S.H.**

Presents the basic forces that have shaped Western tradition, from the Neolithic age to the Renaissance and Reformation periods. Emphasizes the economic and political aspects of ancient, medieval, and early modern history.

**HIS\* 102 Western Civilization II (HIS 104)****3 S.H.**

Examines the development of the mind from medieval to modern, with particular attention on trade, urban communities, and the commercial and manufacturing centers that altered economic, social, and political thinking.

**HIS\* 201 U. S. History I (HIS 201)****3 S.H.**

Presents a special treatment of the social, economic, political, and cultural development of the American people, beginning with the Age of Discovery and Colonial settlement and continuing through the Civil War. Topics include Puritanism, Hamiltonianism, and Sectionalism.

**HIS\* 202 U. S. History II (HIS 202)****3 S.H.**

Provides a topical, rather than a chronological, approach to the Reconstruction in the South, from 1865 to the present. Applies the same approach in the same time span to other topics, such as labor, agriculture, business, foreign affairs, and progressivism. Topics are based on a contemporary problem, taking into account its historical perspective.

**HIS\* 216 African-American History I (HIS 101)****3 S.H.**

Demonstrates the significant role African-Americans have played in history. Starting in Africa, stresses such topics as slave trade and slavery. Continuing through the Colonial and antebellum periods to the Reconstruction and segregation eras, places the African-American in the proper perspective within the fully dimensional picture of America.

**HIS\* 217 African-American History II (HIS 102)****3 S.H.**

Studies the African-American experiences from the Post-Reconstruction era through modern times. Illustrates some of the many success stories of African-Americans and identifies the obstacles that were placed in their way. Covers the Harlem Renaissance, Brown vs the Board of Education, the Civil Rights Movement, the Black Power Movement, and the Great Society.

**HIS\* 233 20th Century Russia (HIS 205) (Course has not been offered in the past two years)****3 S.H.**

Examines the intellectual, political, and socioeconomic changes in twentieth century Russia. Investigates post-revolutionary problems, both political and economic, during the consolidation of power by the Soviet dictatorship. Also addresses Glasnost, Perestroika, and the collapse of the Soviet Union.

**HIS\* 253 History of Human Rights****3 S.H.**

Examines the origin and development of the concept of human rights in the modern world. It will examine three major areas of human rights: political, social and economic, and cultural rights through the study of theoretical material and case studies. The main focus will be on Latin American and the United States.

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## HOSPITALITY MANAGEMENT

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**HSP\* 100 Introduction to the Hospitality Industry (HSP 101)****3 S.H.**

Examines the scope, components, and development of the hospitality and tourism industries. Overview of specialized fields and careers relating to the management of food service, lodging, and tourism operations. Covers the relationship between components of hospitality and meeting planning. Offered in the fall semester only.

**HSP\* 101 Principles of Food Preparation (HSM 109)****3 S.H.**

Introduces basic concepts and methods of cooking in all facets of food service operation. Lectures, demonstrations, and hands-on experience in food production will be used. In the food lab, students will learn proper methods of broiling, grilling, sauteing, roasting, and baking, using examples of meat, fish, poultry, and vegetables. Students will learn meat and fish fabrication, proper knife skills, tool and equipment use, weights, measures, and recipe conversion. Menu planning, purchasing, and the serving of food will be covered. Prerequisite: MAT\* 075 or sufficient score on the mathematics placement test.

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- HSP\* 103 Basic Baking and Pastry Arts (HSM 115)** **3 S.H.**  
Introduces baking and pastry arts with intensive, hands-on laboratory training in a quantity food environment. Concentrates on the production and quality control of baked goods that are used in hotels, restaurants, resorts, and institutions. Laboratory classes emphasize basic ingredients and production techniques for breads, rolls, folded doughs, batters, basic cakes, pies, and creams. One hour of lecture / three hours of lab.
- HSP\* 108 Sanitation and Safety (HSM 102)** **3 S.H.**  
Presents sanitation, safety, and maintenance challenges encountered in the food service industry. Investigates causes and prevention of food-borne illnesses and the importance of sanitation and safety in food service establishments. A nationally recognized certificate in food service sanitation will be awarded by the National Restaurant Association to students who pass the certification exam.
- HSP\* 110 Quantity Food Production (HSM 112)** **4 S.H.**  
Emphasizes research of recipes, preparation of food, purchase orders, requisitions, and income and expense summaries for each menu. Students prepare full-course menus in quantity. Students will serve in various positions in the dining room and kitchen areas. One hour of lecture / five hours of lab. Prerequisite: HSP\* 101.
- HSP\* 117 Beverage Management (HSM 201)** **3 S.H.**  
Introduces the identification, use, and service of wines and other alcoholic beverages with an in-depth analysis of the various elements of beverage operations, including purchasing, control, legalities, merchandising, and bar management. Offered in the spring semester only.
- HSP\* 131 Principles of Dining Service** **1 S.H.**  
Provides basic knowledge of dining service, table service, and the fundamental skills necessary to achieve service goals in the hospitality industry. Offered in the fall semester only.
- HSP\* 202 Catering and Event Management (HSM 210)** **3 S.H.**  
Focuses on the production of buffets, banquets, and receptions. Promotes artistic production and participation in community service projects. Students prepare summaries and evaluations at the conclusion of each session. Covers the logistics of banquet and meeting room set-up and convention servicing. Offered in the spring semester only.
- HSP\* 211 Food and Beverage Cost Control** **3 S.H.**  
Presents cost control methods, cost/volume/profit relationship, and purchasing as they relate to the food and beverage industries. Food and beverage cost determination, inventory, turnover, menu, and portion costing and forecasting will be discussed. Offered in the fall semester only. Prerequisite: MAT\* 075.
- HSP\* 212 Equipment Design and Layout (HSM 212) (Not offered in last two years)** **3 S.H.**  
Presents the concepts of equipment and layout and their interrelationship in a well-organized food service facility. Considers equipment selection based on menu, volume, and budget requirements. Focuses on equipment design and layout methodology. Prerequisites: HSP\* 101 and HSP\* 108.
- HSP\* 215 Baking and Pastry Arts II (HSM 215)** **4 S.H.**  
Focuses on the preparation of advanced pastries and classical desserts, including the preparation of petit fours, cake decoration and calligraphy, sugar and chocolate work, ice cream, and showpieces. One hour of lecture / three hours of lab. Prerequisite: HSP\* 103.
- HSP\* 201 International Foods (HSM 217)** **4 S.H.**  
Student teams plan, prepare, and service full-course international menus. Emphasizes organization, showmanship, and supervision. Requires oral and written reports on food from different countries. One hour of lecture / five hours of lab. Prerequisites: HSP\* 101 and HSP\* 110. Offered in the spring semester only.
- HSP\* 231 Hospitality Law (HSM 220)** **3 S.H.**  
Introduces the basics of hotel, motel, restaurant, and travel law. Covers the fundamental laws, rules, regulations, and contracts applicable to the hospitality and meetings industries. The hotel-guest relationship laws regarding food and beverage service, negotiation, mediation, and contract relationships between management and vendors will be discussed. Offered in the fall semester only.
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**HSP\* 237 Hospitality Marketing (HSM 231)****3 S.H.**

Focuses on marketing and sales as they apply to the hospitality industries, especially methods of marketing a hotel, restaurant, and destination. Topics include marketing basics, the marketing plan, sales promotion, and special challenges in this industry. The relationship of sales and marketing to the meetings and conventions industry will be discussed. Offered in the fall semester only.

**HSP\* 241 Principles of Tourism and Travel (HSM 233) (Not offered in last two years)****3 S.H.**

Introduces the tourism field, highlighting goals of the tourism profession and providing a guideline for achieving individual and collective success. Covers market analysis and conceptual planning of site development, transportation, accommodations, and support industries. Presents a comprehensive view of the field, dramatically bringing to the forefront the immense proportions of world tourism, examining its past and present, and providing a direction for the future.

**HSP\* 244 Meetings, Conventions, and Special Events Management (HSM 225)****3 S.H.**

Introduces methods of creating successful meetings, conventions, and special events. Topics include setting objectives, program design, site selection, budgeting, negotiations, room setups, audio visual, travel arrangements, and contracting for services. Offered in the spring semester only.

**HSP\* 246 Hotel Accounting and Front Office Management (HSM 242)****3 S.H.**

Emphasizes accounting procedures and functions of the front office, including internal control procedures, guest services, housekeeping, and reservations. Places attention on the needs of management and the application of accounting concepts and techniques to managerial decision making. Explores the interaction of the front office and other areas of the hotel in relationship to customer service. Offered in the spring semester only.

**HSP\* 295 Hospitality Management, Work Experience/Internship (HSM 251)****3 S.H.**

Provides an opportunity to gain experience in a hotel, restaurant, food service, or travel related business. Phase one takes place during the spring semester and requires the student to complete 120 internship hours at a site designated by the instructor. This experience must be new to the student. Once the first phase is completed, phase two requires an additional 280 documented paid work experience hours at a site approved by the instructor. Phase two is completed between May 15 and August 10. The student is responsible for seeking the second phase paid employment in the hospitality industry. Prerequisite: Program director's permission, a minimum GPA of 2.50, completion of 18 earned HSP\* credit hours. Offered in the spring semester only.

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**HUMAN DEVELOPMENT**

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**HDV 100 Orientation to College****1 S.H.**

Orients a new student to Gateway Community College. Addresses personal development topics (such as stress management and career planning) and study skills (including note taking and preparing for tests). Provides students with the skills and strategies to solve problems they are likely to encounter when they enter college.

**HDV 101 Survival at College****1 S.H.**

Provides a new view of study skills and encourages students to recognize the importance of people and communication as they apply these skills to succeed in college.

**HDV 103 Career Planning****1 S.H.**

Explores career opportunities within a small group. Students will learn about the process of career decision making, including an examination of values and interests and the use of information about various occupations.

**HDV 104 Strategies for Academic Success****2 S.H.\***

Offers academic support to students having difficulty successfully completing college level work. Enhances students' capabilities through group work and individualized attention to identified academic deficiencies. Students will be strongly supported by Student Services personnel. \*Credit does not count toward meeting degree requirements.



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**HDV 105 Learning Strategies****2 S.H.\***

Improves the study skills of beginning students to help them successfully complete college level work. Stresses learning strategies, including goal setting, time management, productive study habits, note-taking and test-taking techniques. Emphasizes memory and concentration enhancements as well as promoting active listening behaviors. Placement: Results of ACCUPLACER. \*Credit does not count toward meeting degree requirements.

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**HUMAN SERVICES**

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**HSE\* 101 Introduction to Human Services (HSR 115)****3 S.H.**

Introduces the history, philosophy, ethics, and values of the human services field. Compares the variety of structures, goals, and methods of service delivery, focusing on the human service network of New Haven.

**HSE\* 151 Introduction to Therapeutic Recreation (HSR 120)****3 S.H.**

Presents the history, philosophy, and concepts of Therapeutic Recreation services in community and institutional settings. Students will learn how special population groups use and benefit from the skills of therapeutic recreation specialists.

**HSE\* 152 Programming in Therapeutic Recreation (HSR 225)****3 S.H.**

Teaches the purpose of recreational services, how to use the methods and materials. Describes the rehabilitation process and how to apply the correct programs to specific groups.

**HSE\* 153 Methods and Materials for Therapeutic Recreation (HSR 226)****3 S.H.**

Explains in a concentrated form the methods and materials used in various recreational settings. Assesses the physical, mental, emotional, and social abilities of clients who need therapeutic recreation services. Presents group activities that incorporate, among other methods, crafts, drama, dance, and music to create well-rounded therapeutic recreation programs. Prerequisite: HSE\* 152.

**HSE\* 228 Youth Work Seminar (HSR 240)****3 S.H.**

Students enrolled in the youth worker certificate program and who are also concurrently enrolled in either HSE\* 281 or HSE\* 282 will meet for this small group seminar. At these seminars, agencies will present ways in which they serve youth by implementing the youth worker philosophy in their provision of services. Students will learn to apply theoretical concepts to their practice specialty through direct experience and supportive seminar learning experiences. Corequisite: HSE\* 281 or HSE\* 282.

**HSE\* 247 Supervisors' Seminar (HSR 235)****3 S.H.**

Focuses on concepts, principles, and methods of supervising new professionals and/or paraprofessionals. Focuses on issues confronting the supervisor in traditional settings. Intended for administrators, managers, teachers, and professionals who work in human service agencies and organizations.

**HSE\* 271 Field Work Seminar I (HSR 241)****3 S.H.**

Presents how to integrate and process knowledge and theory learned in foundation courses with experiences gained at the field site. The seminar acts as a forum for sharing field experiences and as a peer support group. Focuses on developing the skills necessary for human services practice, i.e., observation, human relations, interviewing, self-awareness, and leadership. Corequisite: HSE\* 281.

**HSE\* 281 Human Services Field Work I (HSR 243)****3 S.H.**

Provides prospective human services workers with an opportunity to learn experientially at a human services agency in the community. Focuses on how an agency functions through direct experience in a part of that agency. Requires a minimum of eight hours a week at the placement agency. Corequisite: HSE\* 271.

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**ITALIAN**

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Advanced language instruction beyond the courses listed below is available through Independent Study by arrangement with the instructor.

**ITA\* 101 Elementary Italian I (ITA 101)****3 S.H.**

Presents the essentials of grammar and reading with practice in speaking and writing simple Italian. Stresses pronunciation. Open to students with little or no experience in Italian.



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**ITA\* 102 Elementary Italian II (ITA 102)****3 S.H.**

Emphasizes aural comprehension, pronunciation, and basic conversation. Continues practice in speaking and writing. Stresses the basic structure of Italian grammar. Prerequisite: ITA\* 101.

**ITA\* 201 Intermediate Italian I (ITA 201)****3 S.H.**

Reviews and deepens knowledge of Italian grammar with more emphasis on reading and vocabulary building. Intensifies practice in speaking and some reading of contemporary prose. Prerequisite: ITA\* 102.

**ITA\* 202 Intermediate Italian II (ITA 202)****3 S.H.**

Stresses conversational patterns and practices. Presents Italian literature and culture. Provides the skill training required to read and translate Italian. Prerequisite: ITA\* 201.

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**MANUFACTURING ENGINEERING TECHNOLOGY**

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**MFG\* 102 Manufacturing Processes (MFG 110)****3 S.H.**

Provides theoretical concepts of manufacturing and develops the knowledge and skills required in the manufacturing process. The laboratory portion introduces common metal cutting tools, lathe operations, and associated precision measuring tools and instruments. Labs will involve set-up and preparation of milling machines, lathes, grinders, and drill presses. Two hours of lecture / three hours of laboratory. Prerequisite: ARC\* 133.

**MFG\* 108 Computer Aided Manufacturing (MFG 112)****4 S.H.**

Focuses on the process of manual and automated preparation of computerized manufacturing system programs. The laboratory portion provides experience in the manual and automated preparation of computerized manufacturing system programs. Three hours of lecture / two hours of laboratory. All classes conducted in computer laboratories. Prerequisite: MFG\* 102.

**MFG\* 116 Quality Assurance Organization and Management****4 S.H.**

Develops the concepts of a Total Quality System (TQS), including policies, objectives, and organization. Reviews such topics as cost of quality, planning, improvement techniques, reliability, supplier relations, and evaluations. Addresses inspection, measurement, and process control techniques. Covers customer and consumer relations.

**MFG\* 204 Advanced Computer Aided Manufacturing (MFG 212)****4 S.H.**

Builds on the skills learned in CAM I with sharper focus on the integration of CAD and CAM for fast prototyping and design for manufacturing. The laboratory portion introduces practical applications for automated CAM systems. Three hours of lecture / two hours of laboratory. All classes are conducted in computer laboratories. Prerequisite: MFG\* 108.

**MFG\* 208 Process Engineering (MFG 220)****4 S.H.**

Introduces the principles and techniques used to design the most efficient method of product manufacturing, establish the best sequence of operations, select the proper machines to perform the operations, evaluate the need for special tooling, and provide conceptual sketches of special tools. The laboratory portion consists of workshop problems that prepare the student for an entry-level position in manufacturing process design. Exercises cover such conventional machine tools as turn, drill, mill, broach, CNC, grind, and miscellaneous processes. Three hours of lecture / two hours of laboratory. Prerequisite: MFG\* 102.

**MFG\* 210 Materials of Engineering (MFG 210)****4 S.H.**

Studies the structure and properties of engineering materials. Discussed materials selection, processing and heat treatment. Addresses the changes in structure and properties during forming, machining and heat treating operations. The laboratory portion uses selected experiments to demonstrate the effects of processing including heat treatment on the properties of engineering materials. Standard materials tests are also performed. Three hours of lecture/two hours of laboratory. Prerequisite: MFG\* 102.

**MFG\* 216 Tool Designing (MFG 224)****4 S.H.**

Covers the theory of metal cutting tools design. Presents the principles, practices, tools, and commercial standards of single point, jig, fixture, and die design through lectures, visual aids, and individual projects and design work. The laboratory portion provides practice in the design of metal cutting tools. Two hours of lecture / four hours of laboratory. Prerequisites: CAD\* 108 and MFG\* 102.

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**MFG\* 228 Computer Integrated Manufacturing I (MFG 226)****4 S.H.**

Covers computer generated CNC programming, robot programming, analog programmable logic control programming, and interfacing of robots, controllers and machine tools. Discussed part families, CAD/CAM and Flexible Manufacturing Systems. The laboratory portion provides practice in writing computer generated CNC programs, robotic programming and interfacing and analog programmable logic controller programming. A flexible manufacturing system is programmed. Three hours of lecture/two hours of lab. Prerequisites: CAD\* 108, MFG\* 108.

**MFG\* 230 Statistical Process Control (MFG 228)****3 S.H.**

Presents a practical management aid adapted from the science of statistics. Presents topics ranging from basic statistical concepts to techniques for cost and quality control, emphasizing control by charting and acceptance sampling. Uses the computer as an aid in calculation and control chart preparation. Prerequisite: MFG\* 102.

**MFG\* 239 Geometric Dimensioning and Tolerancing (MFG 111)****3 S.H.**

Focuses on the industrially accepted ANSI Specification Y14.5-1973 and ANSI Y14.5M-1982. The ANSI Y14.5 specification creates a unified language that specifies engineering requirements related to the actual function of and relationship between parts. Includes the application of form, profile, orientation, runout, and location types of geometric characteristics, including the application of the feature control frame and tolerance and datum modifiers.

**MFG\* 296 Manufacturing Internship (MFG 246)****3 S.H.**

Provides practical experience in the manufacturing field. The assignment can involve one or more of the subjects relevant to manufacturing engineering technology, including drafting, manufacturing processing, CAD, CAM, quality control, and tool design. Prerequisites: Good academic standing and the consent of the academic advisor or the Manufacturing Program Coordinator.

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**MATHEMATICS**

Placement: Determined by ACCUPLACER or course prerequisites as indicated.

**MAT\* 075 Prealgebra: Number Sense, Geometry (MAT 100)****3 S.H.\***

Presents the basic concepts and skills of arithmetic and prealgebra. Topics include whole numbers, signed numbers, decimals, fractions, ratios, proportions, percent, estimation, geometry, variables, expressions, and equations. \*Credit does not count toward degree requirements or graduation. Exit criteria: A grade of C or better allows enrollment in MAT\* 095; a grade of C-, D+, D, or D- requires enrollment in MAT\* 097 or to repeat MAT\* 075.

**MAT\* 095 Elementary Algebra Foundations (MAT 101)****3 S.H.\***

This is an introductory course in Algebra. Topics include properties of the real number system, linear equations and inequalities in one variable, graphing linear equations and inequalities in two variables, formulating equations of lines in two variables, rules of integral exponents, operations on polynomials, factoring polynomials, and solving quadratic equations by factoring. A graphing calculator is required: TI-83 or TI-83 Plus strongly recommended. Prerequisites: A grade of C or better in MAT\* 075; or a sufficient score on the mathematics placement test.

**MAT\* 097 Elementary Algebra Foundations with Prealgebra****5 S.H.\***

Combines MAT\* 075 and MAT\* 095 topics to present an introductory course in Algebra including a concentrated arithmetic review. Topics include whole numbers, signed numbers, decimals, fractions, ratios, proportions, percent, estimation, geometry, linear equations and inequalities in one variable, graphing linear equations and inequalities in two variables, formulating equations of lines in two variables, rules of integral exponents, operations on polynomials, factoring polynomials, and solving quadratic equations by factoring. A graphing calculator is required: TI-83 or TI-83 Plus strongly recommended. Prerequisites: A sufficient score on the mathematics placement test; or a grade of C-, D+, D, or D- in MAT\* 075.

**MAT\* 109 Quantitative Literacy (MAT 109)****3 S.H.**

Introduces the language of mathematics. Topics include consumer mathematics, percent, personal loans and simple interest, compound interest, installment buying, buying a house with a mortgage, annuities, and sinking funds. A brief study of the history of mathematics, including early numeration systems. A basic introduction to game theory and voting and apportionment. This course may be used to satisfy the mathematics requirement for graduation. Prerequisite: MAT\* 095, MAT 097 or sufficient score on the mathematics placement test.

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- MAT\* 115 Mathematics for Science and Technology (MAT 112)** **3 S.H.**  
Presents basic mathematical concepts needed in the science and technology fields. Includes scientific notation, English and metric systems, solutions to first- and second-degree equations, systems of equations, logarithms, elementary geometry, statistics, graphing, and trigonometry. Introduces the scientific calculator. Prerequisites: A grade of C or better in MAT\* 095, MAT 097 or sufficient score on the mathematics placement test.
- MAT\* 117 Introduction to Finite Mathematics (MAT 117)** **3 S.H.**  
Presents various mathematical topics, including a review of basic algebraic concepts, mathematics of finance, systems of linear equations and matrices, linear inequalities and linear programming, probability, and game theory. Prerequisites: A grade of C or better in MAT\* 095, MAT 097 or sufficient score on the mathematics placement test.
- MAT\* 123 Elementary Statistics (MAT 110)** **3 S.H.**  
Considers fundamental concepts of probability and statistics including mean, median, mode for grouped and non-grouped data, permutations, combinations, applications of distributions, hypothesis testing, and confidence intervals. Prerequisites: A grade of C or better in MAT\* 095, MAT 097 or sufficient score on the mathematics placement test.
- MAT\* 137 Intermediate Algebra (MAT 119)** **3 S.H.**  
This course is a rigorous study of the real number system, polynomials, rational exponents, radicals, sets, relations, first- and second-degree functions, inverse and composite functions, first- and second-degree equations and inequalities, systems of equations, and complex numbers. Prerequisites: A grade of C or better in MAT\* 095, MAT 097 or sufficient score on the mathematics placement test.
- MAT\* 141 Number Systems (MAT 141)** **3 S.H.**  
Intended for students whose major fields of study require no specific mathematical preparation. This course examines logical structures, patterns, and methods of abstraction as they pertain to a variety of basic mathematical topics, including set theory and number theory. Some historical aspects of mathematics are considered. This course may be used to satisfy the mathematics requirement for graduation. Prerequisite: A grade of C or better in MAT\* 137 or sufficient score on the mathematics placement test.
- MAT\* 142 Mathematics for the Natural Sciences (MAT 142)** **3 S.H.**  
Presents the numerical and algebraic manipulation of data, curve sketching, and curve fitting. Solutions to problems with a calculator, using examples from the natural sciences. This course may be used to satisfy the mathematics requirement for graduation. Prerequisite: A grade of C or better in MAT\* 137 or sufficient score on the mathematics placement test.
- MAT\* 143 Mathematics for Elementary Education: Algebra/Number Systems I (MAT 138)** **3 S.H.**  
Presents mathematical reasoning for problem solving sets, whole numbers, numeration systems, number theory, and integers. Required of all students in and working toward certification in elementary education. This course may be used to satisfy the mathematics requirement for graduation. Prerequisite: A grade of C or better in MAT\* 137 or sufficient score on the mathematics placement test.
- MAT\* 144 Mathematics for Elementary Education: Geometry and Data (MAT 139)** **3 S.H.**  
Presents geometry, measurement, rational numbers, irrational numbers, ratio, proportion, percent, problem solving, mathematical reasoning and connections, probability, and statistics. This course may be used to satisfy the mathematics requirement for graduation. Prerequisite: A grade of C or better in MAT\* 143.
- MAT\* 146 Mathematics for the Liberal Arts** **3 S.H.**  
Intended for the student whose major field of study requires no specific mathematical preparation. This course examines logical structures, patterns and method of abstractions as they occur in a variety of basic mathematical topics such as set theory and number theory. Some historical aspects of mathematics are considered. Prerequisite: A grade of C or better in MAT\* 137 or sufficient score on the mathematics placement test.
- MAT\* 151 Mathematics of Finance (MAT 121)** **3 S.H.**  
Presents the basic mathematical operations of finance. Includes allocation of depreciation and overhead costs, financial statements and ratios, inventory evaluation, trade and case discounts, simple interest and bank discount, multiple payment plans and various compound interest calculations. Introduces and expands upon certain topics in the accounting sequence. Prerequisite: MAT\* 115 or MAT\* 137.
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**MAT\* 167 Principles of Statistics (MAT 123)****3 S.H.**

Introduces the concepts of collecting and compiling data. Reviews data presentation in tabular and graphic forms, bivariate data and its presentation, probability and probability structures, inferential statistics, analysis of variance, and hypothesis testing. Uses statistical computing software. Prerequisite: MAT\* 137.

**MAT\* 172 College Algebra (MAT 125)****3 S.H.**

Briefly reviews the algebraic operations of real numbers. Offers an intense study of logarithms, exponential and logarithmic functions, systems of equations, determinants and matrices, and complex numbers. Prerequisite: A grade of C or better in MAT\* 137.

**MAT\* 175 College Algebra and Trigonometry (MAT 127)****3 S.H.**

Covers the basic manipulation of algebraic expressions, equations, and inequalities. Introduces factoring, trigonometry, exponents, radicals, and graphing. Uses the graphing calculator. Prerequisite: A grade of C or better in MAT\* 137 or sufficient score on the mathematics placement test and high school trigonometry.

**MAT\* 185 Trigonometric Functions (MAT 130)****3 S.H.**

Studies trigonometric functions, identities, and conditional trigonometric equations. Includes multiple angle functions, radian measure, and selected applications of trigonometry. Prerequisite: MAT\* 172.

**MAT\* 187 Precalculus Mathematics (MAT 140)****3 S.H.**

Addresses advanced trigonometry, complex numbers, exponential equations, and logarithms. Includes such topics from analytic geometry as conic sections in preparation for Calculus I. Uses the graphing calculator. Prerequisite: A grade of C or better in MAT\* 175 or MAT\* 172 and instructor's permission.

**MAT\* 232 Applied Calculus****3 S.H.**

Emphasizes the techniques and applications for social science, economics and business students. Covers functions and models, the derivative and its applications, exponential and logarithmic functions and integration. Prerequisite: A grade of C or better in MAT\* 172 or MAT\* 175 or sufficient score on the mathematics placement test.

**MAT\* 254 Calculus I (MAT 245)****4 S.H.**

Applies limits, continuity, differentiation, antidifferentiation, and definite integrals to the physical and engineering sciences. Includes use of graphing calculators and/or computer laboratory activities. Prerequisites: MAT\* 185 or MAT\* 187.

**MAT\* 256 Calculus II (MAT 246)****4 S.H.**

Applies transcendental functions, formal integration, polar coordinates, infinite sequences and series, vector algebra, and geometry to the physical and engineering sciences. Includes use of graphing calculator and/or computer laboratory activities. Prerequisite: MAT\* 254.

**MAT\* 268 Calculus III: Multivariable (MAT 255)****4 S.H.**

Covers two- and three-dimensional vector algebra, calculus of functions of several variables, vector differential calculus, and line and surface integrals. Prerequisite: MAT\* 256.

**MAT\* 272 Linear Algebra (MAT 260)****3 S.H.**

A comprehensive introduction to linear algebra and its applications, including matrix algebra and reduction techniques, vector spaces, linear transformations, and Eigenvalue theory. Graphing calculators and computer software will be used. Prerequisite: MAT\* 268 or departmental permission.

**MAT\* 285 Differential Equations (MAT 256)****3 S.H.**

Introduces ordinary differential equations and their applications, linear differential equations, systems of first order linear equations, and numerical methods. Prerequisite: MAT\* 268.

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## MECHANICAL ENGINEERING TECHNOLOGY

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### **MEC\* 104 Mechanics - Statics (MEC 114)**

**3 S.H.**

Analyzes the forces acting on various types of two- and three-dimensional structures in static equilibrium. Studies the composition and resolution of forces acting on beams, trusses, frames, and machines. Also covers centroids, distributed forces, moments of inertia, and friction. The laboratory portion provides problem-solving applications of the theory learned in the classroom, emphasizing engineering analysis and the preparation of written reports. Three hours of lecture. Prerequisite: MAT\* 175, PHY\* 122 or sufficient score on the mathematics placement test.

### **MEC\* 234 Electromechanical Controls (MEC 234)**

**4 S.H.**

Introduces the student to the fundamentals of electric circuits and electrical machinery emphasizing DC/AC single and polyphase motors and generators. Presents electrical methods of manual and automatic control of mechanical systems. The laboratory portion covers motors, control systems, digital logic, and applications. Emphasizes the organization, report, and interpretation of test data in a written report for each experiment. Three hours of lecture / two hours of laboratory. Prerequisite: MAT\* 095 or sufficient score on the mathematics placement test.

### **MEC\* 240 Fundamentals of Thermodynamics (MEC 238)**

**4 S.H.**

Presents the thermodynamic principles of heat, work, non-flow and steady flow processes, and thermodynamic cycles. Stresses the fundamental principle of energy conversion and the use of thermodynamic data tables and charts. Three hours of lecture / two hours of laboratory. Prerequisite: MEC\* 104. Corequisite: MAT\* 187.

### **MEC\* 250 Strength of Materials (MEC 220)**

**3 S.H.**

Covers the principles involved in the analysis of stresses in machine and structural elements under various types of loads. Analyzes these stresses in thin-walled cylinders and spheres, riveted and welded joints, beams, columns, cast sections, couplings, and shafts. The laboratory portion investigates material strength and the intelligent use of existing references. In the lab, students work in small groups to conduct their own measurements of the mechanical properties of common materials. Uses microcomputers to analyze experimental data and prepare final reports. Two hours of lecture / three hours of laboratory. Prerequisite: MEC\* 104. Corequisite: MAT\* 175.

### **MEC\* 265 Materials Science (MEC 222)**

**4 S.H.**

Introduces the internal structure of metallic, polymeric, and ceramic solids and their physical, mechanical, electrical, and chemical properties in engineering applications. The laboratory portion investigates the reactions that take place in materials subjected to a variety of tests. Introduces students to ASTM standards and procedures. Three hours of lecture / two hours of laboratory. Corequisite: PHY\* 121.

### **MEC\* 271 Fluid Mechanics (MEC 236)**

**4 S.H.**

Introduces fluid mechanics, basic fluid characteristics, hydrostatics, pressure, center of pressure, and pressure measuring devices. Demonstrates the application of the general energy equation to fluid in motion. Also demonstrates the modifications necessary to analyze the effect of viscosity and friction of fluid flow, pressure heads, and pumping calculation. Three hours of lecture / two hours of laboratory. Prerequisite: MEC\* 104. Corequisite: MAT\* 187.

### **MEC\* 283 Design of Machines (MEC 230)**

**4 S.H.**

Presents the concept of Mechanical Design, from concept to specifications. Covers the procedures, data, and techniques necessary to design such mechanical components as gears, springs, bearings, belt and chain drives, clutches, brakes, fasteners, shafts, and screws. Emphasizes the use of computers in the design process. The laboratory portion combines all previous study dealing with machine elements. Uses computer-aided design solutions and requires a design project. This project includes an analysis of individual components, assembly, and detail drawings. Three hours of lecture / three hours of laboratory. Prerequisites: MEC\* 250, MEC\* 265, and CAD\* 108.

### **MEC\* 296 Mechanical Engineering Internship**

**2 S.H.**

Provides Mechanical Engineering Technology students with a semester of external related career experiences designed to enhance the student's preparedness for an intended career with business, industry or government agency. A comprehensive written report on the Internship practice is required. To be eligible for the internship, a student must be of good academic standing and have program advisor approval.

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## MUSIC

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**MUS\* 101 Music History and Appreciation I (MUS 101)****3 S.H.**

Surveys composer biographies and musical styles from the Medieval, Renaissance, Baroque, Classical, and Romantic eras. Emphasizes historical fact, listening skills, and music vocabulary for enjoyment. Requires attendance at one concert.

**MUS\* 115 Music Theory I (MUS 105)****3 S.H.**

Develops skills in music reading, ear training, and melodic and harmonic analysis. Analyzes composition through counting, reading, and pitch notation in the classroom and laboratory.

**MUS\* 116 Music Theory II (MUS 106)****3 S.H.**

Builds on skills learned in Music 105. Includes analysis of form, structure, and compositional techniques. Prerequisite: MUS\* 115 or instructor's permission.

**MUS\* 126 20th Century/Modern Music (MUS 202)****3 S.H.**

Surveys twentieth century composers, their musical styles, and influences from the Post-Romantics. Includes such composers as Schoenberg, Stravinsky, Bartok, and Copeland. Discusses some contemporary compositions in jazz, rock, country, and new musical styles. Suggested prerequisite: MUS\* 101.

**MUS\* 171 Chorus I (MUS 111)****3 S.H.****MUS\* 172 Chorus II (MUS 112)** (Course has not been offered in the past two years)**3 S.H.****MUS\* 272 Chorus III (MUS 113)****3 S.H.****MUS\* 273 Chorus IV (MUS 114)** (Course has not been offered in the past two years)**3 S.H.**

Presents choral material, both sacred and secular, accompanied, and a cappella. Surveys choral works from Renaissance madrigals to contemporary American music. May be taken four semesters for credit and is open to all students.

**MUS\* 141 Guitar I (MUS 131)****3 S.H.**

A guitar course for students with no previous guitar experience. Students must provide their own instruments and supplies.

**MUS\* 142 Guitar II (MUS 132)****3 S.H.**

A second-level guitar course for students with minimum experience playing guitar and reading G clef. Students must provide their own instruments and supplies.

**MUS\* 143 Guitar III (MUS 133)****3 S.H.**

A third-level guitar course for students with experience playing guitar and reading G clef. Students must provide their own instruments and supplies.

**MUS\* 144 Guitar IV (MUS 134)****3 S.H.**

A fourth-level guitar course for students with knowledge of advanced guitar technique and bass technique. Students must provide their own instruments and supplies.

**MUS\* 150 Class Piano I (MUS 141)****3 S.H.**

An introductory piano course, presenting simple note values in duple and triple meter, in both F and G clefs. Focuses on the organization of the keyboard. Develops skills in performing major scales and arpeggios, simple five-finger position compositions, and exercises for technique.

**MUS\* 151 Class Piano II (MUS 142)****3 S.H.**

Continues the study of simple compositions in duple, triple, and quadruple meters and in reading the F and G clefs. Includes minor scales and arpeggios, two octave major scales and arpeggios, simple compositions, and studies in technique.

**MUS\* 218 Electronic Music Composition/Audio Technology I (MUS 210)****3 S.H.**

Develops a working understanding of computer music software. Includes such compositional techniques and strategies as meter applications in duple, triple, and quadruple meters; melodic structure and organization; harmonic movement in tonality; and an introduction to the social and artistic purposes of musical composition.



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**MUS\* 219 Electronic Music Composition/Audio Technology II (MUS 211)****3 S.H.**

Applies music notation software using electronic piano input. Explores standard tonal composing techniques for both popular and artistic music alongside prominent atonal twentieth century techniques. Introduces the use of text (lyrics) and notation for orchestra. Examines current procedures for copyrighting and publishing musical compositions.

**MUS\* 243 Orchestra: Baroque Era****3 S.H.**

Focuses on music of the Baroque Period (approx. c. 1600-1750). This period closely followed the Renaissance, flourished under the leadership of J.S. Bach whose works will be studied in depth. Most music was written for the church, opera, or the Court with the emergence of a homophonic style. Through use of recordings, videos, and live concerts, students will become familiar with Baroque Period music such as Handel's Messiah, Bach's Brandenburg Concerto and Vivaldi's Four Seasons. Instrumentalists will engage in actual performance of music of the Baroque period. Non-instrumentalists will participate through observation, laboratory, and field experiences. Non-instrumentalists may choose the course with the permission of the instructor. You do not need to play an instrument to take this course.

**MUS\* 244 Orchestra: Classical Era****3 S.H.**

Focuses on music of the Classical Period which is often called the Viennese period. In this period the symphony and string quartet flourished through major contributions by Haydn, Mozart, and Beethoven. Through the use of recordings and videos, students will become familiar with such works as Mozart's Don Giovanni, Haydn's London Symphonies, Beethoven's Symphony No. 3 "Eroica" and many others. Instrumentalists will engage in actual performance of music of the Classical Period. Non-instrumentalists will participate through observation, laboratory, and field experiences. Non-instrumentalists may choose the course with the permission of the instructor. You do not need to play an instrument to take this course.

**MUS\* 245 Orchestra: Romantic Era****3 S.H.**

Under the pens of Brahms, Berlioz, Mahler and others, the symphony no longer followed four strict movements. Through the use of recordings, videos, and live concerts, students will become familiar with such works as Piano Concerto No. 1 by Chopin, Symphonic Fantastique by Berlioz, and Faust Symphony by Liszt. Instrumentalists will engage in actual performance of music of the Romantic period. Non-instrumentalists will participate through observation, laboratory, and field experiences. Non-instrumentalists may choose the course with the permission of the instructor. You do not need to play an instrument to take this course.

**MUS\* 246 Orchestra: Modern Era****3 S.H.**

This course focuses on the music of the Modern Period in the 20th Century. Impressionist music by Ravel and Debussy, 12 tone compositions by Schoenberg, electronic music by Stockhausen, show tunes by Gershwin, Rodgers, and other American composers, nationalistic music by Shostakovich, film music by Prokofiev and Williams, American jazz and "Tin Pan Alley" tunes are some of the areas to be considered. Through the use of recordings, video, and live concerts, students will become familiar with Barber's Adagio for Strings, Gershwin's Rhapsody in Blue, and Stravinsky's Firebird Suite as well as many others. Instrumentalists will engage in actual performance of music of the Modern Period. Non-instrumentalists will participate through observation, laboratory, and field experiences. Non-instrumentalists may choose the course with the permission of the instructor. You do not need to play an instrument to take this course.

**MUS\* 250 Class Piano III (MUS 143)****3 S.H.**

Introduces piano repertoire of such composers as Bach, Clementi, Mozart, and Beethoven at the early intermediate level, focusing on technique, interpretation, and structural aspects of the sonata form in Classical piano music. Emphasizes such technical studies as easy Pischna and Hanon, all major and minor scales and arpeggios in four octaves, and the standard cadence chord progression with inversions in all keys.

**MUS\* 251 Class Piano IV (MUS 144)****3 S.H.**

Continues the study of piano repertoire by Baroque and Classical masters. Introduces Romantic piano works by Beethoven, Chopin, Liszt, Schubert, and Schumann and contemporary and impressionistic works by such composers as Debussy and Bartok. Explores compositional aspects of such longer Romantic works as the Ballade or Scherzo, examining the technical difficulties of their performance. Piano IV continues the study of piano technique with Pischna and Hanon as well as practicing all major and minor scales and arpeggios in four octaves, in parallel thirds and sixths, and the standard cadence chord progression.

**MUS\* 299 Special Topics in Music****1-6 S.H.**



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## NUCLEAR MEDICINE TECHNOLOGY

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### **NMT\* 101 Introduction to Nuclear Medicine (NMT 111)**

**3 S.H.**

Introduces the student to the healthcare environment and the field of nuclear medicine technology. Topics covered include: patient care, medical ethics, medicolegal issues, radiation safety and protection and an introduction to radiopharmacy. Prerequisites: Acceptance into the Nuclear Medicine Technology Program and full attendance during freshman orientation. Corequisite: NMT\* 111.

### **NMT\* 102 Nuclear Medicine Procedures I**

**3 S.H.**

Introduces basic nuclear medicine technology procedures. Prerequisites: Acceptance into the Nuclear Medicine Technology Program and full attendance during freshman orientation. Corequisites: NMT\* 111, RST\* 200.

### **NMT\* 111 Clinical Practicum I (NMT 112)**

**1 S.H.**

Introduces the clinical setting and general nuclear medicine areas through simulated labs and hands-on training. Prerequisite: Acceptance into the Nuclear Medicine Technology Program and full attendance during freshman orientation. Corequisite: NMT\* 101 and NMT\* 102.

### **NMT\* 112 Clinical Practicum II (NMT 125)**

**1 S.H.**

Emphasizes, through simulated labs and hands-on training, the handling and positioning of patients and the application of clinical nuclear medicine procedures. Prerequisites: NMT\* 113 for NMT\* AS degree students only. Corequisite: NMT\* 121.

### **NMT\* 113 Clinical Internship I**

**0.5 S.H.**

Students attend clinical training Monday through Friday, eight hours per day. Prerequisite: NMT\* 111.

### **NMT\* 121 Physics in Nuclear Medicine (NMT 122)**

**3 S.H.**

Introduces the physics of nuclear medicine as a framework for the principles behind nuclear composition, energy concepts, and units of radioactive decay. Stresses radiation level calculation and understanding the process by which radiation interacts with matter. Prerequisites: PHY\* 101 for NMT\* AS degree students. Corequisite: NMT\* 112.

### **NMT\* 126 Clinical Internship II**

**1.5 S.H.**

Students attend clinical training Monday through Friday, eight hours per day. Prerequisite: NMT\* 112.

### **NMT\* 201 Nuclear Medicine Procedures II (NMT 213)**

**3 S.H.**

Covers nuclear medicine procedures, emphasizing anatomy, physiology, and pathology as they pertain to oncology, infection/inflammation, radionuclide therapies, splenic imaging, nonimaging studies, and cardiovascular and respiratory systems. Students perform Internet searches and present oral reports on findings pertinent to current nuclear medicine procedures. Students also present a case study that relates to one of the organ systems being studied. Prerequisites: NMT\* 121. Corequisites: NMT\* 211 (and RST\* 217 for NMT\* AS degree students only).

### **NMT\* 202 Nuclear Medicine Instrumentation (NMT 224)**

**3 S.H.**

Examines the processes of converting radiation interactions into electrical signals for counting and measuring by nuclear probes and cameras. Assesses and investigates Nuclear Medicine camera systems and their physical imaging characteristics in hands-on experiments. Corequisite: NMT\* 211.

### **NMT\* 203 Radiopharmacy (NMT 226)**

**3 S.H.**

Covers the pharmacological basis, preparation, and quality control of radiopharmaceuticals used in nuclear medicine. Prerequisite: CHE\* 111. Corequisite: NMT\* 211.

### **NMT\* 211 Clinical Practicum III (NMT 215)**

**1.5 S.H.**

Continues to develop competencies gained in Clinical Practicum II. Through simulated labs and hands-on training, students will achieve competency in advanced imaging procedures and equipment use. Prerequisites: NMT\* 121 and NMT\* 126. Corequisite: NMT\* 201.

### **NMT 212 Clinical Practicum IV (NMT 221)**

**1.5 S.H.**

Introduces a sophisticated use of nuclear medicine technology and instrumentation. Students build on competencies achieved in Clinical Practica I, II, and III. Prerequisite: NMT\* 216. Corequisite: NMT\* 221.

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**NMT\* 216 Clinical Internship III****0.5 S.H.**

Students attend clinical training Monday through Friday, eight hours per day. Prerequisite: NMT\* 211.

**NMT\* 221 Nuclear Medicine Procedures III (NMT 228)****3 S.H.**

Builds on the procedures and organ systems presented in Nuclear Medicine Procedures I, including pharmacological intervention and the central nervous, endocrine, skeletal, gastrointestinal, and genitourinary systems. Students will perform Internet searches and present oral reports on findings pertinent to current nuclear medicine procedures. Students will also present a case study that relates to one of the organs being studied. Prerequisite: NMT\* 201. Corequisite: NMT\* 212.

**NMT\* 222 Introduction to Computers and Nuclear Medicine Applications (NMT 212)****3 S.H.**

Introduces the use of computers in Nuclear Medicine Technology. Concentrates on computer hardware and acquisition, data analysis, and interpretation of computer studies in Nuclear Medicine. Prerequisite: NMT\* 202. Corequisite: NMT\* 212.

**NMT 223\* Nuclear Medicine Seminar (NMT 214)****3 S.H.**

Reviews quality control procedures, state and federal regulations, radiation safety, radiobiology, marketing and management of nuclear medicine technology departments, and career and professional development skills. Corequisite: NMT\* 212.

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**NURSING**

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**NUR\* 101 Introduction to Nursing Practice****8 S.H.**

Focuses on concepts basic to nursing practice. Emphasis is placed on application of the nursing process, communication, and skill acquisition. Clinical and laboratory experiences offer opportunities to integrate theoretical principles and demonstrate caring and competence in beginning professional role development. (8 credits: 60 theory, 180 hours clinical)

**NUR\* 102 Family Health Nursing****8 S.H.**

Focuses on providing holistic nursing care to families across the lifespan. Students focus on issues that effect the family, including childbearing, childrearing, geriatric care and intermediate health care needs. In addition, the course includes, selective adult, child and adolescent psychiatric disorders. Students will have clinical rotations that provide experience caring for the childbearing family as well as caring for medical surgical clients across the lifespan. (8 credits: 60 hours theory, 180 hours clinical)

**NUR\* 103 Pharmacology for Families Across the Life Span****1 S.H.**

Focuses on the principles of pharmacology and its nursing application to family health care needs and selective psychiatric disorders. (1 credit: 15 hours theory)

**NUR\* 201 Nursing Care of Individuals and Families I****9 S.H.**

Focuses on holistic care of individuals and families with a variety of health care needs across the lifespan. The health care needs of clients experiencing intermediate health care needs and selective mental health disorders. Bioterrorism as a health care issue will be addressed. Clinical experience is provided for diverse populations of clients across the life span in acute care and community settings. Emphasis is placed on provision of safe and competent and development of the professional role as a member of a multidisciplinary health care team. Over the semester, students are increasingly challenged with more complex patient assignments in the clinical area. (9 credits: 60 hours theory, 225 hours clinical)

**NUR\* 202 Pharmacology for Individuals and Families with Intermediate Health Care Needs 1 S.H.**

Focuses on the principles of pharmacology and its nursing application to individuals and families with intermediate health care needs and selective psychiatric disorders. (1 credit: 15 hours theory)

**NUR\* 203 Nursing Care of Individuals and Families II****8 S.H.**

Focuses on providing holistic care to individuals, families, and groups with complex health care needs. It examines the effect of multi-system alterations and selected mental health disorders. The student will incorporate critical thinking, caring behaviors, professionalism and communications skills when providing care. Clinical experiences are provided in acute care, mental health care and community settings with an emphasis on managing multiple clients. (8 credits: 45 hours theory, 225 hours clinical)

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**NUR\* 204 Pharmacology for Individuals, Families, and Groups with Complex Health Care Needs****1 S.H.**

Focuses on the principles of pharmacology and its nursing application to individuals and families with intermediate health care needs and selective psychiatric disorders. (1 credit: 15 hours theory)

**NUR\* 205 Nursing Management and Trends****2 S.H.**

Focuses on the transition into the profession and the nurse's role in contemporary nursing practice. Professionalism is emphasized. Students will explore management principles and delegation of client care. Students will participate in critical thinking to evaluate current trends and contemporary issues in nursing. (2 credits: 30 hours theory)

**NUTRITION AND FITNESS - DIETETIC TECHNOLOGY**

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**NTR\* 101 Introduction to Dietetics (DTN 101)****3 S.H.**

Discusses career and educational pathways for dietetic technicians and registered dietitians. Introduces students to the health care team concept and describes the roles of health professionals. Covers ethical issues in health care and nutrition.

**NTR\* 102 Nutrition I: Principles of Nutrition (DTN 111)****3 S.H.**

Investigates the basic nutrients and current guidelines for healthy food preparation and selection.

**NTR\* 103 Seminar in Dietetics I (DTN 105)****3 S.H.**

Applies the principles of nutrition assessment and menu planning to meet the needs of individuals and groups with a variety of nutritional requirements. Pre- or Corequisite: NTR\* 104.

**NTR\* 104 Nutrition II (DTN 112)****3 S.H.**

Focuses on nutrition throughout the life cycle, including nutrition for athletes. Presents the physiological conditions of common nutritional disorders and the fundamentals of nutrition assessment. Introduces medical terminology. Prerequisites: BIO\* 115 and NTR\* 102.

**NTR\* 105 Food Management Systems (DTN 115)****3 S.H.**

Introduces principles of institutional food service management. Includes fundamentals of menu planning, recipe standardization, purchasing, production, equipment, quality control, marketing, and use of computers in food service. Prerequisite: MAT\* 095.

**NTR 106 Culinary Nutrition****2 S.H.**

Provides a basic understanding of nutrition and its relationship to health. Provides an overview of nutrients, digestion, absorption, and metabolism. This course will also provide information on good food sources of the nutrients, purchasing, cooking methods and menu planning. Offered in the fall semester only.

**NTR\* 120 Foods (DTN 109)****3 S.H.**

Presents and applies basic food preparation, basic food science, cooking equipment, menu planning, developing and testing quality food products. Prerequisite: MAT\* 075 or sufficient score on the mathematics placement test. (*HSP\* 101 may be substituted for NTR\* 120 with permission from the Program Coordinator.*)

**NTR\* 201 Community Nutrition Education (DTN 211)****3 S.H.**

Provides a community approach to nutrition education. Students will develop skills in presenting nutrition education programs to small groups or classes. Prerequisites: NTR\* 104 and COM\* 171.

**NTR\* 202 Nutrition III (DTN 205)****3 S.H.**

Focuses on physiological principles and nutritional needs of complex conditions. Increases medical terminology vocabulary. Prerequisite: NTR\* 104.

**NTR\* 203 Seminar in Dietetics II (DTN 209)****3 S.H.**

Continues the study of individual and group nutritional care focusing on the assessment, planning, implementation, and evaluation of nutritional care plans for individuals in hospitals or long term care facilities. Develops the knowledge needed for entry-level dietetic practice and the professional skills necessary to compete in the job market. Prerequisite: NTR\* 102.

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**NTR\* 204 Nutrition IV (DTN 206) 3 S.H.**

Completes the study of therapeutic diets begun in Nutrition I, II, and III. Prerequisite: NTR\* 202.

**NTR\* 210 Nutrition Field Experience I (DTN 106) 1 S.H.**

Develops basic skills and competence in the delivery of food and nutrition care. Students spend two days a week in supervised practice, rotating through a variety of food service, clinical, and community nutrition programs. The practicum begins in the summer and continues through the fall semester. Prerequisites: NTR\* 103, NTR\* 120, and HSP\* 108.

**NTR\* 212 Nutrition Field Experience II (DTN 210) 1 S.H.**

Refines student skills in the delivery of food and nutrition services in a variety of settings, including acute and long-term care, institutional food service, and community nutrition programs. Students spend two days per week at arranged field sites. Prerequisite: NTR\* 210.

**NTR\* 214 Nutrition Field Experience III 1 S.H.**

Refines student skills in the delivery of food and nutrition services in a variety of settings, including acute and long-term care, institutional food service, and community nutrition programs. Students spend two days per week in arranged field sites. Prerequisites: NTR\* 210 and NTR\* 212.

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**PHILOSOPHY**

**PHL\* 101 Introduction to Philosophy (PHI 101) 3 S.H.**

Introduces philosophical thinking and life perspectives. Applies philosophical analysis and criticism to moral, social, and religious issues.

**PHL\* 111 Ethics (PHI 104) 3 S.H.**

Provides an overview of the formation and expression of Western philosophical thinking. Explores some of the views and concepts supporting ethical values in the contemporary social, political, and economic environment. Considers ethical problems as they relate to current ideologies.

**PHL\* 131 Logic (PHI 202) 3 S.H.**

Introduces inductive and deductive reasoning and various modes of argumentation. Focuses on both traditional and modern logic.

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**PHYSICS**

**PHY\* 101 Physics for Today (PHY 115) 3 S.H.**

Emphasizes conceptual understanding of the underlying principles of physics. Uses arithmetic and simple algebra. Includes classroom demonstrations.

**PHY\* 109 Fundamentals of Applied Physics (PHY109) 4 S.H.**

Introduces the principles of physics, including measurement, motion, forces in one dimension, concurrent forces, work and energy, simple machines (including mechanical advantage), rotational motion, and nonconcurrent forces. The laboratory portion emphasizes the collection and interpretation of data in the following topics: measurement, motion, forces in one dimension, concurrent forces, work and energy, simple rotational motion, and nonconcurrent forces. Three hours of lecture / two hours of laboratory. Prerequisite: MAT\* 115 or equivalent.

**PHY\* 111 Physics for the Life Sciences (PHY 116) 4 S.H.**

Applies the principles of physics to health science. Basic algebra and trigonometry are used. Three hours of lecture / three hours of laboratory. Prerequisite: MAT\* 115 or 142. Corequisite: MAT\* 115 or 142.

**PHY\* 121 General Physics I (PHY 121) 4 S.H.**

Applies physics methodology to measurement, motion, work and energy, and the thermal properties of matter, employing algebra and trigonometry. Three hours of lecture / three hours of laboratory. Prerequisite: MAT\* 137.

**PHY\* 122 General Physics II (PHY 122) 4 S.H.**

A continuation of PHY\* 121. Studies electricity, magnetism, light, relativity, and atomic and nuclear physics. Three hours of lecture / three hours of laboratory. Prerequisite: PHY\* 121.

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**PHY\* 221 Calculus-Based Physics I (PHY 210)** **4 S.H.**  
Presents basic laws and principles of physics. Uses elementary concepts of calculus. Addresses classical dynamics, rigid-body motion, harmonic motion, wave motion, acoustics, relativistic dynamics, and thermodynamics. Three hours of lecture / three hours of laboratory. Prerequisite: Secondary school physics, MAT\* 254.

**PHY 222\* Calculus-Based Physics II (PHY 212)** **4 S.H.**  
Presents electric and magnetic fields, electromagnetic waves, and quantum effects. Introduces atomic physics. Three hours of lecture / three hours of laboratory. Prerequisite: PHY\* 221. Corequisite: MAT\* 256.

## **POLITICAL SCIENCE**

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**POL\* 102 Introduction to Comparative Politics (POL 102)** **3 S.H.**  
Examines comparative politics as a traditional and significant component of the political science curriculum. Illustrates the diversity and similarity that exist among the world's major foreign powers and the emerging "Third World" nations.

**POL\* 111 American Government (POL 101)** **3 S.H.**  
Studies the structure and framework of American government and the interrelationship of politics on the national, state, and local levels. Emphasizes the political, legislative, judicial, and administrative processes of government. Analyzes the basic philosophy of American government and political beliefs.

**POL\* 208 American Public Policy (POL 201)** **3 S.H.**  
Investigates the policy-making process in the United States. Using a functional approach, analyzes public policy in a sequential manner, from the initial identification of a problem to its solution, including the assessment and appropriate revision or termination of policy. Examines case studies and analyzes current policy issues.

**POL\* 250 Theory of Human Rights** **3 S.H.**  
Provides the theoretical grounding, both historical and conceptual, for further studies about the role of human rights in contemporary politics and social life. Explores the historical development and present discussions of the concept of human rights as well as its role in a variety of contemporary issues within domestic and international politics and culture.

**POL\* 280 New Haven and The Problem of Change in the American City (POL 280)** **3 S.H.**  
Offered in cooperation with Yale University. Examines the rapid transformation of New Haven and other American cities over the past century as case studies of urban change and urban policy. Themes include the planning and policy implications of the emigration of higher income populations from the inner city.

**POL\* 295 Political Science Internship (Course has not been offered in the past two years)** **3–12 S.H.**  
Assigns interns to individual legislators to assist in analyzing legislative proposals, monitoring committee and floor action, tracking, drafting news releases and speeches, research, constituent casework, etc. The internship includes orientation sessions, seminars, and written papers.

**POL\* 299 Independent Study in Political Science** **1–12 S.H.**

## **PSYCHOLOGY**

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**PSY\* 104 Psychology of Adjustment (PSY 116)** **3 S.H.**  
(Course has not been offered in the past two years)  
Includes both theoretical and practical learning through the laboratory method of "experience, analysis, and projection." Provides a clear and basic framework for analyzing individual and group behavior. Groups of students define their own terms for existence and then use these terms to gain further insight and knowledge about themselves, their future roles, and their learning goals. Establishes the need for skill development in human relations and presents foundations for developing those skills.

**PSY\* 105 Group Dynamics (PSY 125)** **3 S.H.**  
Examines current theories about and research into group process and leadership. Examines students' own performance as group members and leaders. Combines didactic and experiential learning situations.

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<b>PSY* 111 General Psychology I (PSy 101)</b>	<b>3 S.H.</b>
Presents the history of psychology. Introduces the scientific method, measurement, nervous system, growth and development, perception, motivation, emotion, learning behavior disorders, and personality.	
<b>PSY* 122 Child Growth and Development (PSY 105)</b>	<b>3 S.H.</b>
Covers child development, from birth through adolescence, emphasizing the preschool child. Considers the physical, emotional, mental, and social characteristics of the child at various stages of development. Views life stages in terms of a variety of theoretical frameworks: Freud, Erickson, Piaget, and representative behaviorists. Requires each student to do twenty hours of fieldwork and observation in a preschool or approved alternative setting.	
<b>PSY* 201 Life Span Development</b>	<b>3 S.H.</b>
Provides an overview of the physical, cognitive, and psychosocial development of humans from birth to death. There is an emphasis on distinct periods such as the development of fetus; infancy; early, middle and late childhood; adolescence; and the phases of adulthood. It views life stages from a variety of theoretical frameworks; Freud, Erikson, Piaget, Vygotsky, and other representative behaviorists. It also looks at cultural and historical influences on development.	
<b>PSY* 209 Psychology of Aging (PSY 109)</b>	<b>3 S.H.</b>
Presents aging within a psychological framework. Students will develop an understanding of normal, healthy aging and the emotional problems of the aged. Emphasizes the emotional and behavioral aspects of aging and effective techniques for communicating with the elderly.	
<b>PSY* 210 Death and Dying (PSY 205)</b>	<b>3 S.H.</b>
Examines death and dying with regard to the individual, the family, the caretakers, and society at large.	
<b>PSY* 214 Advanced Child Growth and Development (PSY 202)</b>	<b>3 S.H.</b>
Develops a theoretical basis for child program analysis. The first half of the course concentrates on personal aspects of child development by studying the works of primary theorists: Piaget, Erickson, Freud, Watson, and Skinner. The second half of the course covers such social aspects of child development as family interrelationships and social values. Prerequisite: PSY* 122.	
<b>PSY* 233 Theories, Methods and Practice of Counseling and Therapy</b>	<b>3 S.H.</b>
Addresses the basic tenets of existing behavioral, cognitive and humanistic counseling theories. Case studies will be used to address how primary goals, strategies and anticipated outcomes are developed during the therapeutic process of counseling individuals with diagnosed mental health problems. Prerequisites: A grade of C or better in both PSY* 111, PSY* 245.	
<b>PSY* 240 Social Psychology (PSY 203)</b>	<b>3 S.H.</b>
Considers basic principles of human behavior encompassing the social milieu. Focuses on socialization, communication, and intergroup relations as they are influenced by individual personality factors and social structures. Analyzes values and group organization and function in determining methods used in social psychology.	
<b>PSY* 245 Abnormal Psychology (PSY 130)</b>	<b>3 S.H.</b>
Identifies psychological disorders by their various symptoms and explores underlying causes where possible. Investigates various kinds of treatment programs. Focuses on neurosis, anxiety and breakdown of ordered behavior, acute fright, defense mechanisms, neurotic conflict, symptom formation, anxiety states, phobias, dissociated conditions, hysteria, delinquency and criminal behavior, psychopathic personality, deviant sexual behavior, alcoholism, psychosomatic disorders, manic and depressive disorders, and schizophrenia. Prerequisite: PSY* 111.	
<b>PSY* 247 Industrial and Organizational Psychology (PSY 151)</b>	<b>3 S.H.</b>
(Course has not been offered in the past two years) Applies psychological principles to business and industry. Includes discussion of job evaluation and analysis, management relations, and individual and group relations.	
<b>PSY* 258 Behavior Modification (PSY 110)</b>	<b>3 S.H.</b>
Examines and implements basic psychological learning principles. Includes the academic and psychological aspects of learning, including the basic stimulus-response application of behavior modification.	
<b>PSY* 299 Independent Study</b>	<b>3 S.H.</b>

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## QUALITY CONTROL

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### **QUA\* 114 Principles of Quality Control (MFG 114)**

**3 S.H.**

Introduces the terminology, principles, and procedures of quality control and quality assurance. Investigates specific techniques and procedures used in quality control and quality assurance. Topics include new design control, incoming material control, product control, and special process studies.

## RADIATION THERAPY

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### **RDT\* 101 Introduction to Radiation Therapy I (RDT 111)**

**3 S.H.**

Introduces the field of Radiation Therapy. Focuses on quality assurance, basic dosimetry concepts, radiographic anatomy, clinical objectives, and medical and technical terminology. Also includes the fundamentals of radiography, film construction, processing, and x-ray generation. Other topics include professional ethics, patient care procedures, pharmacology, nutrition, and oncology. Prerequisite: Admission to the program and full attendance during freshman orientation. Corequisite: RDT\* 111.

### **RDT\* 102 Radiation Therapy II (RDT 124)**

**3 S.H.**

Builds on basic dosimetry skills. Includes dose calculations for external beam, radiation therapy equipment, practical treatment planning, and brachytherapy applications. Prerequisite: RDT\* 101 and RST\* 200. Corequisite: RDT\* 112 and RST\* 213.

### **RDT\* 111 Clinical Practicum I (RDT 112)**

**1 S.H.**

Introduces the clinical setting and the basics of radiation therapy. Through supervised direct patient care and phantom work, provides experience in technical and patient care skills. Students must spend two days a week in the affiliate hospital, mastering clinical competency levels one and two. Prerequisite: Admission to the program and full attendance during freshman orientation. Corequisite: RDT\* 101.

### **RDT\* 112 Clinical Practicum II (RDT 125)**

**1 S.H.**

Through supervised direct patient care and phantom work, students master patient care skill levels one and two. Students are evaluated on basic set-up competencies. Students must spend two days a week in the affiliate hospital, mastering technical competency levels one, two, and three. Prerequisite: RDT\* 111. Corequisite: RDT\* 102 and RST\* 213.

### **RDT\* 113 Clinical Internship I**

**1 S.H.**

Students attend clinical training Monday through Friday, eight hours per day. Prerequisite: RDT\* 111 and RDT\* 101.

### **RDT\* 126 Clinical Internship II**

**3 S.H.**

Students attend clinical training Monday through Friday, eight hours per day. Prerequisite: RDT\* 112.

### **RDT\* 201 Radiation Oncology I (RDT 211)**

**3 S.H.**

Reviews anatomy and physiology, methods of diagnosis, etiology, epidemiology, staging, aim of radiation therapy, dose, and fractionation principles of specific tumor sites. Prerequisites: BIO\* 211 and BIO\* 212. Corequisites: RDT\* 202, RDT\* 205 and RDT\* 211.

### **RDT\* 202 Radiation Therapy III (RDT 214)**

**3 S.H.**

Addresses radiographic and cross-sectional anatomy, simulator techniques, and treatment planning through lectures and laboratory experiments. All setup techniques work in conjunction with diseases covered in Oncology I. Prerequisite: RDT\* 102. Corequisites: RDT\* 211, RDT\* 201 and RDT\* 205.

### **RDT\* 203 Radiation Oncology II (RDT 226)**

**3 S.H.**

Builds on skills learned in RDT\* 201. Reviews anatomy and physiology, methods of diagnosis, etiology, epidemiology, staging, aim of radiation therapy, dose, and fractionation principles of specific tumor sites. Prerequisite: RDT\* 201. Corequisites: RDT\* 204 and RDT\* 212, RDT\* 222, RDT\* 223, RDT\* 224.

### **RDT\* 204 Radiation Therapy IV (RDT 220)**

**3 S.H.**

Builds on skills learned in RDT\* 202, focusing on radiographic anatomy, cross-sectional anatomy, simulator techniques, and treatment planning through lectures and laboratory experiments. Addresses all diseases introduced in Oncology II. Prerequisites: RDT\* 202 and RDT\* 205. Corequisites: RDT\* 203, RDT\* 212, RDT\* 222, RDT\* 223, RDT\* 224.



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**RDT\* 205 Dosimetry and Computer Assisted Treatment Planning (RDT 216) 3 S.H.**  
Introduces computers, principles of operation, and application theory. Emphasizes basic and advanced concepts of clinical dosimetry and treatment planning by computers through laboratory experience. Includes such advanced dosimetry concepts as dose calculations, construction of tissue compensators and custom molds, dose measurement, brachytherapy, sources applicators, implant methods, and dose verification. Prerequisites: RDT\* 102, RDT\* 112, and PHY\* 111. Corequisites: RDT\* 201, RDT\* 202 and RDT\* 211.

**RDT\* 211 Clinical Practicum III (RDT 215) 2 S.H.**  
Through supervised direct patient care and phantom work, the student refines patient care skill levels one and two. Evaluation of mandatory set-up competencies continues. Students must spend three days a week in the affiliate hospital, refining technical competency levels one, two, and three. Prerequisite: RDT\* 112. Corequisites: RDT\* 201, RDT\* 202 and RDT\* 205.

**RDT\* 212 Clinical Practicum IV (RDT 221) 2 S.H.**  
Through supervised direct patient care and phantom work, students must demonstrate proficiency in mandatory clinical objectives and competencies, dosimetry, and medical health physics objectives. Students are expected to complete all required set-up competencies. Prerequisites: RDT\* 205 and RDT\* 211. Corequisite: RDT\* 203, RDT\* 204, RDT\* 222, RDT\* 223 and RDT\* 224.

**RDT\* 218 Clinical Internship III 1 S.H.**  
Students attend clinical training Monday through Friday, eight hours per day. Prerequisite: RDT\* 211.

**RDT\* 222 Radiobiology and Protection 3 S.H.**  
Introduces biological responses to radiation and factors influencing radiation effects, tissue sensitivity, tissue tolerance, and clinical applications. Also includes a study of radiation protection principles, units of measurement, surveys, methods of protection, brachytherapy, personnel monitoring, and regulatory agencies and regulations. Prerequisite: RDT\* 211. Corequisite: RDT\* 203, RDT\* 204, RDT\* 212, RDT\* 223 and RDT\* 224.

**RDT\* 223 Radiation Physics II (RDT 228) 3 S.H.**  
Builds on skills learned in RST\* 213. Emphasizes x-ray production, x-ray properties, gamma rays, electrons, and their respective interactions with matter. Other topics include the measurement of radiation, radioactivity, and particulate radiation. Presents brachytherapy, including radioactive sources, exposure rate, implant dosimetry, and remote afterloading units. Prerequisite: RST\* 213. Corequisite: RDT\* 203, RDT\* 204, RDT\* 212, RDT\* 222 and RDT\* 224.

**RDT\* 224 Radiation Therapy Senior Seminar 2 S.H.**  
A one semester course characterized by the active role expected of students in the field of research. This will include investigation, preparation, presentation, and discussion of clinical areas. The course requires a working knowledge of radiation therapy. It prepares senior students for successful entry into the field of radiation therapy and improves their critical thinking skills. Theoretical and practical studies are integrated through research and application. Students are also required to define, compare, analyze and assess medical practice in health care delivery. Prerequisites: RDT\* 201, RDT\* 202, RDT\* 211. Corequisites: RDT\* 203, RDT\* 204, RDT\* 212, RDT 222, RDT\* 223.

## **RADIOGRAPHY**

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**RAD\* 104 Introduction to Radiography (RAD 111) 3 S.H.**  
Introduces factors influencing radiographic quality and patient protection, basic equipment components and elementary principles of exposure. Through classroom lectures and laboratory study, the student will gain the basic knowledge to function as an entry level student radiographer in the clinical practicum and be able to advance in a progressive manner. Prerequisite: Acceptance into the Radiography Program. Co-requisites: RAD\*105, RAD\*193 and BIO\*212.

**RAD\* 105 Radiographic Anatomy and Procedures I (RAD 124) 3 S.H.**  
Emphasizes task objectives and competencies in general radiographic procedures and related anatomy, medical terminology, film critiquing, and selection of technical factors. Prerequisites: Acceptance into the Radiography Program. Corequisites: RAD\*104, RAD\* 193 and BIO\* 212.

**RAD\* 187 Clinical Internship I 1 S.H.**  
Students attend clinical training Monday through Friday, eight hours per day. Prerequisites: RAD\* 104, RAD\* 105, and RAD\* 193.

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**RAD\* 188 Clinical Internship II****2 S.H.**

Students attend clinical training Monday through Friday, eight hours per day. Prerequisites: RAD\* 194, RAD\* 204, and RST\* 213.

**RAD\* 193 Clinical Practicum I (RAD 112)****1 S.H.**

Introduces the clinical setting and general radiographic areas of Diagnostic Imaging through simulated labs and supervised clinical practice. Students must spend two days a week in the clinic at level I training areas mastering basic competencies. Pre-requisite: Acceptance into the Radiography Program. Corequisites: RAD\*104, RAD\*105 and BIO\* 212.

**RAD\* 194 Clinical Practicum II (RAD 125)****1 S.H.**

Provides the student with the opportunity to master Level I task objectives and competencies. Introduces level II task objectives and procedures through simulated labs and supervised clinical practice. The student must spend two days a week in the clinical setting. Pre-requisites: RAD\*104, RAD\*105, RAD\*193 and BIO\*212. Corequisites: RAD\*104

**RAD\* 196 Radiographic Anatomy and Procedures III****3 S.H.**

Through classroom lecture and clinical practice, introduces sophisticated radiographic procedures and equipment, organ systems, anatomy, and medical terminology. Prerequisites: RAD\* 187, RAD\* 188, and RAD\* 204. Corequisite: RAD\* 291.

**RAD\* 203 Principles of Radiographic Exposure I (RAD 212)****3 S.H.**

Focuses on radiographic definition, contrast, and quality. Addresses film exposure, exposure table composition, special exposure techniques, and general radiographic techniques. Prerequisites: RST\* 213. Corequisites: RAD\* 196 and RAD\* 291.

**RAD\* 204 Radiographic Anatomy and Procedures II (RAD 214)****3 S.H.**

Introduces sophisticated radiographic procedures, anatomy, equipment, and medical terminology, while refining film critique and patient care skills. Prerequisites: RAD\* 105, RAD\* 193, and BIO\* 212. Corequisites: RAD\* 194 and BIO\* 213.

**RAD\* 205 Computers in Medical Imaging: Advanced Practice (RAD 220)****3 S.H.**

Introduces state-of-the-art specialized organ imaging, equipment, and procedures. Introduces image intensification, serial radiography, cineradiography, TV and video systems, tomography, computerized technologies, and magnetic resonance imaging. Prerequisites: RAD\* 196, RAD\* 203, and RAD\* 291. Corequisites: RAD\* 206, RAD\* 218, and RAD\* 292.

**RAD\* 206 Quality Assurance (RAD 225)****3 S.H.**

Introduces evaluation of radiographic systems and radiographs to assure consistency in the production of quality imaging. Discusses radiographic quality assurance concepts necessary for identifying diagnostic quality. Presents tests and procedures to evaluate these standards through practical application. Reviews state and federal regulations. Prerequisites: RAD\* 203 and RST 213. Corequisites: RAD\* 222 and RAD\* 292.

**RAD\* 218 Senior Seminar (RAD 222)****3 S.H.**

This course is characterized by the active role expected of students in the research, preparation, presentation, and discussion of clinical areas. The course requires a good working knowledge of radiography. It prepares senior students for successful entry into the field of Radiography and improves their critical thinking skills. Theoretical and practical studies are integrated through research and application. Students are required to perform independent research and prepare a professional presentation. Students are also required to define, compare, analyze, and assess medical practice in health care delivery. Prerequisites: RAD\* 196, RAD\* 203, and RAD\* 291. Corequisite: RAD\* 292.

**RAD\* 222 Radiobiology and Protection (RAD 223)****3 S.H.**

Covers the fundamental principles of radiobiology; molecular and cellular response, both direct and indirect; interaction with matter; protection in radiology; and health physics. Presents sensitivity and cell recovery with the OER, LET, and RBE. Focuses on exposure and dose in radiology, the workplace, and in the general population. Federal, state and local regulations and guidelines will be identified and their roles defined. Prerequisites: RST\* 213, RAD\* 203, and RAD\* 291. Corequisites: RAD\* 206 and RAD\* 292.

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**RAD\* 286 Clinical Internship III****1 S.H.**

Students attend clinical training Monday through Friday, eight hours per day. Prerequisites: RAD\* 196, RAD\* 203, and RAD\* 291.

**RAD\* 291 Clinical Practicum III (RAD 215)****1 S.H.**

Enables the completion of Level II task objectives and the refinement of competencies achieved in Clinical Practicum II. Stresses sophisticated imaging procedures and equipment use through simulated labs and supervised hands-on training. Students must spend three days a week in the clinical setting, demonstrating required competency through labs and actual practice. Prerequisites: RAD\* 188 and RAD\* 204. Corequisite: RAD\* 196.

**RAD\* 292 Clinical Practicum IV (RAD 221)****1 S.H.**

Focuses on level III competency areas, and continues to introduce more sophisticated imaging procedures and equipment use through simulated labs and supervised hands-on training. Through demonstration and practice, students refine all prerequisite tasks and objectives and complete all exit competency requirements. Students must spend three days per week in the clinical setting. Pre-requisites: RAD\*196 and RAD\*291. Co-requisites: RAD\*205, RAD\*206, RAD\*218, RAD\*222.

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**RADIOLOGICAL SCIENCES TECHNOLOGY**

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**RST\* 110 Introduction to Radiology****3 S.H.**

Introduces the field of radiology and develops the necessary skills of a health care professional. Emphasizes radiography, nuclear medicine, and radiation therapy by incorporating lectures with field site visits. Addresses the role of an allied health professional in the hospital and community setting. Explores career potentials and alternatives. Includes clinical site visits.

**RST\* 213 Radiation Physics****3 S.H.**

Introduces the concept of radiation, its sources, and its interaction with matter. Introduces electricity and magnetism, the x-ray machine, circuits, components, and practical application. Prerequisites: RAD\*104 or RDT\*101, RDT\*111, and PHY\* 111, MAT\* 115. Corequisites: RAD\* 204 or RDT\*102.

**RST\* 217 Clinical Pathology****3 S.H.**

Investigates the various aspects of human disease. Covers diseases pertinent to radiology. Topics include general concepts of disease; inflammation and repair; neoplasms; and diseases of the immune, cardiovascular, respiratory, digestive, urinary, endocrine, musculoskeletal, reproductive, and nervous systems. A brief review of anatomy and physiology precedes lectures on specific pathological processes. Also presents the medical terminology of pathology. Prerequisites: BIO\* 211 and BIO\* 212.

**RST 200 Cross Sectional Anatomy****3 S.H.**

This course emphasizes the physical relationships of anatomic structures to one another. It develops a three-dimensional understanding of anatomy. Computer-generated sectional images will be used to display the relational anatomy in multiple planes, such as axial (transverse), sagittal, and coronal. It emphasizes the body's natural boundaries and spaces. Bony structures and soft tissue will be investigated. To demonstrate the application of this knowledge, supplemental information on pathology will be included. Prerequisites: BIO\*211 and BIO\* 212.

**RST 250 Methods of Teaching in a Clinical Setting****3 S.H.**

Intended for clinical instructors/supervisors in secondary and post secondary allied health occupational programs. Presents the skills needed to teach, supervise, and evaluate students/trainees in the clinical setting. Focuses on the role of clinical instructors/supervisors, developing measurable objectives, assessing learning styles, and using appropriate evaluation instruments. Upon completion of this course, participants will be granted a certificate of attendance and can apply for CEUs to their respective accrediting agencies. Prerequisite: Program director's permission.

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**READING (See English)**

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**SCIENCE**

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**SCI\* 102 Perspectives in Natural Science (PSC 100)****3 S.H.\***

Surveys physics, chemistry, astronomy, and biology. Intended for students with a limited science background. \*Credit does not count toward meeting degree requirements.

**SIGN LANGUAGE**

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**SGN\* 101 Sign Language I (SLN 101)****3 S.H.**

An introduction to American Sign Language, the language used by the Deaf Community in the United States. Covers the fundamental structure of ASL grammar, introduces basic information about the deaf community and deaf culture. This is the first course in a four-course sequence that satisfies the foreign language requirement of the associate in arts degree.

**SGN\* 102 Sign Language II (SLN 102)****3 S.H.**

Builds on skills learned in American Sign Language I. Reinforces the fundamentals of ASL grammar and presents more information about the deaf community and deaf culture. Prerequisite: SGN\* 101.

**SOCIOLOGY**

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**SOC\* 101 Principles of Sociology (SOC 101)****3 S.H.**

Introduces the philosophy, methods, and problems of sociology. Emphasizes culture, society, and how social arrangements infringe upon personality and group behavior.

**SOC\* 103 Social Problems (SOC 200)****3 S.H.**

Develops an understanding of contemporary society through a thorough view of the nature of man and society. A study of how social problems arise and are perpetuated and of the underlying social conditions from which they arise.

**SOC\* 104 Sociology of the Family (SOC 104)****3 S.H.**

Presents a sociological evaluation of modern marriages and family life. Topics include preparation for marriage, dating, courtship, marriage-career analysis, married life, parent-child relations, and sexual adjustments.

**SOC\* 106 Technology and Society (SOC 114)****3 S.H.**

Focuses on the role of various art forms (e.g., painting, sculpture, and architecture) in pre-industrial and post-industrial societies. Develops students' visual, verbal, and cultural literacy.

**SOC\* 109 Society of Women (SOC 215)****3 S.H.**

Analyzes the socialization of women into the female sex role. Examines the traditionally female roles in marriage and the family. Explores economic and political roles women have played in American society during the colonial and frontier periods, slavery, the abolitionist movements, the trade union movement, and the women's rights and suffrage movements. Concludes with a study of current women's groups and their different ideologies, concerns, and platforms for change.

**SOC\* 111 Family, Child, and Community Health (SOC 110)****3 S.H.**

Introduces sources of information about health and the agencies and services available for the health of children, families, and communities. Health areas discussed include nutrition, pediatrics, prenatal care, family planning, health insurance, mental health, occupational health, and such environmental concerns as lead poisoning and air and water pollution.

**SOC\* 114 Sociology of Aging (SOC 106)****3 S.H.**

Studies aging people and the world around them. Examines elderly peoples' social lives, societal roles, personal adjustments, dependence, independence, and how society responds to their needs. A field project may be assigned in which students participate in a community activity involving the elderly.

**SOC\* 115 Nutrition and Aging (SOC 221)****3 S.H.**

Explores the nutritional needs and special problems during various stages of the life cycle from infancy to old age. Includes presentations by professionals and others involved in the preparation and planning of nutritional programs; major emphasis is placed on the nutritional needs of the elderly and counseling techniques appropriate to elderly people.

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**SOC\* 117 Minorities in the United States (SOC 217)****3 S.H.**

Analyzes majority-minority group relations. Uses examples of experiences in the United States of such groups as African-Americans, Latinos, Native Americans, Jewish Americans, Asian Americans, Americans of European origins, and political, religious, and sexual minorities.

**SOC\* 131 Social and Environmental Issues (SOC 131)****3 S.H.**

Introduces the philosophy, methods, and problems of environmental sociology. Emphasizes sustainability, the affects of social arrangements on humanity's interaction with the environment, population control, endangered species, and ethics.

**SOC\* 176 Methods of Social Research and Change (SOC 216)****3 S.H.**

Introduces change-agent skills and the skills needed for conducting elementary research projects. Students must design and execute a change project and carry out a number of field projects. Develops data gathering skills, skills in designing data gathering tools, and methods of strategy evaluation.

**SOC\* 224 Caribbean Culture and Society (SOC 218)****3 S.H.**

Presents an overview of the economic systems, history, and social-cultural dimensions of the countries of the Caribbean Basin, focusing on the island-nations of the Greater Antilles (Cuba, Dominican Republic, Haiti, Jamaica, and Puerto Rico). Also examines the ever-evolving relationship between the United States and the Caribbean, including issues of migration.

**SOC\* 230 The City (SOC 204)****3 S.H.**

Analyzes social stratification in large urban centers, emphasizing sociological, economic, and racial differences. Considers the role of conflict as it affects group relations. Examines social disorder and the law, the problems of life in the ghetto, the role of power, racial ideology, and social changes. Considers the future of large cities and population movements.

**SPANISH**

At the beginning of the semester, a placement examination is given to students enrolled in SPA\* 101 and SPA\* 102. Advanced language instruction beyond the courses listed below is available through Independent Study by arrangement with the instructor.

**SPA\* 101 Elementary Spanish I (SPA 101)****3 S.H.**

Presents the essentials of grammar and reading with practice in speaking and writing basic Spanish. Develops conversational skills. Open to students with little or no experience in Spanish. (*Native speakers of Spanish are strongly discouraged from registering for this course.*)

**SPA\* 102 Elementary Spanish II (SPA 102)****3 S.H.**

Emphasizes aural comprehension, basic conversation, and pronunciation. Emphasizes principles of grammar to improve reading, writing, and speaking. Prerequisite: SPA\* 101.

**SPA\* 201 Intermediate Spanish I (SPA 201)****3 S.H.**

Introduces conversational Spanish through a presentation of Spanish civilization. Emphasizes written reports, readings of Spanish prose, and lectures on important literary figures. Prerequisite: SPA\* 102.

**SPA\* 202 Intermediate Spanish II (SPA 202)****3 S.H.**

Emphasizes advanced composition and conversation. Discusses readings and reports on literary, artistic, and political figures of Spanish and Spanish-American civilization. Prerequisites: SPA\* 201, sufficient score on the placement test, or instructor's permission.

**SPA\* 221 Introduction to Puerto Rican Studies I (SPA 221)****3 S.H.**

Surveys Puerto Rican literature: prose, drama, poetry, and essays from colonial times to the present.

**SPA\* 222 Introduction to Puerto Rican Studies II (SPA 222)****3 S.H.**

Examines the process and consequences of cross-cultural contact and cultural changes in Puerto Rican society. Discusses historical, political, and sociological issues central to an understanding of the Puerto Rican culture. Prerequisite: ENG\* 101.

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**SPA\* 232 Spanish Composition for Professionals (SPA 210)****3 S.H.**

This computer/classroom online course provides students with the basic knowledge to communicate appropriately in written Spanish by learning to write clearly, simply, and effectively and by using technology to develop writing ability. Prerequisites: SPA\* 202 or equivalent, sufficient score on the placement test, or instructor's permission.

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**TELECOMMUNICATIONS**

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**TEC\* 105 Introduction to Telecommunications****3 S.H.**

This course starts with an introduction to the techniques, principles, and terminology of the existing legacy voice telecommunications network. Public and private telecommunications are examined. Telecommunication equipment, switching and transmission technology will be demonstrated. Lectures, interactive learning and demonstrations will be employed.

**TEC\* 114 Telecommunications Electronic Circuits****3.5 S.H.**

Electronic Circuits involves the study of analog electronic devices. All complex electronic systems consist of active devices arranged and organized in such a fashion as to perform a useful function. This course first deals with discrete active devices such as diodes and transistors and their applications. The last portion of the course deals with the theory and application of modern integrated circuits. The operational amplifier is presented as a "building block" for more complicated systems. Various op-amp applications are studied and the focus shifts to the more advanced integrated circuits, which are used as a sub-system in today's telecommunications systems. Prerequisite: CET\* 110. Two hours of lecture and three hours of laboratory.

**TEC\* 207 Telecommunications Digital Electronics****3.5 S.H.**

This course provides the student with a design-cycle approach (theory and experiment) to digital systems in telecommunications. Topics will include: a basic overview of digital concepts; Boolean concepts; basic and complex gates, functions, converters, and registers; basic and complex state machines; SSI, MSI, LSI, and VLSI IC families; D/A and A/D conversion; and an introduction to microprocessors and computers. Lecture will be supplemented by extensive course-synchronized hands-on laboratory. Prerequisite: TEC\* 114. Two hours of lecture and three hours of laboratory.

**TEC\* 215 Telecommunications Fiber Optics****3.5 S.H.**

Fiber optics is one of the major building blocks in the telecommunications infrastructure. Its high bandwidth capabilities and low attenuation characteristics make it ideal for high-speed data transmission. Systems in operation today operate with data rates in the gigabit per second range. Tomorrow's systems promise data rates as high as a terabit per second and beyond! This course provides the student with a solid theoretical and hands-on background in fiber optic communications. Topics will include a basic overview of light and optics, total internal reflection, basic waveguide propagation, singlemode, multimode, graded index and dispersion-shifted fiber, fiber optic loss mechanisms, splicing and termination, loss testing OTDR usage, lasers and LED's, photodetectors, wavelength division multiplexing, power and rise-time budgets, system design and evaluation, DWDM, EDFA's internal and external modulation, and optical network design. Classroom lecture will be supplemented by hands-on laboratory. Two hours of lecture and three hours of laboratory. Prerequisite: TEC\* 114.

**TEC\* 224 Telecommunications Wireless Communications****3.5 S.H.**

This course on wireless systems and networks will present material germane to the rapidly emerging wireless technologies by developing a model of what a typical wireless system network consists of. After the basis system elements are discussed, fundamental concepts of modulation, signals, spectra, bandwidth, filters, and multiplexing are reviewed. Then, noise effects and standard measurements are introduced. With fundamental concepts covered, course emphasis shifts to present day wireless system hardware. Topics covered include: wireless subsystems, analog and digital modulation techniques, First through Third Generation cellular radio electromagnetic propagation theory, modern antenna and transmission line theory, microwave and millimeter wave devices and systems, broadband wireless systems and networks, and RF/wireless test and measurement theory and practice. Two hours of lecture and three hours of laboratory. Prerequisite: TEC\* 207.

**TEC\* 290 Telecommunications Internship****3 S.H.**

The internship gives students the opportunity to apply technical knowledge learned in the classroom to the telecommunications workplace. A telecommunications faculty member monitors the student internship experience and, with the workplace supervisor, jointly evaluates the student's performance.



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## THEATER

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### **THR\* 110 Acting I**

**3 S.H.**

Introduces the art, practice, theories, and history of acting. Both experienced and non-actors will benefit from this course through the study of the history of acting, practical workshops, in-class performances as well as reading, research, and writing about the discipline of acting.

## **WATER MANAGEMENT / WASTEWATER**

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### **WMT\* 101 Water Treatment and Distribution (WMT 101)**

**6 S.H.**

Covers water sources and uses, storage, pipes, pumps, motors, water quality parameters and standards, and treatment techniques, including iron and manganese removal, pretreatment, coagulation/flocculation, sedimentation, filtration, fluoridation, corrosion control, disinfection, sludge handling, and plant maintenance. Presents the mathematics necessary for operators of water treatment and distribution plants.

### **WMT\* 102 Special Topics in Water Treatment (WMT 102)**

**3 S.H.**

Covers required and recommended drinking water standards; proper sample collection; preservation and storage techniques; proper physical, chemical, and microbiological analytical techniques; and the relationship between analyses, unit process control, and the quality of treated water in the distribution system.

### **WMT\* 103 Special Topics in Water Distribution (WMT 103)**

**3 S.H.**

Covers applied hydraulics; water tanks; mains; valves; services; hydrants and meters; cross connections; pumps; instrumentation; maps and drawings; and local, state, and national laws. Devotes special attention to operational and maintenance procedures designed to protect the quality of water in the system.

### **WMT\* 105 Water Utility Management (WMT 105)**

**3 S.H.**

Introduces areas of Water Utility Management, including organization, planning, regulations, finances, operations, infrastructure maintenance, safety, and public relations. Considers contemporary technological developments, management problems, and challenges that public water utilities must cope with.

### **WWT\* 110 Wastewater I (WMT 110)**

**3 S.H.**

Introduces the safe and effective operation and maintenance of wastewater treatment plants. Presents basic operational aspects, including grit removal, sedimentation and flotation trickling filters, biological contractors, activated sludge, waste treatment ponds, and disinfection and chlorination. Upon completion, students will be prepared to take the State of Connecticut Wastewater Class I Operator Examination. Corequisites: MAT\* 175 and WMT\* 112.

### **WWT\* 112 Wastewater II (WMT 112)**

**3 S.H.**

Applies the theoretical principles of wastewater treatment to specific examples of wastewater treatment practice. Students will visit municipal wastewater treatment facilities and prepare a comprehensive study of a wastewater treatment plant. Corequisites: MAT\* 175 and WWT\* 110.

### **WWT\* 114 Wastewater III (WMT 114)**

**3 S.H.**

Further investigates the safe and effective operation and maintenance of wastewater treatment facilities, emphasizing large, conventional treatment plants. Topics include activated sludge, sludge digestion and handling, effluent disposal, plant maintenance, safety and housekeeping, and laboratory procedures. Uses computers in the laboratory for data acquisition and analysis. Upon completion, students will be prepared to take the State of Connecticut Wastewater Class II Operator Examination. Corequisite: WWT\* 116.

### **WWT\* 116 Wastewater IV (WMT 116)**

**3 S.H.**

Students participate in an internship at an operating wastewater treatment facility. A comprehensive report of the project is required for successful completion of the course. Prerequisites: MAT\* 175, WWT\* 110, and WWT\* 112. Corequisites: MAT\* 175 and WWT\* 110.



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**WWT\* 120 Municipal & Industrial Wastewater (TOX\* 234)****3 S.H.**

Provides students with an overview of the terminology, methods, modes of operation and equipment used to protect our waters by providing treatment for municipal and industrial waste waters. Prerequisite: permission of instructor.

**WWT\* 210 Advanced Wastewater I (WMT 210)****3 S.H.**

Addresses advanced wastewater topics, including odor control using chemical and biological treatments, scrubbers, and activated carbon absorption. Investigates both the treatment of activated sludge in municipal and industrial waste and the processes used for the management of residual solids. Addresses the use of chemicals and filtration systems in the removal of solids from effluents. Prerequisites: WWT\* 110, WWT\* 112, WWT\* 114, and WWT\* 116, or state of Connecticut Wastewater Certification Levels I and II.

**WWT\* 212 Advanced Wastewater II (WMT 212)****3 S.H.**

Builds on the knowledge gained in Advanced Wastewater I. Covers phosphorus removal using biological systems, lime precipitation, and alum flocculation. Investigates the use of biological systems, ammonia stripping, chlorination, and water hyacinth cultures for nitrogen removal. Additional topics include enhanced biological-nutrient control, wastewater reclamation, and wastewater instrumentation. Prerequisite: WWT\* 210.

**WWT\* 216 Environmental Law (WMT 216)****3 S.H.**

Investigates federal, state, and municipal environmental regulations of wastewater management. Presents actual case studies for analysis. Prerequisites: WWT\* 110, WWT\* 112, WWT\* 114, and WWT\* 116, or state of Connecticut Wastewater Certification Levels I and II.

# DIRECTORY

## ADMINISTRATION AND COLLEGE SERVICES

Academic Advising	285-2124
Admissions - Applications	285-2010
Affirmative Action Officer	285-2415
Athletic Office	285-2208
Alumni Association	285-2326
Bookstore — Long Wharf	865-5614
Bookstore — North Haven	239-3049
Business and Industry Services	285-2310
Business Office	285-2009
Cafeteria — Long Wharf	285-2248
Cafeteria — North Haven	285-2339
Career Ladders Institute	285-2295
Career Services/Job Placement — Long Wharf	285-2144
Center for Educational Services — Long Wharf	285-2217
Center for Educational Services — North Haven	285-2348
College Life/Student Activities	285-2208
College of Technology	285-2357
College Writing Center	285-2245
Continuing Education/Community Services	285-2082
Counseling — Long Wharf	285-2090
Dean of Academic Affairs	285-2070
Dean of Administration	285-2021
Dean of Research and Development	285-2322
Dean of Students	285-2210
Early Learning Center (Child Care)	285-2131
Educational Technologies — Long Wharf	285-2268
Educational Technologies — North Haven	285-2508
Evening Administrator — Long Wharf	285-2082
Evening Administrator — North Haven	285-2406
Facilities and Events Management	285-2223
Financial Aid	285-2030
Foreign Student Information	285-2010
Gateway Community College Foundation, Inc.	285-2322
General Information:	
Long Wharf Campus	285-2000
North Haven Campus	285-2406
Human Resources	285-2110
Immunization	285-2275
Information Technologies — Help Desk - Long Wharf	285-2040

Information Technologies — Help Desk - North Haven	285-2410
Institutional Advancement	285-2296
Institutional Research	285-2415
Instructional Design	285-2108
Library — Long Wharf	285-2057
Library — North Haven	285-2340
Mail Room	285-2239
Mathematics and Science Center	285-2358
Payment of College Charges	285-2009
President	285-2061
Public Information and Marketing	285-2065
Purchasing	285-2100
Records – Long Wharf	285-2020
Records – North Haven	285-2304
Registration - Course Schedule - Long Wharf	285-2020
Registration - Course Schedule - North Haven	285-2306
Security (Guard House – Long Wharf)	789-6408
Security (Lobby – Long Wharf)	285-2246
Security – North Haven	285-2333
Student Activities/College Life	285-2208
Student Development and Services Associate - North Haven	285-2318
Student Disability Services - Long Wharf	285-2231
Student Disability Services - North Haven	285-2314
Student Government – Long Wharf	285-2242
Transcripts – Long Wharf	285-2020
Transcripts – North Haven	295-2304
Tutoring – Long Wharf	285-2217
Tutoring –North Haven	285-2348
Veterans Affairs	285-2144
Videoconference Center	285-2349
Voice Mail System	285-2200
Website	<a href="http://www.gwcc.commnet.edu">www.gwcc.commnet.edu</a>
Women’s Center	285-2151

#### **ACADEMIC DEPARTMENTS CHAIRS AND DIRECTORS**

Allied Health	Victoria Bozzuto	285-2390
Arts/Humanities	Chester Schnepf	285-2205
Business	Richard Rees	285-2178
College Advancement Studies	Russell Gaudio	285-2203
Engineering Technologies	Paul Silberquit	285-2368
Mathematics/Science	Miguel Garcia	285-2358
Nursing	Sheila Solernou	285-2393
Social Science	Daniel Courcey	285-2152

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**PROGRAM COORDINATORS/CONTACTS**

Art	Nicholas Halko	285-2241
Automotive	Wayne Demske	285-2334
Aviation Maintenance	Wayne Demske	285-2334
Biomedical Engineering	Thomas McGrath	285-2378
Business	Richard Rees	285-2178
Business Office Technology	Marsha Janik	285-2176
Computer Engineering	Tom Adams	285-2377
Computer Science	Frank Gallagher	285-2169
CT College of Technology	Richard Fiore	285-2357
Culinary Arts	Stephen Fries	285-2175
Diagnostic Medical Sonography	Valerie Hylas	285-2383
Dietetic Technology	Marcia Doran	285-2389
Drug and Alcohol Recovery Counselor	Cher Shannon	285-2321
Early Childhood Education	Susan Logston	285-2187
Early Childhood Special Education	Earnestine Kirkland	285-2189
Electrical Engineering	Donald Lostritto	285-2372
English	Franz Douskey	285-2206
Entrepreneurial Studies	Rose Bednarz-Luglio	285-2198
Environmental Science		
Food Service Management	Stephen Fries	285-2175
Hotel-Motel Management	Stephen Fries	285-2175
Hospitality Management	Stephen Fries	285-2175
Human Services	Jonah Cohen	285-2289
Manufacturing Engineering	Tsu-Chien Cheu	285-2374
Mathematics	Miguel Garcia	285-2358
Mechanical Engineering	Cyprian Ukah	285-2375
Nuclear Medicine	Kathleen Murphy	285-2381
Nursing	Sheila Solernou	285-2393
Radiation Therapy	Gina Finn	285-2392
Radiography	Julie Austin	285-2382
Retail Management/Fashion Merchandising	Rose Bednarz-Luglio	285-2198
Science	Mark Lynch	285-2190
Toxicology	Paul Silberquit	285-2368
Transportation	Paul Silberquit	285-2368
Wastewater/Water Management		

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# PERSONNEL

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## Faculty – Full-Time

**Norman Abell** (1988) Professor-Biology. B.S., Villanova University; D.P.M., Ohio College of Podiatric Medicine

**Thomas M. Adams** (1983) Professor and Program Coordinator-Computer Engineering Technology. B.S., Sacred Heart University; M.S., University of Miami

**John Argento** (1983) Professor-Chemistry/Math/ Physics, B.S., Fairfield University; M.A.L.S., Wesleyan University; C.A.G.S., Southern Connecticut State University

**Julie Austin** (2000) R.T. (R) (M) Professor and Program Coordinator, Radiography. A.S., Gateway Community-Technical College; B.S., Albertus Magnus College

**Vincent Baldassano** (2004) Assistant Professor–Art. B.A. Wagner College; M.F.A. University of Oregon

**Claudia Bedoya-Rose** (2000) Assistant Professor–English as a Second Language and Spanish, A.S., Albertus Magnus College; B.S., Albertus Magnus College; Ed.M., Harvard Graduate School of Education

**Tracy Blanford** (2004) Associate Professor–Nursing. A.S. Quinnipiac College; B.S.N. Central Connecticut State University; M.S.N. University of Connecticut

**Alex Boateng** (2004) Assistant Professor–English. B.A. University of Ghana; M.A. Yale University

**James Wesley Brogan** (1993) Professor-English. B.A., University of Iowa; M.A., Ph.D., Indiana University

**Mark S. Bruno** (1994) Professor-General Science. B.S., Southern Connecticut State University; M.S., University of Connecticut

**Carol Brutza** (1988) Professor and Program Coordinator-English as a Second Language. B.A., University of Arizona; M.A., New York University

**Mary M. Burns** (1974) Professor-English. A.A., South Central Community College; B.A., University of Connecticut; M.A.T., Brown University; Certificate, E.S.L., University College, Dublin, Ireland

**John Callaghan** (2006) Instructor-Developmental Mathematics. B.S., Trinity College; M.A. Central Connecticut State University

**Susan Chenard** (2006) Assistant Professor-Developmental English. B.A. Central Connecticut State University; M.A. Mills College

**Tsu-Chien Cheu** (1993) Associate Professor-Program Coordinator, Manufacturing Engineering Technology. B.S. National Taiwan University; M.S. University of Wyoming; Ph.D. University of Texas-Austin

**Jonah Cohen** (2004) Assistant Professor-Program Coordinator, Human Services. B.A., Trinity College; M.S., Central Connecticut State University

**Suzanne Conlon** (2006) Assistant Professor-Nursing. B.S.N. University of Bridgeport; M.S.N. Sacred Heart University

**Robert Costanzo** (1994) Professor-Automotive Technology. B.S., Central Connecticut State University, ASE World Class Technician

**Daniel J. Courcey, Jr.** (1969) Professor and Chairperson-Social Science. A.B., Providence College; M.A., Southern Connecticut State University; C.A.G.S., Fairfield University

**Jesse J. Davis** (1971) Professor-Psychology. B.S., Central State College (Ohio); M.S., Central Connecticut State University

**Carmelita Valencia-Daye** (2004) Associate Professor–Early Childhood Education. B.S. University of Philippines; M.Ed. University of North Carolina, Chapel Hill

**Teresa Russo DeMars** (1992) Assistant Professor-Psychology. B.A., University of Connecticut; M.S., Southern Connecticut State University; Licensed Professional Counselor (L.P.C.)

**Wayne Demske** (1999) Professor and Program Coordinator-Automotive Technology. A.S., Mattatuck Community College; B.S., Western Connecticut State College

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**Lauren Doninger** (2001), MA, LADC, LPC, Professor of Social Sciences and Program Coordinator–Liberal Arts & Sciences and General Studies. B.S., Nasson College; M.A., Central Connecticut State University

**Marcia Swan Doran** (1998) R.D., Professor-Nutrition and Fitness: Dietetic Technology Program/Fitness Specialist Program Coordinator, B.S., University of Connecticut; M.S., University of Bridgeport

**Franz T. Douskey** (1977) Professor and Coordinator-English. B.A., M.A., Goddard College

**Thomas M. Fahy** (2004) Assistant Professor–Psychology. B.A. Tufts University; M.A. Tufts University, University of Hartford; Psy.D. University of Hartford

**Gina Finn** (1999) R.T. (T) Assistant Professor, Program Coordinator, Radiation Therapy, A.S., Gateway Community College, B.S. Central Michigan University.

**Richard Fiore** (1982) Professor-Chemistry/Math/ Physics; B.A., University of Connecticut; M.S., C.A.G.S., Southern Connecticut State University

**Lucille Flores** (2004) Assistant Professor–Business Office Technology. B.B.A. Baruch College of the City University of New York; M.S. University of Hartford

**Stephen Fries** (1986) Professor-Marketing. Program Coordinator, Hospitality Management Program. B.S., State University of New York at Albany; M.S., University of Massachusetts-Amherst

**Germaine C. Frosolone** (2001) C.N.M.T., R.T.N., Professor and Clinical Coordinator – Nuclear Medicine Technology. B.A., Western Connecticut State University; A.S., South Central Community College

**Renee A. Gaines** (2008) Instructor-English. B.A. Brooklyn College, EdM Suny Buffalo

**Frank J. Gallagher** (1985) Professor and Program Coordinator, Computer Science Technology. B.S., M.S., Southern Connecticut State University; M.S., University of New Haven

**Miguel Garcia** (1978) Professor-Chemistry/Math/ Physics; Department Chair, Mathematics/ Science. B.S., University of Puerto Rico; M.Phil., Yale University

**Russell Gaudio** (1991) Professor-Developmental English, Department Chair, College Advancement Studies. A.B., Fairfield University; M.A., New York University

**G. J. Gerard** (1982) Professor-Electrical Engineering Technology. A.A.S.E.T., SUNY at Farmingdale; B.S.E.T., New York Institute of Technology; M.Div., Gordon-Conwell Theological Seminary; M.S., Southern Connecticut State University

**Claudia Haekel** (2004) Associate Professor–Nursing. B.S. Southern Connecticut State University; M.S. University of Connecticut

**Nicholas F. Halko** (1994) Professor and Program Coordinator-Art. A.S., B.A., Charter Oak College; B.A. Southern Connecticut State University; M.F.A., Hartford Art School/University of Hartford

**Richard B. Halkyard, Jr.** (1999) Assistant Professor-Computer Engineering Technology. A.S. Quinnipiac College; A.S. Greater New Haven State Technical College; B.S., Quinnipiac College; M.P.A., University of New Haven

**Martha Hayes** (1996) Professor-English. A.S., Housatonic Community College; B.A., M.A., Southern Connecticut State University

**Claire Hendricks** (1998) Assistant Professor–Sociology/Anthropology, B.A., London University; M.A., Columbia University

**Valerie Hylas** (2000) RDMS, RDCS, Professor and Program Coordinator-Diagnostic Medical Sonography. B.S., State University of New York SUNY-Downstate

**Marilyn Jacobi** (1994) Professor-Developmental Mathematics. B.A., SUNY College at Oneonta; M.S., University of Bridgeport

**Raj Jain** (1988) Professor-Biology. B.S., Delhi University; M.S., Rajasthan University; Ph.D., Lucknow University (India)

**Marsha B. Janik** (1990) Professor and Program Coordinator-Business Office Technology. B.S., M.S., Central Connecticut State University

**Theresa J. Jeffries** (1998) LCSW, Professor-Sociology. B.A., Quinnipiac College; M.S.W., Columbia University School of Social Work

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**Kerin R. Kelsey** (1970) Professor-English. B.S., M.S., M.A., Southern Connecticut State University; Ph.D., The Union Institute; Ph.D., University of Connecticut; Sixth-Year Professional Degree, University of Bridgeport

**Karen L. Kessler** (2002) Associate Professor–Nursing. A.A.S., Kingsborough Community College; B.S.N., Hunter College; M.S., University of Wisconsin–Madison

**Allyson V. Kinney** (1986) Professor-Computer Science Technology. B.A., University of Connecticut; M.C.I.S., University of New Haven

**Earnestine B. Kirkland** (1972) Professor and Program Coordinator-Early Childhood Education, Special Education, B.S., Morris College; M.S., University of Illinois; Sixth Year Professional Degrees in Administration and Reading; Southern Connecticut State University; Ed.D., Nova University

**Susan Levine** (2007) Assistant Professor-Nursing. B.S.N., Central Connecticut State University; M.S.N., University of Hartford

**Lorraine Li** (2004) Assistant Professor–Economics. B.A. Columbia University; M.S. Columbia University

**Susan E. Logston** (1972) Professor and Program Coordinator-Early Childhood Education. B.A., West Virginia University; M.A., University of Connecticut

**Donald Lostritto, PE** (1980) Professor and Program Coordinator-Electrical Engineering Technology. B.S.E.E., University of New Haven; M.S.E.E., University of Connecticut

**Michael Loteczka** (1984) Professor-Chemistry/Math/Physics. B.S., M.S., University of Connecticut

**Rose Bednarz Luglio** (1992) Professor-Business and Program Coordinator-Entrepreneurial Studies, Retail Management/ Fashion Merchandising. B.S., M.A., University of Connecticut; M.B.A., C.A.G.S., University of Bridgeport

**Mark D. Lynch** (1998) Professor-Chemistry, Coordinator, Science. B.S., Boston College; M.S., Southeastern Massachusetts University; Ph.D., Iowa State University

**Julie Perego Mangini** (1989) A.R.R.T. (R). Professor-Radiography, Yale School of Radiology, B.S., New Hampshire College; M.Ed., Cambridge College

**Joseph Maynard** (2000) Instructor-History. A.S. South Central Community College; B.A., Southern Connecticut State University; M.A. Trinity College

**Barbara McFarland** (2006) Assistant Professor-Nursing. B.S. Florida International University; M.A. University of Hartford

**Thomas McGrath** (1981) Professor and Program Coordinator-Biomedical Engineering Technology. A.S., Waterbury State Technical College; B.S.E.E., University of New Haven; M.S.B.M.E., University of Connecticut

**Cathy G. Mebane** (2000) Associate Professor–Early Childhood Education. B.S., M.S., Southern Connecticut State University

**Victor C. Medina** (1998) Associate Professor-Sociology. B.S., Charter Oak State College; M.S., Southern Connecticut State University

**Mohsin Mehtar** (1984) Professor-Biomedical Engineering Technology. B.S.E.E., University of Miami; M.S.B.M.E., University of Vermont

**Donald N. Mei, CPA** (CT) (1972) Professor-Accounting and Political Science. B.S.Ec., Wharton School of Finance, University of Pennsylvania

**Eric Meyers** (2007) Instructor-Math/Science. B.A., University of Steubenville; D.C. University of Bridgeport

**Victoria Morse** (2004) Assistant Professor–Foreign Languages. B.A. Vassar College; M.A. Middlebury Graduate School of French

**Kathleen Murphy** (1996) A.R.R.T. (N), C.N.M.T., Professor and Program Coordinator-Nuclear Medicine Technology. A.S. South Central Community College; B.S., M.S., University of New Haven

**Lee Panagoulis** (1979) Professor/Program Coordinator-Electrical Engineering Technology. B.S.E.E., University of New Haven; M.S., 6th Year Certificate, Southern Connecticut State University

**Saverio Perugini** (1993) Professor-Mathematics. B.S., M.S., Central Connecticut State University, Ed.D. Teachers College, Columbia University

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**Albert Pesticci** (1981) Professor-Math/Science. B.S., University of New Haven; M.S., 6th Year Certificate, Southern Connecticut State University

**Louise A. Petroka** (1994) Professor-Math/Science. B.S., Central Connecticut State University; M.A., Central Connecticut State University

**David Pettigrew** (1990) Professor-Automotive Technology. B.S., Western Connecticut State University, M.A. Western Connecticut State University

**Marcia Piwarzyk** (1989) Professor-Art. B.S., University of Connecticut; M.S., Central Connecticut State University

**Janice B. Potochney** (1981) Professor-Accounting. B.S., University of Connecticut; M.B.A., University of Bridgeport; C.M.A.

**Deborah Raimondo** (1998) Associate Professor – ESL, A.B., Gordon College; M.A., Central Connecticut State University; M. Div., Eastern Baptist Theological Seminary

**Andrew V. Randi** (1997) Associate Professor-Culinary Arts. A.S., Johnson & Wales College; B.S., University of New Haven; M.S., University of New Haven

**Myra Reddish** (2008) Assistant Professor- Nursing. BSN Southern CT State University, MSN University of Hartford

**Richard Rees** (2002) Associate Professor and Chairperson -Business. A.S. Middlesex Community College; B.S. Central CT State University; M.B.A, University of New Haven; M.C.S.E., Microsoft

**Anthony Rish** (2004) Assistant Professor–Automotive. A.A.S. Gateway Community College; B.S. Central Connecticut State University

**Doree Robinson** (1983) Professor-English. B.A., Russell Sage College; M.A. Northeastern University

**Heidi Rydene** (1993) Professor-Biology. B.S., University of Rhode Island; M.S., Southern Connecticut State University

**Rachel Schettenhelm** (2004) Assistant Professor-Developmental Mathematics. B.S., Michigan State University, M.S. Toledo University

**Chester H. Schnepf** (1984) Professor and Chairperson-Humanities. B.F.A., New York Institute of Technology; M.A., Hofstra University, C.A.G.S., Trinity College

**John P. Scippa** (1972) Professor-Media, Film and Human Communication. B.S., University of Detroit; M.S., Fairfield University

**John H. Scott III** (1998) Associate Professor-Business. A.A., Suffolk County Community College; B.A., SUNY at Stony Brook; M.Div., Harvard University School of Divinity; J.D., Hofstra University School of Law

**Cheryl Shannon** (2007) Assistant Professor-Program Coordinator-Drug and Alcohol Recovery Counselor. LADC, SAP, BS, MHSA New Hampshire College Antioch New England

**Tinkang Shen** (2006) Instructor-Mathematics. B.S. Shanghai University; M.S., M.A., Ball State University

**Daniel Sullivan** (1992) Professor-Biology. A.A.S., St. Louis Community College; B.S., Ramapo College; M.S., Rutgers University, M.P.H., University of Connecticut.

**Robert E. Tremblay** (1987) Professor-Physical Sciences. B.S., M.S., 6th year degree, Southern Connecticut State University

**Cyprian Ukah** (1986) Professor. Program Coordinator-Mechanical Engineering Technology. B.S.M.E., Trinity College; M.S.M.E., University of New Haven

**Jaye Viola** (2007) Assistant Professor-Clinical Coordinator, Radiography. A.S. Gateway Community College

**Anne Williams** (2007) Instructor-Business. B.A., University of Connecticut; M.B.A. Temple University

**Wesley Winterbottom, PE** (1994) Professor-Science. B.S., Lehigh University; M.S., Cornell University; M.B.A., University of Connecticut

**Virginia A. Woolums** (1986) Professor-Reading. B.A., Beaver College; M.Ed., Temple University

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## Faculty – Part-Time

Lawrence Baldino, M.S., MBA Southern Connecticut State University and University of New Haven

**Kathleen Bavelas, M.A.L.S, Wesleyan University**

Patricia Bissell, M.Music 6<sup>th</sup> yr, Yale School of Music

Ronald Blevins, M.A., Fairfield University

Rosemary Boone, M.ME, University of Hartford

Michelle Breaker, M.S., Purdue University

Vincent Carrano, M.S. 6<sup>th</sup> yr; Southern Connecticut State University

Toni D. Cates, M.A., Wesleyan University, Fairfield University

Moshe Cohen, M.S., University of New Haven

Patricia Colandrea, MBA, Housatonic Community College, Fairfield University, University of New Haven

**Victor Collazo, M.D.; University of Puerto Rico**

Daniel Corr, M.M., Cornish College, Yale University

Amy Davison, M.A., Central Connecticut State University, University of Connecticut

Michelle DellaCamera, M.S. Certificate, Albertus Magnus College, Southern Connecticut State University

Sharleen Dickinson, M.A., Hamilton College, University of Wisconsin

**Mario Falsani, Ph.d; Teachers College Columbia University**

**Susan Foss, M.S. 6<sup>th</sup> yr; Southern Connecticut State University**

Bion Francis, B.S., University of Bridgeport

Lois Fucci, M.A., University of Hartford, University of Pennsylvania, Fairfield University

Vincent Ginnetti, M.S., Southern Connecticut State University

Janet Greenberg, B.S., M.A., Central Connecticut State University, University of Hartford

**Twanda Grey, M.S.W.; Southern Connecticut State University**

Catherine Hall, M.A., Southern Connecticut State University, University of New Haven

Lawrence D. Hally, M.S., Southern Connecticut State University

**Robert Hubbard, M.B.A.; University of Connecticut**

**Jean Incampo, M.A. Ed Specialist Degree; University of New Hampshire, Nova Southeastern University**

Stanley Kapinos, M.A., Fairfield University, Southern Connecticut State University

Joan Krall, BME, M.S., University of Hartford, Central Connecticut State University

Susan Landino, B.S., M.S., Southern Connecticut State University

**Elaine Lickteig, M.S.; University of Connecticut**

Bart Lombardi, M.S.E.E., MBA, Dartmouth College, NYU Graduate School of Business Administration

**Raja Mani, Ph.d; University of Wyoming**

**Enrico Mastronardi, M.A.; Fairfield University**

Elizabeth McCormack, B.A., M.A., Southern Connecticut State University, University of Connecticut

**Robert Mitchell, M.A.L.S.; Wesleyan University**

Mary Moore, B.S., M.S., University of Bridgeport, Central Connecticut State University, University of Connecticut

**Mary Newell, Ph.d; University of Denver**

Robert Novotny, B.A., M.A., Sacred Heart University, Western Connecticut State University

Thomas O'Neil, B.A., M.A., College of the Holy Cross, Southern Connecticut State University

Robert Paglia, B.A., M.A., University of New Haven, Trinity College

**Daniel Palmquist, A.O.S.; Johnson & Wales University**

**Barbara Puglisi, M.A.; Southern Connecticut State University**

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**Thomas Ragozzino**, B.S., M.A., Fairfield University, Trinity College  
**Susan Reinhart**, B.A., M.F.A., Vassar College, Tyler School of Art  
**Margaret Rogers, M.B.A.; University of New Haven**  
**Joan Ryan, M.A.; Southern Connecticut State University**  
**Anthony Solli**, B.S., M.S., University of Notre Dame, Quinnipiac College, Southern Connecticut State University, Fairfield University, Yale University  
**Todd Solli, M.S.; Quinnipiac University**  
**Joseph A. Spadaro**, B.S., M.S., Trinity College, University of New Haven  
**Jean Tencza**, B.A., M.S., Southern Connecticut State University, University of New Haven  
**Kimberly Thomas**, B.S., M.S., Ph.D., University of Rhode Island, St. Joseph College, Southern Connecticut State University  
**Susan Traudt**, B.S., M.S., University of New Haven, Quinnipiac University  
**Paul Turtola, M.S. with certification; Southern Connecticut State University**  
**Donald Walker, M.B.A.; Southern Connecticut State University**  
**Susan Weldon**, B.S., MRP, University of Massachusetts, University of Vermont  
**Jeanne Whalen**, B.S., M.S., Southern Connecticut State University  
**Donald White; M.S.; University of New Haven**  
**Narinder Whitehead**, B.S. MPH, Southern Connecticut State University, Nairobi University  
**Brendan Williams**, B.A., University of Connecticut, MBA Rensselaer Polytechnic Institute  
**Pamela Worthy**, B.A., M.A., M.S., Southern Connecticut State University, Wesleyan University, Williams College  
**Leon Yacher**, B.A., M.A., University of New Mexico

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## Administration

### ◆ **President's Office**

**Dorsey L. Kendrick** (1999) President. B.S., Union University; M.S., Cardinal Stritch University; Ph.D., Walden University

**Carol Guerrera McHugh** (1970) Executive Assistant to the President. A.S., Post Junior College

**Christine Scillia-Rivera** (2004) Office Assistant. A.S. Gateway Community College

### ❖ **Dean of Development and Community Partnerships**

**Mary Ellen Cody** (2008) Dean. BA., George Washington University.

### ❖ **Marketing and Public Relations**

**Evelyn Cernadas Gard** (2001) Director. B.A., Mount St. Mary's College; M.A.Ed, Loyola Marymount University

**Allen Gales** (1979) Public Relations Associate. A.S., South Central Community College; B.S. Charter Oak State College

**Mari Walker** (1983) Office Assistant. A.S., South Central Community College.

**Larry Laukhuf** (2002) Coordinator-Graphics Duplication Central Services, A.A.S., City University of New York

### ◆ **Administrative Services Division**

#### **Dean of Administration**

**Louis S. D'Antonio** (1981) Dean. B.A., M.A., Fairfield University

**Brenda Haase** (1998) Administrative Assistant

### ❖ **Business Office**

**Jill Raiola** (2002) Director of Finance and Administrative Services. B.S., University of Connecticut, M.B.A., University of Connecticut

**John G. Moyher** (1977) Accountant. B.S., University of Bridgeport

**Irene A. Beauchemin** (2001) Accountant, A.S., Gateway Community College, B.S. University of New Haven, M.B.A., University of New Haven

**Carlo Marinuzzi** (1994) Assistant Accountant. B.S., University of New Haven

**Carol Mason** (1993) Assistant Accountant

**George Spietzack** (1998) Assistant Accountant

**Carol Lewis** (2005) Assistant Accountant. A.S. Norwalk Community College, B.S. Sacred Heart University, M.B.A. Sacred Heart University

### • **Purchasing**

**Lisa Cherhoniak** (1985) Associate Fiscal Administrative Officer

**Linda A. Pelham** (1979) Purchasing Assistant

**Kelly Ann Levinson** (1998) Purchasing Assistant. A.S., Gateway Community College

**Michael Martone** (1998) Office Assistant

### ❖ **Facilities and Events Management**

**Arthur W. Corda** (1976) Director. Facilities. B.A., M.S., C.A.G.S., Southern Connecticut State University

**Brian Higney** (2007) Building and Grounds Supervising Patrol Officer. A.S. Gateway Community College

**Charlene Thomas** (1988) Office Assistant. Diploma for Secretarial Science, Stone Business School

**Sandra Garde** (1999) Office Assistant.

### • **Maintenance**

**Robert Lyons** (2005) Building Maintenance Supervisor

**Joseph Prince** (1984) Building Superintendent I

**Louis Diaz** (1994) Skilled Maintainer

**Scott Plamondon** (1998) Qualified Craft Worker

**Anthony Benoit** (1985) Lead Custodian

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**Gerald Ciaburri** (1995) Lead Custodian  
**Teodomiro Reyes** (1999) Lead Custodian  
**Leroy Smith** (1999) Lead Custodian  
**Henry Grimme** (2004) Custodian P/T  
**Maribel Lugo** (2001) Custodian  
**Edward Chavis** (2007) Custodian  
**Charles Cole** (2007) Custodian  
**Lucas Ortiz** (2007) Custodian  
**Luis Soler** (2007) Custodian  
**Clara Zuluaga** (2007) Custodian American Business School Columbia

❖ **Human Resources**

**Lucille E. Brown** (1999) Director. B.A., Jackson State University; J.D., Notre Dame University  
**Lisa Corbeil** (2005) Secretary II. A.S. Middlesex Community College, Certification-Paralegal Litigation  
**Christie Higney** (1998) Human Resources Associate. B.S., Quinnipiac College  
**Kim A. Dogolo** (1985) Payroll Officer I.  
**Shelly Frosolone** (2004) Office Assistant. A.S. Gateway Community College  
**Jeremy Kushin** (2006) Payroll Clerk. B.A. Central Connecticut State University

❖ **Information Technology**

**Lawrence Salay** (2005) Director. B.S. Mercy College, M.B.A. University of Phoenix  
**John Desrosiers** (1996) Assistant Director of Information Technology. A.S., Gateway Community College; B.S. American Intercontinental University  
**Brian Bouthillier** (1998) Technician II. A.S., Housatonic Community College  
**William Miklos** (1998) Network Manager. A.S., Gateway Community College  
**Michael Heaphy** (2000) Technician II. A.S., Gateway Community College  
**Dean Ferro** (2006) Technician II. B.S. Central Connecticut State University

◆ **Academic Affairs Division**

**Dean of Academic Affairs**

**Mark Kosinski** (2006) Dean. B.A. Alliance College; M.A., Ph.D. Bowling Green University  
**Angela Richter** (1998) Administrative Assistant. ARRT(T), A.S. Gateway Community-Technical College; B.S. University of Bridgeport, M.M. University of Phoenix  
**RoseAnn Spagone** (1996) Secretary I  
**Virginia E. Blackmon** (1980) Office Assistant. A.A., Southern New England Regional Bible School; Diploma for Secretarial Science, New Haven Academy of Business; Certificate, Essex County College; Certificate, Newark Manpower Training Skills Center  
**Michelle Fraser** (1998) Office Assistant. A.S., Gateway Community College; B.S., University of New Haven; M.S.M., Albertus Magnus College  
**Amy DeFigueiredo** (2006) Clerk Typist. B.S. Southern Connecticut State University

❖ **Academic**

• **Allied Health**

**Victoria L. Bozzuto** (1994) A.R.R.T. (T). Director. A.S., South Central Community College; B.S., Southern Connecticut State University; M.Ed., Cambridge College  
**Alice M. Pandolfi** (1999) CHES. Program Facilitator-Allied Health, B.A., The Catholic University of America; M.P.H., Southern Connecticut State University  
**Erika Lynch\*** (2006) Healthcare Career Advisor. B.A. Quinnipiac University

- 
- **Early Childhood Education**

**Carol Annette\*** (1998) ECE Accreditation Facilitator, B.S., University of CT; M.S., Southern Connecticut State University
  - **Engineering and Applied Technologies**

**Paul Silberquit** (2007) Director. B.S. State University of New York, College at Cortland; M.S. Pace University  
**Kathleen Palmieri** (2008) Program Facilitator. A.A. Gateway Community College  
**Donna Bruno** (1986) Office Assistant. Diploma for Executive Secretary, Stone School of Business; Certificate, Gateway Community College
  - **Math/Science**

**Patricia S. Iovene** (1997) CHES. Academic Associate. A.S., Gateway Community College; B.S., Quinnipiac University; M.P.H., Southern Connecticut State University
  - **Nursing**

**Sheila B. Solernou** (2002) R.N., MSN, Director – Nursing. B.S.N., Mount St. Mary College; M.S.N., University of Hartford  
**Mary Beth Banks** (2004) Enrollment Services Assistant. B.A., Merrimack College, M.P.A., University of New Haven, M.S. University of New Haven  
**Barbara Rudolph\*** (2007) Nurse Advisor. B.S., M.S. New York University
  - **Early Learning Center**

**Marjorie Weiner** (2004) Director. B.S. Wheelock College; M.A. Wesleyan University  
**Marion Williams** (1983) Teacher. A.S., South Central Community College; B.S., New Hampshire College  
**Linda Alston** (1998) Teacher. B.A., Connecticut College  
**Stella Okparanta** (1990) Assistant Teacher. A.S., South Central Community College; B.A., Albertus Magnus; M.A., University of New Haven  
**Annmarie Amendola** (2001) Assistant Teacher. A.S., Gateway Community College  
**Mary Palermo** (1998) Secretary II  
**Marie Helene N'Guessan\*** (2005) Child Development Assistant Teacher. A.S. Norwalk Community College
  - **Instructional Design and Development**

**Wendy Samberg** (1999) Director. B.A., SUNY, Empire State College; M.A., Columbia University  
**Kristine DeForge** (2006) Instructional Design Assistant. A.S. Gateway Community College, B.S. University of New Haven
  - **Educational Technologies**

**Alfonzo Lewis** (2001) Educational Technologies Specialist. B.A., University of Connecticut
  - **Library**

**Clara Ogbaa** (2007) Director. B.A., MLS University of Texas  
**Karen Kramer** (2002) Librarian. B.A., Albertus Magnus College; M.A., University of Connecticut; M.L.S., Southern Connecticut State University  
**Michael J. Cifferelli** (2003) Librarian. A.A., Gateway Community College, B.A.; Trinity College; M.L.S., Southern Connecticut State University  
**Martha Lipowski** (1993) Librarian. B.S., Southern Connecticut State University, M.L.S., Southern Connecticut State University  
**Jianxin Yang** (2006) Librarian. B.S. University of Heliongjiaing, M.S. Texas Tech, M.L.S. Southern Connecticut State University  
**William Maisfelht** (2004) Library Associate. B.A. University of Massachusetts  
**Shauna Carrano** (2004) Library Associate. B.S., Southern Connecticut State University
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❖ **Corporate and Continuing Education**

**David N. Cooper** (2003) Dean. B.S., University of Connecticut; Ed.D., Rutgers University

**Wanda Edwards** (1999) Secretary II. CPI Certificate Data Entry, Bridgeport (pt-am), A.S. Gateway Community College

• **Business and Industry Services**

**John A. Vincze** (1993) Director. B.S., University of Bridgeport; M.B.A., University of New Haven

• **Continuing Education/Community Services**

**Vacant** – Continuing Education Coordinator and Evening Administrator

**China Byrd** (2000) Clerk-Typist (p/t). A.S., Housatonic Community College

• **Workforce Development**

**Ann Cohen** (1996) Coordinator, Continuing Education. B.S., City College of New York; M.Ed., William Paterson State College

**Jaime French\*** (2004) Director, Step Forward. B.A. SUNY, Albany; M.A. University of Utah

◆ **Research and Development Division**

**Dean of Research and Development**

**Margaret Bauer** (1978) Dean. B.A., M.B.A., Long Island University; Sc.D., University of New Haven

**Susan K. Swirsky** (1983) Administrative Assistant. Diploma for Executive Secretary, Academy for Business Careers; A.S., Gateway Community College

**Julia L. Arbour** (1979) Office Automation Systems Specialist

❖ **Institutional Research**

**Vincent Tong** (2000) Director / Affirmative Action Officer. B.A. New York University, M.A. University of Michigan, Ph.D. Yale University

◆ **Student Services Division**

**Dean of Students**

**Wilson Luna** (1985) Dean. A.A., Norwalk Community College; B.A., Southern Connecticut State University; M.S., University of Bridgeport; Ed.D., Nova Southeastern University

**Kathleen Delaney** (1990) Administrative Assistant. A.S., South Central Community College

❖ **Student Development/Services**

**Cheryl A. Pegues** (1986) Director. B.A., West Virginia State College; M.S., Southern CT State University

**Sandra Williams-Eskridge** (2001) Student Development and Services Associate. B.A., Fort Valley State College; M.S., Fort Valley State College

• **Financial Aid**

**Raymond R. Zeek** (1994) Director. B.A., Franklin & Marshall College, M.S. Southern Connecticut State University

**Steven J. McDowell, Jr.** (2008) Associate Director. B.S., Bentley College

**Nancy C. Robinson** (1980) Financial Aid Assistant. A.S., South Central Community College

**Bennyta Claytor** (2007) Secretary 1. B.S., University of Bridgeport

**Lavanda Bryant** (2008) – Office Assistant. A.S., Gateway Community College

• **Student Activities/College Life**

**Roberta Prior** (2004) Director. B.A. Central Connecticut State University; M.S. Western Illinois University

**Janet Klinck** (2007) - Secretary I, B.S. Providence College



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- **Student Disabilities Services**

**Toni Page** (1999) ADA Coordinator/Learning Disabilities Specialist. B.S., Southern CT State University; M.S., Southern CT State University

**Amy Napierski** (2008) Learning Disabilities Specialist. B.A., UCONN; M.S., Central CT State University

- ❖ **Admissions**

**Kim M. Shea** (1994) Director. B.S.W., M.S.W., Southern Connecticut State University

**Elizabeth Vega** (2003) Associate Director of Admissions. A.S., Gateway Community College; B.S.W., Southern Connecticut State University

**Pamela DeDona** (1994) Processing Technician

**Sansanee Bijananda** (2000) Office Assistant. Certificate, Gateway Community College

**Meisen Coe** (2004) Clerk-Typist

**Monica Garcia** (2006) Clerk. A.S. Gateway Community College

**Lisa Barletta** (2008) Clerk

- ❖ **Advisement Center**

**Catherine E. Surface** (1993) Director of College Transition. B.A., M.S., 6<sup>th</sup>-year Certificate, Southern CT State University

**Barbara Thomas** (1999) Office Assistant. A.S., Gateway Community College

- ❖ **Career Services**

**Robert A. Miles** (1972) Director. Licensed Professional Counselor. B.A., Cornell University; M.S., Southern Connecticut State College; 6<sup>th</sup>-year Certificate, Southern Connecticut State University

- ❖ **Center for Educational Services**

**Luis F. Melendez** (1990) Director. B.S., M.A., University of Connecticut

**Clara Mena** (2005) Assistant Director, Academic Support Center. A.S. Gateway Community College, B.A. Charter Oak State College

- ❖ **Counseling**

**Tina McHugh** (1978) Director. B.S., Albertus Magnus College; M.S., L.P.C. Southern Connecticut State University

**Maria Torres-Nosel** (1993) Counselor. C.A.G.S./L.P.C., B.S., M.S., University of Bridgeport

**Kellie Byrd Danso** (2004) Counselor. B.A. University of Connecticut; M.Ed., NCC, North Carolina State Counseling Education Program

**John Mullane** (2008) Counselor. B.A. University of New Hampshire; M.S. Central CT State University

**Ivette Garcia** (1999) Secretary I

- ❖ **Records**

**David M. Swirsky** (1982) Registrar. B.A., University of Hartford; M.S., Southern Connecticut State University

**Maribel Lopez** (2005) Associate Registrar. B.S., Southern Connecticut State University

**Susan Tiano** (1999) Registration Services Assistant. A.S., Gateway Community College; B.S. Charter Oak State College

**Lee Barden** (1992) Processing Technician

**Elides Montalvo, Jr.** (2004) Clerk

**Janet Parker** (2008) Clerk. B.A. Columbia University

\* Denotes Full-Time Educational Assistant

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## **Emeriti**

**Frank D. Archangelo** (1981-2003) Associate Professor Emeritus-Chemistry/Math/Physics. A.S., Hartford State Technical College; B.S., Southern Connecticut State University

**Mary P. Birdsey** (1978-2003) Professor Emerita-Business Office Technology. B.S., M.S., Central Connecticut State University

**William F. Celotto**, PE (1979-1999) Professor of Mechanical Engineering Technology Emeritus. B.S.E., University of Connecticut; M.S. University of Connecticut

**Aureliu D. Ciufecu** (1970-2003) Professor Emeritus-Languages. L.H.B., Romanian College of Salonica, Macedonia; Ph.D., University of Rome "La Sapienza;" A. Certificate, International University "Pro Deo," Rome; Diploma, Institute of Arts and Culture, "Accademia di Teatro," Rome

**Michele N. Cone** (1981-2007) Director of Library Emerita. B.S., Brooklyn College-CUNY; M.L.S., Pratt Institute, C.A.G.S., Southern Connecticut State University

**Francis E. Crowley** (1986) Professor Emeritus-English. B.A., Fairfield University; M.A., Trinity College; Ph.D., State University of New York at Buffalo

**William J. Dean** (1977-2003) Professor Emeritus-Social Science. B.A., Sacred Heart University; M.A., Fairfield University

**Diana P. Duarte** (1972-2003) Professor Emerita-Business Office Technology. B.S., M.A., C.A.G.S., University of Connecticut

**Bion H. Francis** (1980-2003) Professor Emeritus-Business. B.S., Massachusetts Institute of Technology; M.S., Southern Connecticut State University

**Roy Francis** (1979-2005) Director of Engineering and Applied Technologies Emeritus. B.S., University of Bridgeport; M.S., Southern Connecticut State University

**Patricia Hartnett** (1982-2006) Professor Emerita-Computer Science Technology. B.A., University of Connecticut, M.S., Rensselaer

**Polytechnic Institute Martha M. Hirsch** (1986-1997) Associate Professor of Gerontology Emerita. B.A. Quinnipiac College, M.S. Southern Connecticut State College

**Joyce Donen Hirschhorn** (1969-1991) Professor of Human Communication Emerita. B.A., University of Michigan; M.A., Teachers College, Columbia University

**Joyce Mason Holmes** (1992) Associate Professor of Mathematics Emerita. A.A., South Central Community College; B.A., Albertus Magnus College; M.S. Wesleyan University

**L.C. Hopes** (1972-1992) Professor of Sociology Emeritus. A.S. South Central Community College, B.S. Southern Connecticut State University, M.S. Bucknell University

**Edith G. Jaquiere** (1980-1992) Dean of Academic Affairs Emerita. B.S. Central Connecticut State College, M.A. Trinity College; Ph.D. Union Graduate School

**W. Richard Krall** (1971-2003) Professor Emeritus-Psychology. B.M.E., M.A., University of Denver; Ph.D., University of Connecticut; Ph.D., Walden University, Clinical Neuropsychology

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**Susan Moore Lincoln**, (1969-1997) Dean of Students Emerita. B.S., M.S., Southern Connecticut State College; Ed.D., Nova University

**Dominic Longo** (1979-1992) Associate Dean of Instruction Emeritus. B.S., New Haven Teachers College, M.S., 6th-year Certificate, Southern Connecticut State University

**Joseph E. Magyar** (1968-1997) Associate Dean of Community Services Emeritus. B.S. Fairfield University; M.S. Xavier University; Ed.D. Nova University

**Ann B. Manner** (1977-1992) Professor of Chemistry/Math/Physics Emerita. B.A. Russell Sage College; M.S., Ohio State University

**Stuart J. McEnerney** (1970-1989) Professor of Mathematics Emeritus. B.S., Southern Connecticut State College; M.B.A., University of New Haven; M.A., Ph.D., University of Connecticut.

**Richard S. Muir, PE** (1982-2003) Assistant Professor Emeritus-Electrical Engineering Technology. B.E.E., Union College

**Karl S. Paecht** (1977-1992) Associate Professor of Manufacturing Engineering Technology Emeritus. B.S., Central Connecticut State College; M.S., Central Connecticut State University

**Bonnie A. Pease** (1979-2003) Librarian Emerita. B.A., Ricker College; M.L.S., Southern Connecticut State University

**Ann G. Robinson** (1972-1999) Professor of Psychology Emerita. B.A., North Carolina Central University; M.A., Wayne State University; Ed.D., Nova University

**Kenneth R. Robinson** (1970-1988) Professor of Sociology Emeritus. B.S., Springfield College; M. Div., Episcopal Theological School; Ed. M., Boston University

**Ahmed M. Roblé** (1968-2003) Professor Emeritus-Business. B.S., Haile Selassie University; B.A., M.A., University of Colorado; Ph.D., University of Connecticut

**Irving Rosenthal** (1971-1990) Professor of Sociology and Anthropology Emeritus. B.A., M.S., Southern Connecticut State College

**Edmund L. Sobolewski** (1977-1987) Dean of Students Emeritus. B.S., University of Bridgeport, M.A., University of Connecticut; C.A.G.S., University of CT

**William E. Thumbeck** (1970-2003) Professor Emeritus-Mathematics. B.S., M.S., Central Connecticut State College; Ed.D., Nova University

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## **BOARD OF GOVERNORS FOR HIGHER EDUCATION**

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# DIRECTIONS

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## ***LONG WHARF CAMPUS, 60 SARGENT DRIVE, NEW HAVEN, CT 06511***

### **From Hartford**

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I-91 South to I-95 South (New York). Take Exit 46, Long Wharf (first exit on the right). At the bottom of the exit ramp, turn left onto Sargent Drive. At the third traffic light, turn right onto Long Wharf Drive to access the parking lot.

### **From New London**

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I-95 South (New York). Take Exit 46, Long Wharf. At the bottom of the exit ramp, turn left onto Sargent Drive. At the third traffic light, turn right onto Long Wharf Drive to access the parking lot.

### **From New York**

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I-95 North to Exit 46 (Long Wharf). At the bottom of the exit ramp, turn right. Follow Long Wharf Drive around and under the overpass. At the traffic light, go straight across Sargent Drive and turn right to access the parking lot.

## ***NORTH HAVEN CAMPUS, 88 BASSETT ROAD, NORTH HAVEN, CT 06473***

### **From New Haven and Points South**

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I-95 North to I-91 North to Exit 11. At the end of the exit ramp, turn right onto Route 22. Proceed to the third traffic light and turn left onto Bassett Road. The College is on the right, approximately 1/4 mile.

**or**

Route 15 (Wilbur Cross/Merritt Parkway) to Exit 63. At the end of the exit ramp, turn right onto Route 22. Proceed to the fourth traffic light and turn left onto Bassett Road. The College is on the right, approximately 1/4 mile.

### **From New London and Points East of New Haven**

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I-95 South to I-91 North to Exit 11. At the end of the exit ramp, turn right onto Route 22. Proceed to the third traffic light and turn left onto Bassett Road. The College is on the right, approximately 1/4 mile.

### **From Hartford and Points North**

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I-91 South to Exit 12 (Washington Avenue). At the end of the exit ramp, turn left. Proceed to the second traffic light and turn left on Blakeslee Avenue. At the end of the road, turn left on Bassett Road. The College is on the right, approximately 1/4 mile.

**or**

Route 15 South (Wilbur Cross/Merritt Parkway) to Exit 63. At the end of the ramp, turn left on Hartford Turnpike. At the next light, turn left on Route 22. Proceed to the fifth traffic light and turn left on Bassett Road. The College is on the right, approximately 1/4 mile.



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## ***Your future***

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## ***Your Choices***

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*Visit our Website for a complete schedule of classes.*

**[www.gwcc.commnet.edu](http://www.gwcc.commnet.edu)**



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